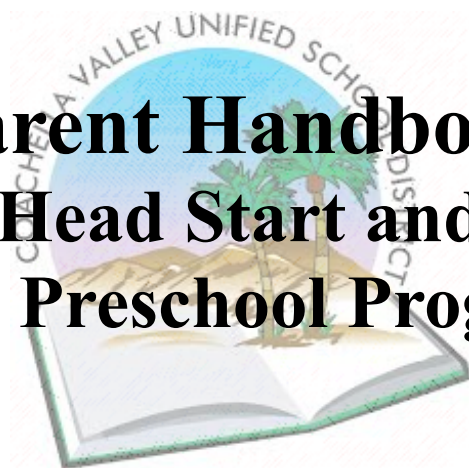


**Coachella Valley Unified School District
Children and Family Services**

**Parent Handbook
Head Start and
State Preschool Programs**



Childhood Education Programs
87-255 Church Street
Thermal, CA 92274
760-848-1075

Welcome to Children and Family Services!

My child's name is:

My child goes to:

My child's teachers are:

The site's telephone number is:

The parent handbook is a useful resource for you to look back on throughout your child's educational program. Feel free to ask questions. We appreciate your willingness to be the most important member of your child's success team!

Welcome to CVUSD Head Start & Preschool Programs!

Dear Parents and Guardians,

Welcome to Coachella Valley Unified School District! We are delighted that you have chosen to join our Head Start /Preschool family. Our team is dedicated to providing a nurturing, engaging, and enriching environment for your child's early learning experiences.

At Coachella Valley Unified School District, we believe that the first years of a child's life are the foundation for their future growth and development. Our curriculum is designed to promote cognitive, social, emotional, and physical development through a variety of hands-on activities, interactive play, and creative exploration. We are committed to fostering a love of learning in each child and helping them reach their full potential.

Our dedicated staff is highly trained and passionate about early childhood education. We maintain a safe, inclusive, and supportive atmosphere where every child feels valued and respected. We also encourage open communication and collaboration with parents, as we believe that a strong partnership between home and school is essential for your child's success.

Here are a few key points to help you get started:

1. **Orientation and Open House:** Please join us for our orientation session on Wednesday, August 28th at 2:30 pm. This is an excellent opportunity to meet our staff, tour the facilities, and learn more about our daily routines and educational philosophy.
2. **Daily Schedule:** Our school day begins at 8:00 am and ends at 2:30 pm Monday through Friday and 8:00-1:30 pm on Wednesday.. We ask that you arrive on time to ensure a smooth start to the day for all children. A detailed schedule of our daily activities is attached for your reference.
3. **Communication:** We use the Learning Genie Application to keep parents informed about school events, important announcements, and your child's progress. Please make sure to download the app and create an account if you haven't already.
4. **Health and Safety:** The health and safety of our students are our top priorities. We adhere to strict hygiene protocols and regularly sanitize our facilities. Please review our health and safety guidelines attached to this letter and ensure that your child's immunizations are up to date.
5. **Parent Involvement:** We welcome and encourage parent involvement in various school activities and events. Whether it's volunteering in the classroom or joining our parent committees, your involvement enriches our community.

We are excited about the year ahead and look forward to partnering with you to create a positive and memorable preschool experience for your child. Should you have any questions or need further information, please do not hesitate to contact us at 760-848-1075.

Thank you for entrusting us with your child's early education. Together, we will make this a wonderful year of growth, learning, and fun!

Warm regards,

Jean-Mari Dagarin

Coordinator of Early Learners

Coachella Valley Unified School District
Children and Family Services
Head Start and Preschool Programs
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Program Information: General Description

About Us

The department of Children and Family Services (CFS) within the Coachella Valley Unified School District (CVUSD) are supported and approved by the Board Members and Administrators of CVUSD to serve eligible children and their families within the district – Oasis, Thermal, Mecca, Coachella, Indio, and the Salton Sea.

CFS programs follow regulations of CVUSD, Community Care Licensing (CCL) of California Department of Social Services, California Department of Education (CDE), Office of Head Start, Department of Public Social Services (DPSS) and Riverside County Office of Education (RCOE) to ensure a safe and learning environment for children.

Head Start/Early Head Start Program

Head Start is a free comprehensive child development program funded by the federal government for pre-school children ages 3-5 and their families. Head Start sets the foundation for children to do well in school and in life. We believe that **parents are the first and most influential teachers, nurturers and advocates** of their children.

Staff work together with parents to enhance each child's development, health, family support and community support. Each family's culture, language, values and traditions are respected and promoted. Children with special needs are embraced in our programs. We consider every child a unique person with individual strengths and needs. Parents and staff work together to create individualized programs for every child.

Age Eligibility

- For Early Head Start (EHS) Pregnant Women: Any age for expectant mothers
- For Early Head Start (EHS): Ages birth to under 3 years old
- For Head Start (HS): Child must turn 3 years old by September 1st and not yet age eligible for Kindergarten
- Head Start/Early Head Start is committed to the inclusion of all children in all classrooms by offering over-income waivers* and reserving 10 percent of its enrollment to children with disabilities

State Preschool

California State Preschool Program (CSPP) is an age and developmentally appropriate program designed to facilitate the transition to kindergarten for three (3) and (4) old children in educational development, health services, social services, nutritional services, parent education and parent participation.

Staff Qualifications

Our program employs highly qualified staff with the education, experience, and training that both Head Start administration and the California Department of Education require. Additionally, our staff receives

ongoing professional development related to current best practices in early education. Each classroom has at least one Spanish-speaking staff member.

Emergency Procedures

In a disaster, staff members will remain with the children until parents or authorized persons listed on the emergency card can pick up their child. Children will not be released to anyone whose name is not on the emergency card. Parents are advised to pick up their children as soon as possible.

Children and Family Services Mission, Philosophy, Goals & Objectives

Children and Family Services Programs mission is to provide a high quality, comprehensive childhood program for eligible children and families. We pledge to nurture, sustain, and educate children and families in a positive learning and social environment that supports the desired child outcomes and promotes academic success. We are committed to prepare children for School Readiness and work in partnership with our school district. We are committed to fostering the self-esteem of children and families so they may experience personal and social success. The program assists children and families in using all available community resources to meet their individual needs in this changing and diverse society. We believe in community support and involvement through collaboration and partnership and advocacy as a tool to build strong communities.

- ❖ We pledge that the foundation of our program will be the relationships we build with children and families through trust and open communication.
- ❖ We pledge to provide children with clear, consistent, and appropriate expectations of their abilities and behavior through positive reinforcement, predictable routine, and modeling.
- ❖ We pledge to foster optimal growth and development in children, families and staff.
- ❖ We pledge to give children a voice by providing many opportunities for conversation throughout the day that will foster social/emotional skills and facilitate a strong sense of self and community.
- ❖ We pledge to include a balance of teacher-directed and child-initiated activities throughout the day.
- ❖ We pledge to provide a safe, nurturing environment where children are free to explore and make sense of the world around them, learning through play and engaging in age appropriate hands- on activities.
- ❖ We pledge that our facilities are safe, secure, and well-maintained and prepared for any and all emergencies.
- ❖ We pledge that our staff is made up of dedicated, passionate, nurturing, educated professionals who follow established and current best practices in childhood education.
- ❖ We pledge to build parent partnerships through open communication, cooperation, and family activities.
- ❖ We pledge that integrity and fiscal responsibility are the essential building blocks to ensure the longevity of our program.
- ❖ We pledge that by providing effective use of technology we will prepare young children for their journey to life-long learning.

- ❖ We pledge that we will work to attract and retain quality employees, since an exceptional childhood education environment requires exceptional teachers, administrators and staff supported by effective professional development, competitive compensation, and equitable personnel practices.

Non Discrimination Policy: Ensuring Program Access for All Children

Children and Family Services (CFS), per Federal and State laws, do not discriminate based on race, color, national origin, religion, sex, gender, identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. We also prohibit sexual harassment. We encourage the enrollment of families and children with disabilities and will make reasonable accommodations following the Americans with Disabilities Act (ADA). We will ensure that all children will have access and support while participating in all activities of our Children and Family Services (CFS) programs.

Open Door Policy

We have an open-door policy. Parents are welcome to visit, observe, or be involved in any day-to-day activities. We know that each of you has a wealth of talent. Please share your talent in music, art, cooking, woodworking, math, science, sewing, engineering, or any other hobby or skill you possess with your child in the classroom. Nothing is more important than seeing the joy and passion on your child's face when his mom, dad, or grandparents are the "teachers" of his peers.

Confidentiality Policy

All financial, personal, and medical information about children and their families is strictly confidential and accessible only to authorized personnel. All information will be released with the parent's prior written permission. Authorized information will be for program administration and operation unless requested or approved by the parent or legal guardian in writing. *Federal Performance Standard 1302.90 (c) (iv), 1303.20; 1303.21 (a) & (b)*

Including Children with Disabilities

Children with Disabilities, as defined by the Americans with Disabilities Act (ADA), are welcome to enroll in our early education programs. Each child with special needs will be reviewed case-by-case to determine accommodations and modifications specified in an Individualized Education Plan (IEP) or 504 plan. We understand the requirements of the ADA and will make reasonable program implementations with accommodations and modifications according to each student's needs. (*Public Law 101-336, 104 Stat, 327 ADA of 1990, 42 U.S.C. Sections 12101 et seq (2000), Title 5 Section 4900 et seq.*) After the initial implementation of an IEP/504 plan, program staff and the preschool assessment team will monitor the child's progress according to the adaptations made in the classroom. Follow-up meetings will be scheduled as needed and determined by the team.

Office Staff Information

Children and Family Services

87-255 Church Street
Thermal, CA 92274
Phone 760-848-1075
Fax: 760-399-1389

Management Team

Jean-Mari Dagarin, *Coordinator*
(760) 848-1023

Office Staff

Sylvia Pacheco, *Administrative Specialist*
(760) 848- 1075

Vacancy, *Licensed Vocational Nurse*
(760) 848-1020

Yesenia Leon, *Attendance Clerk*
(760) 848-1022

Nancy Badena, *Early Learners Community Liaison*
(760) 848-1019

Sally Islas, *Early Learners Community Liaison*
(760) 848-1016

Maricruz Mendez, *Early Learners Community Liaison*
(760) 848-1015

Head Start Program

Full Day- (M,T,Th,F) 8:00 am – 2:30 pm/Wednesday 8:00 am - 1:30pm

<u>Cesar Chavez Head Start</u> Carol Perez – Teacher Luz DeLaTorre– Paraeducator Hilary Aguilar– Safety Supervisor	49-601 Avenida De Oro Coachella, CA 92236 Room #503	Phone: 760-848-1707
<u>John Kelley Head Start</u> Maria G. Nunez Corrales – Teacher Norma Nuñez – Paraeducator Maria Perez – Safety Supervisor	87-163 Center St. Thermal, CA 92274 Room #51	Phone: 760-848-1237
<u>Las Palmitas Head Start</u> Linda Moreno – Teacher Paraeducator-Maria Linares Aliyah Cordova-Paraeducator	86-150 Ave. 66 Thermal, CA 92274 Room #K-1	Phone: 760-848-1479
<u>Mecca Head Start</u> Rosa Dauto – Teacher Martha Ochoa – Paraeducator Maria Guadalupe Torres –Safety Supervisor	65-250 Cahuilla St Mecca, CA. 92254 Room #HDST	Phone: 760-848-1799
<u>Oasis Head Start</u> Araceli Mota – Teacher Alejandra Garcia – Paraeducator Claudia Ortega – Safety Supervisor	88-175 74 th Ave Thermal, CA 92274 Room #1	Phone: 760-848-1303
<u>Palm View Head Start</u> Nancy Macias – Teacher Edith Ceballos – Paraeducator Erika Diaz– Safety Supervisor	1390 7 th St. Coachella, CA 92236 Room #152	Phone: 760-848-1646
<u>Peter Pendleton Head Start</u> Annette Vargas – Teacher Aracely Gonzalez – Paraeducator Karla Corral - Yard Supervisor	84-750 Calle Rojo Coachella, CA 92336 Room #HDS	Phone: 760-848-1675
<u>Peter Pendleton 2 Head Start</u> Linda Vasquez – Teacher Maria Antonia Soto – Paraeducator Karla Corral – Safety Supervisor	84-750 Calle Rojo Coachella, CA 92336 Room #2	Phone: 760-848-1683
<u>Sea View Head Start</u> Aracely Gomez - Teacher Raquel Contreras - Paraeducator Isabelle Avalos - Safety Supervisor	2467 Sea Shore Ave. Salton City, CA 92275 Room #	Phone: 760-848-1030
<u>Valley View Head Start</u> Christine Gonzales – Teacher Yadira Torres – Paraeducator Cristian Alvarado – Safety Supervisor	85-270 Valley Road Coachella, CA 92236 Room #HDST 1	Phone: 760-848-1611

State Preschool

Full Day- (M,T,Th,F) 8:00 am – 2:30 pm/Wednesday 8:00 am - 1:30pm

Part Day - AM: 8:00-11:00 / PM 11:30-2:30

RCOE State Preschool Program		
<u>Coral Mountain Preschool</u> Viviana Perez- Teacher Paraeducator-Maribel Ceballos Safety Supervisor- Rosa Cazares	51375 Van Buren St. Coachella, CA 92236 Room #	
<u>Palm View State Preschool</u> Nancy Reyes - Teacher Sylvia Camacho – Paraeducator Maria Espinoza – Safety Supervisor	1390 7 th St Coachella, CA 92236 Room #157	Phone: 760-848-1648
<u>Palm View Preschool-Part Day AM/PM</u> Brenda Hernandez- Teacher Elsa Saenz - Paraeducator Maria Espinoza-Safety Supervisor	1390 7 th St Coachella, CA 92236 Room #150	Phone: 760-848-1644 <u>AM:</u> 8:00 am – 11:00 am <u>PM:</u> 11:30 am – 2:30 pm
<u>Saul Martinez State Preschool</u> Maria Navarette - Teacher Alma Block - Paraeducator Nancy Beltran - Safety Supervisor	65-705 Johnson St Mecca, CA 92254 Room #K1	
<u>Valley View State Preschool</u> Aurora Figueroa – Teacher Amanda Castrejon - Paraeducator Christian Alvarado- Safety Supervisor	85-270 Valley Road Coachella, CA 92236 Room #2	Phone: 760-848-1608
CDE – California State Preschool Program		
<u>Cesar Chavez</u> Avelina Machuca – Teacher Dora Mendoza – Paraeducator Hilary Aguilar – Safety Supervisor	49-601 Avenida De Oro Coachella, CA 92236 Room #504	Phone: 760-848-1710
<u>Mecca Preschool</u> Lizette Aguilar – Teacher Norma Cruz – Paraeducator Maria Guadalupe Torres – Safety Supervisor	65-250 Cahuilla St Mecca, CA 92254 Room #50	Phone: 760- 848-1801
<u>Mountain Vista 1 Preschool</u> Denise Adame – Teacher Imelda Garcia – Paraeducator Sarah Francis – Paraeducator Maria M. Avalos Vargas – Safety Supervisor	49-750 Hjorth St Indio, CA 92201 Room #K-4	Phone: 760-848-1756
<u>Mountain Vista 2 Preschool</u> Samantha Rojas – Teacher Rosa Gomez- Paraeducator Karla Izabal- Paraeducator Maria M. Avalos Vargas – Safety Supervisor	49-750 Hjorth St Indio, CA 92201 Room #K-3	Phone: 760-848-1767
<u>Valle Del Sol State Preschool</u> Susana De La Torre – Teacher Lilia Nino – Paraeducator Adriana De Leon – Safety Supervisor	51-433 Education Way Coachella, CA 92236 Room # K5	Phone: 760-848-1620

General Family Rules

1. ***School Hours:*** Children must be present for their contracted hours.
2. ***Parent Involvement:*** We need your partnership to work with your child. We encourage you to get involved.
 - ☐ Volunteer in the classroom and share your expertise
 - ☐ Serve in the Parent Center and Policy Committee
 - ☐ Attend trainings and meetings
3. ***Communication:*** Notices will be sent home with your child. Information will also be shared via the Learning Genie application.
4. ***Arrival & Departure:***
 - ☐ Only persons 18 years of age or older and on the EMERGENCY CARD will be allowed to sign a child IN and OUT.
 - ☐ Sign your full signature (first name and last name as it appears on Driver's License or I.D.) NO INITIALS.
 - ☐ Restraining orders must be on file in the classroom and the office.
 - ☐ Arrive on time or call if you have an emergency that will make you late. **Walk your child to the designated drop off area and sign him/her IN with the exact time of arrival.**
 - ☐ Stay until the teacher or para educator has accepted your child after the health check.
 - ☐ Let your child know when you leave and assure him that you will return as this helps children with the transition to school.
 - ☐ Pick your child up promptly at 2:30 pm. You must sign him/her OUT.
5. ***Reporting Changes:*** ALL changes that affect eligibility are to be reported.
 - ☐ Contact details such as phone numbers (personal, work and home) of parents, guardians and everyone listed on the Emergency Contact form need to be current at all times.
 - ☐ Please make sure that the numbers listed do not have call blocking for unknown calls.
6. ***Transition from Home to School:*** You are welcome to send photos of the family and or any other comfort item (i.e. small blanket) to help your child with the transition to school. *Do not send food, candy, gum or any toys to school.*
7. ***Clothing & Shoes:*** Children learn through play and exploring their environment with hands-on play and learning activities. As a result, children can get paint, mud, dirt, sand etc. on their clothes and shoes.
 - ☐ Dress your child in comfortable clothing according to the weather.
 - ☐ We recommend close-toed tennis shoes so that children can move freely (run, jump, ride a trike/bike etc.) Shoes with Velcro help children to take shoes on and off by themselves and be independent.
 - o Boots, flip flops, open-toed sandals, and crocs are not allowed at school for safety reasons.

- ☐ Send a change of clothes (dress, pants/short, shirt/blouse, under wear, socks etc.) to be kept in your child's cubby in school at all times. Please label the clothes. In the event your child is changed at school, it is your responsibility to make sure to send a new set.
- ☐ Children's sheets and blankets will be sent home each Friday to be laundered and returned back to the classroom on Monday.

8. **Attendance & Absence:** Daily attendance is required for children to learn. Parents will be required to sign in and sign out their child on the daily attendance sheet.

- ☐ Keep your child at home if he/she is ill. Call your child's teacher by 8:00 a.m. to report an absence.
- ☐ 3 consecutive absences due to illness may require a doctor's note to readmit if the symptoms are suspected to be communicable.
- ☐ Track your child's absences Excused, Unexcused, and write the reason for absence
 - o (i.e. cough, fever...etc.) as your child may be dropped for excessive absences.
 - o The Attendance Clerk will monitor your child's absences each month and as absences accrue to a point where the limit is reached, a meeting will take place to create a plan to get back on track.

9. **End of the Month Reporting:** Parents/Guardians are required to come in at the end of the month and sign Attendance Sheets.

10. **Medication & Dietary Restrictions:** Contact your child's Teacher and or assigned LVN to make arrangements if your child must receive medication or has dietary restrictions.

- ☐ Do not put medication in your child's backpack or cubby.
- ☐ Parents/Guardians are required to provide staff current physical exam, hemoglobin, lead, and TB assessment.
- ☐ Parents/Guardians are required to maintain current child's services on medical insurance, treatments, and immunizations.

11. **Adhere to our Policies and Practices:** These are in place in accordance with regulations.

Enjoy your Experience: Thank you for allowing us to serve you and your child!

Operational Policies and Procedures

Enrollment Policy

Early Education Programs shall maintain all policies outlined in the administration statement and seek to enroll children that meet the age, income, and other criteria established therein.

Early Education Programs shall develop a recruitment program that solicits the enrollment of children from all Riverside County and California Board of Education covered by the boundaries set forth by the Coachella Valley Unified School District and assures the enrollment of the neediest children. Ten percent of the enrollment slots will be reserved for children with special needs.

Interested families submit applications, birth certificates, immunization documentation, and income information. After submitting applications, they are screened for age, updated immunizations, and income eligibility. Once income eligibility is established, priority for enrollment is given to the neediest families and children.

Mandatory Parent Orientation

Mandatory Parent Orientation is required with your child's teacher or the Children Family Services central office support staff before your child can attend our programs. Special accommodations may be requested if necessary.

Withdrawing a Student from the Program

One week of notice must be submitted to the Early Learners Community Liaison, indicating the last day of attendance.

Signing In and Out Procedures

Parents/guardians or designated persons at least 18 years of age must sign the child in during arrival and sign the child out during departure on the attendance sheets provided or by electronic sign-in/out at specific sites. This complies with *Title 22 Licensing Regulations 101226.1 (b) and 101229.1 (a.1)*. The same process must be completed when picking the child up.

Admission Agreement The parent signing the Admission Agreement (contracting parent) must complete and maintain all the paperwork. The contracting parent is the only person who can change any enrollment forms, including the Emergency Form and Child Release Authorization Form. Copies of these forms will be given to the contracted parent and may also be given to other individuals who produce a court order upon request.

Divorce/ Separation- If the contracting parent wishes a non-contracting parent to pick up the child, the contracting parent must list the person on the Registration and Health History Form. We are legally unable to refuse visitation or the privilege of picking up a child to a parent unless we have a certificate of custody or a restraining order from the legal guardian with physical custody. The parent must furnish a copy of the court order for the child's file. If there is shared custody, it is the responsibility of the parent who enrolled the child to make sure policies are followed.

Resolving Concerns/Grievances and Following Chain of Command

When concerns arise about the overall operation of our program, it is our goal to resolve concerns respectfully. Please follow the following chain of command:

1. Teacher of your child
2. Early Learners Community Liaison
3. Coordinator of Early Learners
4. Director of Early Learners

Mandated Child Abuse and Neglect Reporting

Legislation (*AB-2710, Chapter 1718, States of 1984*) requires that any person who enters into employment in a capacity in which they are required by law to report known or suspected cases of child abuse must sign a statement, to be provided by the employer, indicating knowledge of an agreement to comply with child abuse reporting requirements. All employees of the CVUSD Children and Family Services (CFS) Programs are mandated reporters. Therefore, all suspected cases of child abuse and or neglect will be reported to Child Protective Services.

Sexual Harassment

CVUSD Children and Family Services (CFS) Programs prohibit discrimination, including sexual harassment. Sexual harassment is abusive and illegal behavior that harms victims and negatively impacts the working environment, causing fear, distrust, and intolerance. To provide a safe and healthy environment, we offer an educational and employment environment free from sexual harassment.

Religious Instruction

Coachella Valley USD | BP 6141.2 Instruction. The program refrains from religious instruction or worship in all classrooms. In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the public schools. Instruction about religion shall not promote or denigrate the beliefs or customs of any particular religion or sect, nor should a preference be shown for one religious viewpoint over another. Staff members shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students during class time. As part of their official duties, staff shall not lead students in prayer or other religious activities. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

Photographic Release/Consent

We will be taking photographs of the children and families for instructional, training and promotional purposes. Children take pride in seeing their pictures of themselves engaged in classroom activities. This is a very powerful motivator for learning. These pictures may be posted on our website, social media and be used for publicity purposes. If you do not wish for photos to be taken, please let your child's teacher and the CFS office know.

Emergency Information

It is your responsibility to update any changes (i.e. new address, phone numbers, etc.) pertaining to you or anyone listed on your Emergency Contact Form. You must notify the teacher and or Community Technician. This is the only way we can contact you during an emergency.

Release of Children's Records

Copies of children's records (i.e. sign in/out sheets, physicals, registration forms, etc.) can be released to the contracting parent/guardian, who enrolled the children in the program. Copies of children's records will be made available to a non-contracting parent/guardian with the written permission of the contracting parent/guardian or through a court subpoena.

The child's file is available for review by agents of Community Care Licensing (CCL) of California Department of Social Services (CDSS), Child Protective Services (CPS), Law Enforcement Personnel, Riverside County Office of Education and/or any other authorized personnel by our program. We value your privacy and will restrict access to your child's file to only those necessary to ensure the safety of your child.

The Importance of Good Attendance In Early Childhood Programs

Attendance

Children enrolled in the Head Start and State Preschool program benefit by attending the entire program. Regular attendance is crucial for your child's development. If your child will be absent, please notify the school by 8:00 am. Extended absences should be discussed with the department's attendance clerk.

Good attendance in preschool is crucial for a child's development and success. Here are several reasons why maintaining consistent attendance is important:

1. **Consistent Learning Experience:** Regular attendance ensures that children benefit from the structured learning environment that preschool provides. Each day offers new lessons, activities, and opportunities to develop essential skills. Missing days can lead to gaps in knowledge and make it harder for children to keep up with their peers.
2. **Routine and Stability:** Attending school regularly helps children establish a routine, which is important for their sense of security and stability. A consistent schedule helps children know what to expect each day, reducing anxiety and helping them feel more confident and comfortable in their environment.
3. **Social and Emotional Development:** Early education is a vital time for social and emotional development. Regular attendance allows children to build strong relationships with their peers and teachers. They learn important social skills such as sharing, taking turns, and communicating effectively. Consistent interactions help children develop friendships and learn how to navigate social situations.
4. **Preparation for Kindergarten and Beyond:** Preschool sets the foundation for future academic success. Good attendance helps children develop early literacy and numeracy skills, as well as fine and gross motor skills. Children who attend preschool regularly are better prepared for the structure and expectations of kindergarten and subsequent schooling.
5. **5. Development of Responsibility and Independence:** Attending regularly teaches children the importance of responsibility and independence. They learn to manage their belongings, follow instructions, and participate in group activities. These skills are crucial for their overall development and future success in school and life.
6. **Parental Involvement and Engagement:** Good attendance fosters better communication and involvement between parents and the preschool. When children attend regularly, parents are more likely to be engaged in their child's education, stay informed about their progress, and participate in school activities and events.
7. **Health and Well-being:** Regular attendance helps monitor and support a child's health and

well-being. The staff can observe any signs of developmental delays or health issues early on, allowing for timely interventions and support. Consistent attendance also helps children build a strong immune system through exposure to various environments and social interactions.

Tips for Ensuring Good Attendance

- **Establish a Morning Routine:** Create a consistent morning routine that includes enough time for your child to get ready for school without feeling rushed.
- **Set a Bedtime Schedule:** Ensure your child gets enough sleep by setting a regular bedtime. A well-rested child is more likely to wake up on time and be ready for school.
- **Communicate with the Teacher:** Inform the teacher about any absences and work together to minimize missed days. If your child is unwell, keep them at home to prevent spreading illness.
- **Promote a Positive Attitude:** Encourage your child to look forward to going to school by talking about the fun activities and friends they will see each day.
- **Plan Appointments Wisely:** Schedule non-urgent appointments outside of school hours whenever possible to avoid unnecessary absences.

The Importance of Timely Arrival / Pick-Up

Parents who pick up children fifteen (15) or more minutes early and late will be required to note a reason for the delay or early departure on their child's sign-in sheet. Please be aware that chronic tardiness or early departures can lead to your child's termination.

Tardiness, Non-Attendance, Chronic Absenteeism, Late Pick-Up/Drop-Off

It is important to understand that excessive absences and continual tardiness and/or early/late departures and arrivals will result in a parent conference with the teacher, attendance clerk and program director. Should any of the above persist after the parent conference, the child may become at risk of being terminated from the program.

Absences

As much as we strive for daily attendance, we understand that children can become ill for various reasons. Our main goal is to ensure your child is healthy and ready to learn when they attend school. We ask that you please keep your child at home if they are ill and contact your child's teacher as soon as you know your child will be absent. Below is a list of Excused and Unexcused absences that are allowed.

- Student or parent illness
- Family emergency
- Death in immediate family
- Court hearing or court order visitation
- Medical/dental appointments for child
- Public Assistance appointments (e.g. CalWORKS, WIC, Social Security, Medical)
- Extended absences due to medical emergencies/family emergencies for child or parent (must be requested in writing, in advance with proper documentation and approved by program administration.
- Vacation
- Visiting relative or friend
- School Program/Sibling Field Trip
- Religious Observance, Holiday, or Ceremony
- Any absence parent/guardian determines to be in the best interest of the child/family

Unexcused Absences

Each enrollment opportunity is valuable, and consistent daily attendance is a program requirement for all students to achieve maximum benefit from carefully planned daily activities. The parent(s)/guardian(s) is responsible for calling staff every day that a student is absent and providing the reason for the absence. Absences not reported by the parent to the school by 3:00 pm on the day of the absence can be considered Unexcused/ Unexplained. Attendance may be corrected to excuse on a case-by-case basis for emergencies when it was not viable for the family to notify the school of the absence.

Chronic Absenteeism

Chronic absenteeism is an overall absence of 10 percent or more school days. The program will issue written notices for chronic absenteeism. It may require participation in establishing a Family Partnership Agreement (FPA) or Case Management to assist families in improved student attendance. As part of its outreach efforts, the program will also conduct home visits in association with written notices and forms of direct contact. The Attendance Clerk and Early Learner Community Liaison will work with the families to seek resources to improve the student's attendance.

Causes for Termination

- Failure to abide by Participant Contract and Program Rules
- Absence of at least three (7) consecutive days without parent/guardian making contact with staff
- Five (5) consecutive unexcused absences
- More than ten (10) unexcused absences in a fiscal year (July-June)

Abandonment of Care (CCR 17819.5)

- For purposes of this section, "provider" includes an individual, family child care home, or center-based entity that provides subsidized preschool services directly to children.
- When the family has not been in communication with the provider for seven consecutive calendar days and has not notified the provider of the reason the family is not using services, the provider, if not the contractor, shall promptly notify the contractor.
- Using the contact information on file, the contractor shall attempt to contact the parent through a variety of communication methods. At least one communication attempt shall be in writing, which may be through electronic methods. The contractor shall keep documentation of all communication attempts, including a copy of all written communication, in the family data file. The contractor shall inform the parent in these communications that failure to communicate with the contractor or provider may result in termination of preschool services.
- The contractor shall issue a notice of action to disenroll the family on the basis of abandonment of care when there has been no communication with the provider or the contractor for a total of 30 consecutive calendar days.

Late Pick-Up/Drop-Off Policy

If a parent or designee drops a child off before designated time or does not show up to get the child by designated pick up time a staff member will begin calling the parent, legal guardian or anyone on your emergency list until they find someone to pick up the child. The staff member will also notify the Children and Family Services Attendance Clerk or Director.

In the event the staff member cannot make direct contact with someone 30 minutes after the program has closed and all attempts of contacts have been made to reach the parent/guardian the teacher or staff member will take steps to assure the safety of the child, which may include contact with Child Protective Services and/or the local police. The incident will be documented and the Director will meet with the parent.

Chronic Lateness Procedures

1st Late Pick-Up Notice: The teacher will speak with the parent and issue a Late Pick-Up Notice.

2nd Late Pick-Up Notice: The teacher will speak with the parent and issue a Late Pick-Up Notice. The teacher will work with the parent on strategies for arriving at school on time.

3rd Late Pick-Up: The teacher will speak with the parent, issue a Late Pick-Up Notice Notice, and inform them that a meeting will be scheduled to discuss tardiness. A plan of action will be developed with the teacher, the Early Learner's Community Liaison, the Attendance Clerk, the parent, and the Administration.

4th Late Pick-Up: If the problem continues, the plan will be reviewed a second time by the Teacher, Early Learners Community Liaison, Attendance Clerk, Parent, and Administration, and modifications will be made if necessary.

Policy on Monthly Attendance Sign-In Cards

HEAD START ONLY

Attendance Policy

The Coachella Valley Unified School District Head Start program is mandated by federal registrations 1305.8 to have an average daily attendance of 90% of the children enrolled. You must notify the teacher if your child is absent. A parent's verbal or written communication is required for a child absent for 1-3 consecutive days. However, a child out of 4 or more consecutive days must have a written doctor's excuse.

Attendance Documentation

Parents/guardians are required to document the attendance of each child receiving services on the CFS Sign-In/Sign-Out Record. The Sign-In/Sign-Out Record must be completed on a daily basis as services are provided.

Parents/guardians are responsible for the following:

- Signing each child in and out each day in attendance using **full signature and exact time**.
- An authorized adult (over 18+ years) may drop off or pick-up must sign-in/out with full signature and exact time.
- If the child is absent the parent/guardian must indicate the specific reason for the absence and sign for those absences using a **full signature**.
- At the end of each month every parent who signed the original application, must review Sign-In/Sign-Out Record for completion and sign the bottom, with a **full signature** and verify that

the information is true and accurate.

All Parents/Guardians are required to come the last day of the month to sign the bottom of their child's Monthly Attendance Card.

Note: If Parent/Guardian does not sign at the end of the month in the classroom, Parent/Guardian will be required to go to the District Office to sign the Attendance Card.

Policy on Monthly Attendance ***STATE PRESCHOOL ONLY***

Attendance Documentation

Parents/guardians must document the attendance of each child receiving services using the electronic sign-in/sign-out system. The electronic sign-in/sign-out system must be completed daily as services are provided. Any person authorized to drop off or pick up the child must have a 4-digit PIN to complete the electronic sign-in and out.

Parents/guardians are responsible for the following:

- Use the electronic attendance system for daily signing in and out of children.
- If someone other than the parent is picking up the child, that person must be listed on the emergency card, be 18+ years of age, and have a current picture ID on hand before the teacher will release the child into their care. They must use the electronic attendance system.
- If the child is absent, the parent/guardian must indicate the reason for the absence and sign for those absences using the electronic attendance system.

At the end of each month, every parent who signed the original application must review the electronic attendance record for completion and sign electronically.

Policies on Classroom Practices

First Day

The first day of school is exciting for you and your child. For some parents and children, it can be overwhelming. Our teachers will be attentive to your child on their first day to make the transition from home to school calm and comforting. Please plan on spending at least 5-15 minutes with your child on the first day to help them get comfortable with their surroundings.

Curriculum: World of Wonders

Our curriculum is designed to support each child's individual needs, natural curiosity and interests. We believe children learn through play and we implement play to promote a deeper level of understanding and develop critical thinking skills.

Young children learn by being in an environment with children near their age. They learn to be on their own, away from their parents, do things for themselves, play alongside or with other children, take

turns, listen and follow directions, enjoy many activities, and feel good about what they can do. We know, from research, that children at this age need to be involved in the learning process; they need to manipulate materials, learn cause and effect through experience, and use their bodies to do large and small gross motor skills. Children are active learners and are encouraged to experiment. All childhood education activities are developmentally appropriate.

Positive teacher-student interaction is crucial in developing trusting relationships among teachers and children. Our teachers offer children a safe and loving environment to learn and explore. Our staff positively interact with children and provide a language-rich environment.

Core Curriculum

McGraw Hill World of Wonders Curriculum: The comprehensive curriculum teaches children School Readiness Skills such as Language Arts (vocabulary development and articulation, phonics and phonemic awareness), Cognitive Skills (Math, Problem-Solving, Pre-reading, English as a Second Language), Dramatic Play /Social Emotional Skills (self-expression, social interactions) Fine Motor Skills (Pre-writing, cutting, stringing, etc.) and Large Motor Skills.

We plan and implement developmentally appropriate activities to teach at a student's current level. We use multi-sensory modalities by offering hands-on learning activities and individualized learning. We know children learn best through their senses (visual, touch, auditory, kinesthetic, and olfactory). We teach children phonics (sounds) and phonemic awareness (awareness of sounds) by engaging children in singing, chanting, rhyming, teaching poems, nursery rhymes, and fun activities. We introduce technology to stimulate children's learning.

Social Emotional Curriculum:

Second Step – Social Emotional Curriculum: Second Step curriculum is utilized to help children learn social-emotional skills and self-regulation skills; it helps children learn how to listen, pay attention, control their behavior, and get along with others.

Developmental Screening Assessment:

Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Questionnaire –Social Emotional (ASQ –SE): ASQ-3 and ASQ –SE are developmental screening tools utilized to understand children's development and identify areas of concern. It relies on parents' input, as parents know their children best. These assessments are easy to use, family-friendly, and create an overview of a child's present-level skills. If a concern arises through the ASQ or ASQ-SE questionnaire, the child's teacher will set up a meeting to discuss goals and provide resources, if necessary. Often, a concern is due to a child's lack of exposure to a preschool setting, so time to acclimate to the new setting is all it takes.

School to Home Activities

We encourage you to talk, sing, read, and involve your child in the day-to-day activities at home (i.e., counting, sorting objects by colors and shapes, labeling objects, asking why, what, and when). We also recommend reading daily. Encourage your child to retell the story and draw pictures about the story. Reading in any language helps children develop listening and book-handling skills and instill the love of reading. According to research, children who read at a younger age become better readers and writers. Additionally, teachers will be sending activities to reinforce the learning that takes place in school. Your teacher will give you specific instructions.

Assessments

Desired Results Developmental Profile (DRDP): The DRDP assessment tool, along with anecdotal notes and photographs, are maintained as part of the child portfolio in assessing the student's present level of performance. Instruction is individualized based on the results of formal and informal assessments. Assessment results are shared with parents during Home Visit/Parent Teacher Conferences. Assessment Group Reports are shared at Policy Committee Meetings. Data is analyzed to guide instruction.

Classroom Assessment Scoring System (CLASS): The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS® includes three domains or categories for teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions that capture more specific details about teachers' interactions with children (Information obtained from the CLASS Guide).

Lesson Plans, Learning Walls, Learning Objectives and Student Work Samples

Weekly lesson plans are posted in every classroom, and the learning objectives are on the learning walls according to the theme the children are learning. Our teachers take pride in supporting the children's social-emotional development, teaching concept development, phonemic awareness, early reading, and writing skills (Language Arts, Science, Technology, Engineering, and Math). Children also learn about living a healthy lifestyle and large and small motor development by engaging in hands-on indoor and outdoor play. We accomplish our School Readiness Goals by promoting literacy (reading and writing) in the child's home language at school and home. We model the use of the English language with songs, rhymes, poems, music, and movement to ensure children feel confident to sing, dance, speak, read, and write.

Holidays

Halloween, Thanksgiving, Christmas, Valentine's Day, St. Patrick's Day, and Easter are not celebrated. We aim to foster school readiness, recognizing children have individual interests, temperaments, languages, cultural backgrounds, and learning styles. Classroom decorations are not used to represent a particular religious belief or practice. However, decorations such as pumpkins on a vine, autumn leaves, and snowmen can represent seasonal times. Rather than choosing traditional activities related to customs and beliefs, classroom personnel encourage parents to share their practices with the class through discussion and demonstration of materials associated with the practices.

Clothing and Shoes, Extra Clothing, and Blanket

Please dress your child according to the weather, layering if at all possible. For safety reasons we ask children to wear closed toe shoes. No "flip flops," thongs, crocs, or thick-sole (platform) shoes, as they are dangerous to play in. It is recommended that you apply sunscreen appropriate to your child's skin type prior to drop-off.

Clothing & Shoes: Children learn through play and exploring their environment with hands-on play and learning activities. As a result children will get paint, mud, dirt sand etc. on their clothes and shoes.

- ☐ Dress your child in comfortable clothing according to the weather.
- ☐ Your child should wear washable, easy-to-put-on or off clothing.

- ☐ It is recommended that younger children wear elastic waist pants instead of overalls or jeans with belts, as simple clothing encourages self-help.
- ☐ Sweaters and jackets should be labeled with the child's name.
- ☐ We recommend close-toed tennis shoes so that children can move freely (run, jump, ride a trike/bike etc.) Shoes with Velcro help children to take shoes on and off by themselves and be independent.
- ☐ Boots, thick soles and flip flops are not allowed at school for safety reasons.

Extra Clothing

Send a change of clothes (dress, pants/short, shirt/blouse, under wear, socks etc.) to be kept in your child's cubby in school at all times. Parents are encouraged to label clothing with their child's name. In the event your child is changed at school, it is your responsibility to make sure to send a new set of clothing the following day.

Rest Period (Only Full Day Program)

The children participating in the full day program will rest for an hour each day. Our licensing regulations state that each napping mat shall be equipped with a sheet to cover it and a blanket to cover the child. **The program will provide a sheet and blanket. take out: to cover the napping mat for each child. The parents are encouraged to provide a light blanket. Blankets will be available upon requests.** Licensing regulations require that the sheet and blanket must be washed weekly. The staff will send the sheet and blanket home on Friday. The blanket and sheet are expected to be returned with the student on Monday.

Birthdays

The program does not celebrate birthdays, however we do recognize the acknowledgement of a child's birthday is important. Classroom participants recognize the birthday through song, and congratulatory behavior, such as clapping. A more elaborate celebration of the occasion is seen as the responsibility of the child's family at home. **Please do not send food for your child's birthday as staff is not allowed to accept it. take out CFS does not celebrate birthdays.**

What is Being Learned by the Following Activities?



1. **Dramatic Play/Home Center:** Exercise of imagination and taking initiative, roles of adults may be rehearsed, consideration of other people, self-help skills in dressing and undressing, emotional release, conversation-language development, and forming friendships with other children.



2. **Blocks:** Understanding of spatial relationships, principles of balance, number concepts, matching, one-to-one correspondence, size relationships, enclosing space to use, imagination, working out a plan, sharing with others, feeling good about making something special, and language development.



3. **Art:** (Collage materials, markers, crayons, paints, scissors, glue paper, etc.) Color recognition and appreciation, small muscle control, skill in cutting and gluing, eye-hand coordination, creative imagination in making something, "I enjoy creating something of my own." Art appeals to the child's senses and is an avenue to release emotions.



4. **Manipulatives/Math:** Color and form, sensory experience, shape discrimination, reading and number concepts – matching, likenesses and differences, counting, sorting, sequencing, and one-to-one correspondence.



5. **Science:** Exploration of the self, animals, insects and dinosaurs are the main features of the study of science concepts.



6. **Library/Listening Center:** Learning about the works outside home and school. Children will develop insight into feelings of others, ability to look and see different things, sequence stories, emotional release or expression, develop listening skills, words are made up of letters, words are spoken and written down. All of these abilities are the foundation of emerging reading skills (getting ready to read!).



7. **Writing:** Develop and improve writing skills with assorted writing tools and supplies. Learning that letters, numbers, shapes, and drawings all carry a message. Learn how to write own name.



8. **Small Group:** Language and Math activities that are teacher directed.



9. **Outdoor Play:** Small and large muscle control, sensory experience, filling and pouring out, use of imagination, depth perception, dramatic play, body coordination.



10. **Computer Time:** Develop awareness of technology, reinforcement of skills through educational games and familiarity with the keyboard and mouse.

Coachella Valley Unified School District
Children and Family Services
Head Start & State Preschool Programs

General Class Agreements

CLASSROOM AGREEMENTS

1. We **WALK** in the classroom.
2. We **LISTEN** with our ears.
3. We **RESPECT** our friends, teachers, and property.



4. We **HELP** to clean up.
5. We **MAKE** good choices.



OUTDOOR AGREEMENTS

1. We ride Bikes on the bike path **ONLY**.
2. We use **ONLY SAND TOYS** in the sandbox.
3. We **SIT** on slides.
4. We get drinks of water **OUTSIDE**.
5. We remain **OUTSIDE** with the teacher.

BATHROOM AGREEMENTS



1. We use the **TOILET**.
2. We **FLUSH** the toilet.
3. We **WASH OUR HANDS**.
4. We **DRY** hands.
5. We throw the **TRASH** in the waste basket.

Safety Policies and Procedures

Safety First

Safety of the children is our utmost priority. We provide a safe educational environment for your child to learn and grow. Our staff conducts daily safety checks on the indoor and outdoor learning environment. In addition, we assess the classrooms and outdoors using the ECERS (Early Childhood Environment Rating Scale).

Emergency Cards

It is a requirement of enrollment to maintain emergency cards. Children will be released only to persons 18 years or older listed on the emergency card. Phone numbers listed on the Emergency Card should not have call blocking. Parent/Guardian is required to update all information in an on-going manner on the emergency card as notes or verbal requests for changes will not be accepted.

Restraining Orders

If there is a parental rights restraining order, a copy of this document must be provided for our files per Community Care Licensing, Title 22 Regulations.



Active Supervision

Children are actively supervised at all times (indoor & outdoor play/learning areas, bathrooms, etc.) using the concept of “active supervision” regulated by Community Care Licensing to maintain a safe and stimulating learning environment. Adult to student classroom/outdoor ratio is 1:8.

Earthquake and Fire Drills

Earthquake and fire drills are practiced monthly. In the event of an earthquake the center will be locked down for 30 minutes before parents will be allowed to take their children. In addition, during Police and/or District Security mandated “Lock Downs” children will not be released until it is determined by emergency personnel to be safe to do so. A “Lock Down” means that **no one** will be allowed in or out of the classroom.

Pedestrian Safety

It is very important that you do everything possible to prevent you or your child from being hurt. Please be aware of your child’s safety when dropping off and picking up your child by following these rules:

- ☐ Supervise children at all times
- ☐ Keep children away from any vehicle, particularly emergency vehicles.
- ☐ Never allow children to cross the street alone

Car Seat Safety

Effective January 1, 2012, children must be secured in an appropriate restraint. Children must be secured in a safety seat or booster until they are at least eight years old or be at least 4 feet 9 inches in height.

Parking Safety and Designated Parking for Parents

- ☐ Double parking or parking where there is not a legal parking space creates an unsafe environment for children and adults. Parents who continue to illegally park will be notified that law enforcement officials have been contacted to enforce appropriate parking.
- ☐ Handicap parking at all sites are for vehicles displaying handicap placards. Again, law enforcement will be notified of violators.
- ☐ Park only in the designated areas to avoid your vehicle being towed.

VERY IMPORTANT! It is your responsibility to walk your child to the classroom and sign him/her in. Do not drop your child off at the office or send your child with a minor sibling into the classroom. We highly recommend that you hold their hand to and from your car to ensure their safety.

Safety on Play Equipment

Enrolled children are supervised at all times. You consent us to allow your child to use the play structure & all equipment and to participate in all activities when you enroll your child in our Childhood Education Programs. Please note that the play equipment is only for children who are enrolled in our program. Please do not allow siblings to play on the equipment as they are not supervised by our staff

Siblings in the Classroom

To maintain mandated adult/child ratios, parents/guardians that volunteer or observe in a Childhood Education Program classroom may NOT bring other children with them Title 5, section 18290(c). Please

make alternative child care arrangements for other children so you can give all of your attention to the child enrolled.

Pets

Please do not bring any pets to the classroom for the safety of all the children,

Fingernails

As a health and safety measure, we request you to please trim your child's fingernails to an appropriate length.

Illness/Injuries

In case of accidental injury, we will contact the parent immediately. If necessary, we will also call the ambulance or the paramedics. Until the arrival of the parent, an ambulance or the paramedics, the teacher, Site Supervisor and or the Principal will be in charge and make all decisions about the care of the child. Parents will be expected to assume responsibility for any resultant expenses. Childhood education programs of CVUSD will maintain a parent's signed consent form agreeing to this provision.

Children Left in Cars Unattended

Never leave a child unattended in a car. Effective January 1, 2002 it became a law that it is a criminal offense to leave a child unattended in a vehicle, even for a second! The Unattended Child in a Motor Vehicle Safety Act, "Kaitlyn's Law" was enacted when Kaitlyn died because she was left for "just a second".

If a child is left in a car, we are required by law to contact the police and report it. *California Vehicle Code 15620. (a) A parent, legal guardian, or other person responsible for a child who is 6 years of age or younger may not leave that child inside a motor vehicle without being subject to the supervision of a person who is 12 years of age or older.*

Emergency Closures and Cancellation of Class Sessions

In the event we cancel class due to any emergency situation related to the maintenance and operation (i.e. loss of power, flood...etc.) of the program, we will contact you, Community Care Licensing and the Riverside Office of Education- Head Start, Riverside County Office of Education, and California Department of Education.

Health Policies

Health Checks

Please send your child to school clean and well groomed. Each child receives a daily health check upon arrival. If your child appears to be ill in any way, he/she will NOT be able to stay. If your child becomes ill while at school, you will be notified that you or someone in the Emergency Card must pick up your child within one hour.

Handwashing

Upon completion of the Health Check, please assist your child to wash his/her hands as hand washing is proven to reduce the spreading of germs.

When Your Child is Ill

Although we expect your child to attend class regularly, there are reasons to keep a child home:

- Signs of fever (very warm to the touch, flushed)
- Difficulty Breathing
- Wheezing
- Nausea or Vomiting
- Earache, Sore Throat, Red-Runny Nose
- Unusual tiredness with other symptoms
- Head Lice
- Persistent Symptoms
- Excessive Coughing
- Eye Drainage
- Any symptoms of contagious disease
- Skin Infections (open sores, blisters, patch-like scaling, eruptions, scaly crusty lesions)

If your child suffers any of the mentioned symptoms, ***PLEASE KEEP YOUR CHILD AT HOME.*** *Children must go 24 hours without a temperature before returning to school.* Call the CFS Office if you need help finding a doctor. **A doctor's note will be required for all infectious diseases.**

Emergency / Pick-up Information

If your child becomes ill or injured while at the center, you will be notified and either you, or someone you have listed on your emergency list, must come for the child immediately. This way other children will not be exposed to illness. It is better to have several people who are allowed to pick up your child on the Emergency Card. Please notify those people listed on the card that they will be required to show their Driver's License or Identification Card when picking up your child. **NO CHILD will be released to anyone who is not listed on the Emergency Card. You must write in the name changes yourself.** Please ask the teacher or assistant for the Emergency Card to update the names. ***Remember, it is the responsibility of the parent to pick up a sick child within 30 minutes.***

Oral Health

We teach children basic health habits. At school children brush their teeth daily. Please help us encourage tooth brushing at home. A child should brush after every meal when possible and before bedtime. It is important to maintain good oral health as infections in the mouth can cause earaches, sinus, and other illnesses. Proper nutrition with a low-sugar food will result in a healthier child and happy smiles.

Wellness Policies

Head Lice

CVUSD USD BP 5141.33

The Governing Board recognizes head lice management should be diagnosed and treated immediately in order to minimize disruption of the education process and to reduce the number of student absences resulting from infestations. School designated personnel shall report all suspected cases of active-head lice to the school nurse or designee as soon as possible.

Active head lice infestation is defined as presence of live lice or nits found within one quarter of an inch of the scalp. If a student is found with active, head lice he/she shall be excluded from school. The parents/guardians of an excluded student shall receive information about the recommended treatment procedures, ways to check the hair, and other resources. The parent/guardian of an excluded student must accompany the child upon returning to school, (which can be the next day), if the child received the recommended head lice treatment. The student will have their head checked by school designated personnel to determine to be free of lice/"nit" status before returning to class. The student shall be rechecked weekly for up to 3 weeks.

Immunizations

Children entering the CVUSD CFS Program should have a minimum of 4 DPT, 3 Polio, 3 Hepatitis B, 2 and 1 MMR and at least 1 HIB (both must be on/after the first birthday), 1 Varicella or history of chickenpox, and 1 negative TB test. Only children who have up-to-date or complete immunizations may attend class.

Any child who is not fully immunized because of health related issues must have a written statement completed by a physician.

Medication

Written consent from the parent is required to dispense medication. Permission given by phone will not be accepted. No over-the-counter medications, including aspirin, cough medicine, etc. will be given without a doctor's note. A "Medications Release Form" can be obtained from the CFS office. Medication will be dispensed to a child only if the medication is in the original container with the child's name, drug name, dosage time to be given, and length of time medication is to be given.

*A child may not administer medication to him/herself.

Developmental Concerns

If you have any concerns of your child's overall developmental (vision, hearing, speech, motor, social, language, behavior etc..) concerns of your child, please talk to your child's teacher, Social Service Parent Involvement Technician, Consultants, and/or CFS Director. We will be happy to meet with you for a Student Study Team (SST) meeting and to discuss strategies and to obtain referral services.

Family Needs Assessment

A Family Needs Assessment will be completed during the registration process. Families will be asked if they are in need of assistance and would like to receive resources. **The Early Learners Community Liaison** will follow up with the families a minimum of three times per year.

****If you need assistance to acquire health insurance for your child, please speak with a staff member.*

Nutrition Policy

Good nutrition is vital to children's overall development and well-being. In an effort to provide the best possible nutrition environment for the children, CFS has developed the following nutrition policies to encourage the development of good eating habits that will last a lifetime.

Nutrition

CFS programs follows the National School Lunch Program with meal patterns from Child and Adult Care Food Program (CACFP) to provide a healthy and balanced diet that includes the five food groups (fruits, vegetables, whole grains, lean proteins and low-fat dairy) and limit foods and beverages that are high in sugar, and/or fat. Our nutrition policy includes the following:

Fruits and Vegetables

- (i) We serve fruit at least 2 times a day. (ii) We offer a colorful variety of vegetables at least once a day.

Grains

- (i) We serve whole grain foods at least once a day.

Beverages

- (i) We limit juice intake 1-2 times a week in age appropriate serving size. When served, the juice is 100% fruit juice.
- (ii) We do not serve sugar sweetened beverages. (ii) We serve only skim or 1% milk to children aged 2 years and older.

Fats and Sugars

- (i) We serve traditionally high fat meats in a low fat version utilizing turkey and chicken whenever possible.
- (ii) We are a certified trans-fat free district.
- (iii) We serve baked vegetables (instead of fried).
- (iv) We limit sweet food items 2x per week.

Role of Staff in Nutrition Education

- (i) Staff provides opportunities for children to learn about nutrition 1 time per week or more.
- (ii) Staff participates in family style dining and model healthy eating.

*******If your child has food allergy and or special dietary restrictions, please speak with your child's teacher and request a Meal Accommodation Form. Once your physician completes this form we will follow up with our Nutrition Department in making the necessary accommodations. State guidelines do not allow children to bring food to school from home. Meal and snack times are planned so that no child will go more than four hours without being offered food.***

Menus

Menus are carefully planned to follow child nutrition guidelines and provide a wide variety of nutritious foods that are different in color, shape, size and texture. Food choices include culturally

diverse and seasonal items. Menus are rotated on a **monthly basis** to provide the children with a balance of variety and familiarity. Menus are adapted to incorporate local and fresh in-season produce when available. Menus are posted in our classrooms, sent home monthly, and posted on our website.

Nutrition and Punishment

Staff will never use food as a reward or as a punishment.

Professional Development

Annual nutrition training is provided to ensure that all staff understands the importance of nutrition in the overall well-being of children.

Trainings for Families

Families are directly involved with nutrition training for their children. Nutrition workshops are available throughout the school year for parents.



Mental Health

Children grow and develop rapidly during infant years. Childhood programs are concerned with the total development of each child. The Mental Health portion of CFS focuses on the promotion of positive self-worth, respect for individual differences, and the ability to develop appropriate social skills. Accomplishments in these areas will affect a child's ability to play, love, learn, and work within the home,

school, and other environments. These all fit together to form the foundation of a mentally healthy person.
Federal Performance Standard 1302.45

Goals and Objectives of the Mental Health Program

The overall goal of CFS is to bring about a greater degree of social competence in children. The CFS staff work towards this goal by following the objectives stated in the Performance Standards. These objectives are to:

- Enhance the understanding by staff and parents of child growth and development
- Support mental health activities by staff and parents, which are matched to children's needs and abilities
- Assist all children in the program with emotional, cognitive, and social development
- Provide services to maximize the full potential of children with disabilities or special needs
- Ensure prevention and early identification of problems that may interfere with a child's development
- Serve as a link for staff and parents in obtaining and/or providing counseling and other resources

Mental Health Areas of Involvement

To meet the Mental Health objectives, CFS provides three areas of involvement. These three areas are; Prevention; Identification and Referral; and Counseling.

Prevention

Program goals are designed to help children and families remain healthy. These goals are to:

- Enhance positive self-concept
- Build positive relationships between children, their peers, and their caregivers
- Develop coping skills to solve problems and manage stress

Identification and Referral

Early detection of problems is the focus of this area. Services to children and families include:

- Identification of possible problems through observation, screening, and assessment
- Referral of children to a mental health professional when necessary

Counseling

It may be recommended, as part of the assessment process, that a child and family seek help from counseling; the mental health professional (*For Both Programs*), CFS staff, and the family will develop a plan collaboratively. Initial counseling services are available to all interested parents. Our Mental Health counselors will be available at most all times through a Memorandum of Understanding with (Latino Commission) and County of Riverside, Children's Services (Department of Mental Health). CFS will also provide group interest training workshops. Please take advantage of this wonderful and free service to families.

Physical Activity Policy

COLOR ME HEALTHY

Establishing a positive lifestyle with physical activities is vital to the development and well-being of children. CVUSD Children and Family Services Programs recognizes the importance of physical activities for young children. We plan and implement age appropriate physical activities that support the health and development of children.

Physical Activity

The purpose of this policy is to ensure that children attending the CVUSD CFS programs are supported and encouraged to engage in active play and develop fundamental movement skills. Our program encourages all children to participate in a variety of daily physical activity opportunities that are appropriate for their age, that are fun and that offer variety. In order to promote physical activity and provide all children with numerous opportunities for physical activities throughout the day, CVUSD Children and Family Services Programs will:

Daily Outdoor Play

- Encourage least restrictive and a safe environment for children at all times.
- Provide a designated safe outdoor area daily for outdoor play.
- Provide preschoolers with at least 60 to 120+ minutes of daily outdoor active opportunities across 2 or 3 separate occasions (depending on the length of the preschool program).
- Increase indoor active play time so the total amount of active play time remains the same, if weather limits outdoor time.
- Provide a variety of play materials (both indoors and outdoors) that promote physical activity.

Role of Staff in Physical Activity

- Will encourage children to be physically active indoors and outdoors at appropriate times.
- Will provide 5-10 minutes of teacher-led/planned physical activities

Physical Activity and Punishment

Staff members do not withhold opportunities for physical activity (e.g., not being permitted to play with the rest of the class or being kept from play time), except when a child's behavior is dangerous to himself or others. Staff members are sensitive towards children's need for sensory input with physical activities.

Appropriate Dress for Physical Activity

We at CVUSD Children and Family Services Program have Learning through Play! Please bring your child ready to play and have fun each day. Your child will participate in both indoor play and outdoor play. Therefore, play clothes and closed toe shoes which can get dirty and allow for free and safe movement are most appropriate. We expect parents to provide children with appropriate clothing for safe and active outdoor play during all seasons. It is our expectation that children will go outside EVERYDAY! In summer, provide light clothing, swimsuit, towel and hat. Please remember to put sunscreen on your child every day. Please label all outer garments with your child's name!

Professional Development

Annual physical education training is provided to ensure that all staff understands the importance of physical activity in the overall well-being of children.

Family, Community, Engagement: Parent Involvement

We welcome all parents! Parents are the first and most important teachers of children! We partner up with parents and community agencies in offering a high quality preschool education for all children. Please

sign in and out the Visitor Log and wash your hands as you enter our classrooms. This helps us with maintaining a safe classroom, being accountable during an emergency and to reduce the spread of germs.

Parent Orientation

Mandatory Parent Orientation is required with your child's teacher and/or CFS Support staff before your child the first day of school. Special accommodations are available upon requests.

Parent Volunteers in the Classroom

Federal Performance Standards 1302.50 (b)(4); 1302.94 (a)(b) Head Start recommends parents assist in the classroom as volunteers. Parents may also participate as volunteers by attending activities such as parent meetings at the Grantee and District level, workshops, training, and field trips. Your interest in your child's education is very important. The Head Start and Preschool staff welcomes your participation. We need you to team up with us so that together we can support your child. Your interest in your child's education is very important and we welcome your expertise, talents and time. We welcome your help to volunteer in the classroom. It is very powerful for your child to see his/her mother/father/guardian in the classroom. ALL VOLUNTEERS MUST FOLLOW DISTRICT MANDATES which include background check, a current TB Clearance, vaccinations required (influenza, pertussis, and measles), and need to be approved by the Board of Education to be with children).

Parent Communication

We communicate with parents on a regular basis in person, via phone, reminders and messages through the Learning Genie application

We welcome your input about your child's development and areas of concern. We encourage you to share information about your child on a regular basis with your child's teacher so that we can meet his/her individual needs (i.e any changes in your household such as – a move, divorce, new pet, late night, missed breakfast, etc.). As arrivals, departures and instruction times are the busiest time for staff members, please arrange a time during the teacher's prep time if you need to speak with the teacher at length. Sending a message through the Learning Genie application is also a great avenue to communicate with your child's teacher.

Parent Bulletin Board

Each classroom has a bulletin board with important information for parents. Please read the information about important program practices.

Parent Policy Committee & Parent Classroom Representatives

Parent Policy Committee & Parent Center Representatives Performance Standard 1301.3 Every year Head Start parents elect representatives to serve on the Parent Policy Committee and as Parent Classroom Representatives. The Policy Committee meets with staff to discuss the program's regulations, budget, evaluation, and parent training. Parents are encouraged to be actively involved.

Home Visits Performance Standard 1302.34 (b) (7) requires TEACHERS TO MAKE TWO HOME VISITS PER YEAR(ONLY HEAD START). In addition, the Social Service Parent Involvement Technicians

may make Home Visits, too. The purpose of the Home Visits is to meet with each child's family to discuss the child's progress, develop individual learning goals, and update the Family Partnership Agreement.

School Conferences Federal Performance Standard 1302.34 (b) (3) Parents will be requested to attend two Site Conferences in the child's classroom to discuss the child's progress, transition to kindergarten, and finalize Family Partnership Agreement goals and Individual Learning Plan Goals.

In-Kind (HEAD START ONLY)

The Head Start Program funding allows contributions from volunteers and donations. "In Kind" means services that are provided to the program by parents or other friends of the program. For this reason, parents are encouraged to keep track of the time spent getting involved in Head Start. Federal Regulations will allow the following to be used as "In Kind" donations:

- Time spent as a classroom or clerical volunteer
- Attendance at Parent Meetings and Trainings
- Donations made to the program
- School to Home Activities as indicated by teaching staff to support the student's individual goals

Family Surveys

Three times a year we will send surveys for families with the purpose to gain information that will help the program to improve the services and plan for the school year.

Parent Meetings/Workshops/Trainings

We have a great line of training and seminars organized throughout the school year on a variety of topics FREE of charge. Trainings are held at school sites. Come join us to learn and share invaluable information about a variety of topics related to childhood education as these will help in raising your child! Notices are sent home and posted in the classrooms. Please request a copy of the Parent Training Calendar.

Parent/Family Resource Guide

We have compiled a comprehensive resources guide that lists a variety of services in the Coachella Valley. Please pick up a copy for your easy reference. We will be happy to provide you with resources throughout the year. Please speak with your child's Teacher and or Community Technician if we can assist you with identifying resources for your needs.

Desired Results Parent Surveys

Your feedback is important to us to improve our education and services we provide. Your responses are confidential.

Parent Newsletter & Notices

Monthly newsletters are sent home at the beginning of each month with important information such as: teaching and learning experiences, program information, reminders etc. In addition, notices will be sent home regularly. Please post these in a visible place at your home as these will serve as reminders.

Desired Results Child's Developmental Progress Home Visits & Parent Teacher Conferences

In addition to supporting children in an on-going manner, Home Visits & Parent Teacher Conferences are held twice a year as required by Head Start regulations; for State Preschool only two Parent

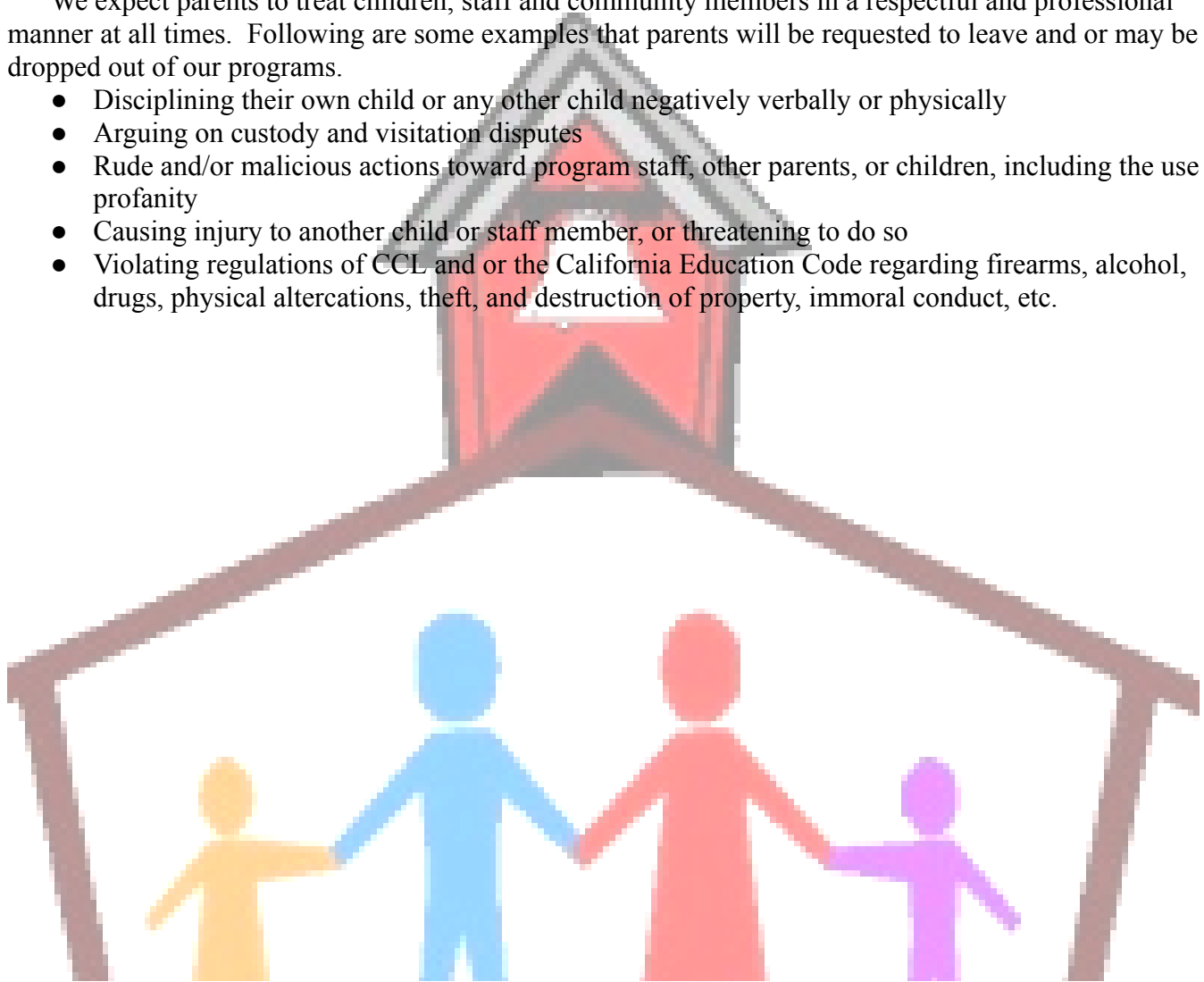
Teacher Conferences are made a year. Child's developmental progress according to the Desired Results Developmental Profile (DRDP) assessment is discussed with parents along with the child's portfolio with a collection of work samples, anecdotal records and supporting documents are shared with parents.

Parent Conduct Expectations

We respect parents and visitors and maintain professional relationships. It is our expectation that parents and visitors conduct themselves in a professional manner with children, staff members, and community partners.

We expect parents to treat children, staff and community members in a respectful and professional manner at all times. Following are some examples that parents will be requested to leave and or may be dropped out of our programs.

- Disciplining their own child or any other child negatively verbally or physically
- Arguing on custody and visitation disputes
- Rude and/or malicious actions toward program staff, other parents, or children, including the use of profanity
- Causing injury to another child or staff member, or threatening to do so
- Violating regulations of CCL and or the California Education Code regarding firearms, alcohol, drugs, physical altercations, theft, and destruction of property, immoral conduct, etc.



Discipline Policy

We use positive guidance to help children learn socially appropriate behaviors so that they can learn techniques to self-regulate/calm themselves in a positive climate in the classroom. Second Step Curriculum that is designed specifically to teach social-emotional skills is used to establish positive guidance. We do not use any form of physical punishment, threats or time-out chairs. We take account of sensory needs of children and understand that many factors can contribute for children to display challenging behaviors. Safety of all children is our highest priority for setting the discipline policy.

Teachers model positive discipline techniques such as:

- a) Being proactive rather than reactive
- b) Positive reinforcement to accentuate the desired behaviors
- c) Use calm and supportive voices
- d) Work with parents to understand if any changes have taken place at home for the child to display challenging behaviors in school

The child is taught of the acceptable and unacceptable according to his developmental level. When a child is unable to control his/her behavior, we may separate them from other children for the safety of all children and property. When necessary, we may ignore the behavior of the child while supervising the child and/ or following these next steps:

- a) Get down to the child's level and establish eye contact
- b) Tell the child what he can do
- c) Give choices whenever possible
- d) Help the child understand consequences of their behavior
- e) Get the child's input as to how the conflict can be resolved.
- f) Redirect the child to another activity
- g) Model discipline techniques by modeling the words and behavior that is accepted
- h) We do not force children to apologize

Incident Reports

Incident reports will be filled out – a copy given to the parent and a copy placed in the child's file – if the child displays behaviors, which are, concerning to staff, which may include, but are not limited to:

- ✓ Hitting, kicking, or biting the staff or other children
- ✓ Running away from the classroom or teacher
- ✓ Damaging property belonging to the classroom, school, and/or other children
- ✓ Abusive, foul or on-going unacceptable behavior
- ✓ Defiant, disruptive and / or out-of-control behavior

We intervene when a child displays challenging behaviors that are a danger to himself, others and property that grossly interrupts and/or interferes with the planned activities for that day.

Student Study Team (SST) Process and Procedure for Challenging Behaviors

We use Positive Behavior Support (PBS) strategies with behavior intervention. The goal of the team is to find a replacement behavior which is socially acceptable and teach the child of desirable behaviors.

1. The teacher contacts the parent when repeated Incident Reports are written and determined that discipline intervention becomes necessary.
2. The teacher collects data Antecedent Behavior Consequence (ABC) charts, anecdotal notes, interval data, time sampling data...etc. in order to learn the motivation of the behavior.
3. The teacher contacts the **Coordinator** or Director for an observation and or consultation to discuss the possibility of an SST for behavior or Mental Health Referral. The **Coordinator** or Director and the teacher review the data to learn about the motivation of the behavior. Disability lead or Director provides strategies and classroom support.

4. If additional intervention is needed, the Coordinator or Director may arrange an SST meeting or request the teacher to make a referral Mental Health Services by the Mental Health Consultant
 - a. Members of the SST are: Child's teacher(s), Parent(s), Coordinator or Director and/or Special Education personal
OR
 - b. Mental Health Observation and follow up services.

Special Circumstances Policy

If the behavior escalates the teacher may find it necessary to call the parent to come assist to calm the child and provide support in the classroom as soon as possible. The teacher contacts the Coordinator and/or Director.

Teachers will be provided resources and strategies to implement in the classroom. take out?:develop a Positive Behavior Support Plan (PBSP) through California Inclusion Behavior Consultants (CIBC).

Transitioning into Childhood Educational Programs for Parents

Ways in which Parents may help us with their child's separation issues.

To help your child transition into school, we encourage parents and child visitation to our school site before your child's first day. If you did not have an opportunity to do this with your child, we suggest a brief visit to acquaint your child with the new surroundings. Please speak to your child in a positive way

about school and they will enjoy their time away from home. Reassuring your child that you will return will put him/her at ease. Remember if you and your child have shared enough information about what school is, and when you return to pick him/her up, he or she will feel better.

Now, to address PARENT SEPARATION ANXIETY: If this is your first child going to school, you too may feel the separation blues. **During the first 2 weeks of school, we ask you not to stay. Please sign your child in, give the child to the teacher, and walk away with a smile.** Crying is normal. Your child should not see you cry. We need them to feel comfortable and safe. After 6 weeks, you may begin your volunteer time in the classroom. Please make a schedule with your child's teacher so you can be included in the activities. To be able to volunteer, you ***must*** have a current TB Clearance on file in the classroom, vaccinations required (influenza, pertussis, and measles), and need to be approved by CVUSD to be with children).

This was already addressed earlier....take it out? It is a State Licensing mandate that all volunteer parents provide a tuberculin test result; which is kept on file for State California Licensing Department visits and inspections of our classrooms and health documents. A volunteer that is in the classroom will be given direction by the teacher as to what groups they will be helping with. If you find that your child does not do well with you in the classroom, you may volunteer in another classroom.

take out? a little redundant. Now to address your anxiety: Please call during rest time and let the child's teacher know that you wish to speak to her about your child's progress. You will be called if your child absolutely cannot adjust. Please give the teachers 2 weeks to work on a routine for your child to follow. Yes, during the first 2 weeks children do cry. The crying usually stops within the first 15 minutes or less after the parent leaves, and other children help those who are not adjusting well. Your child will begin to feel better when he/she joins in the play activities, story time, or just by getting involved in our classroom activities.



All staff members in our program are mandated to report any signs and/or actions which may indicate that a child is being abused or neglected. We are required by law to report such findings immediately if we have a concern, even if there is some measure of doubt. In such cases, Child Protective Services (CPS) is called to investigate our findings. We do not have the obligation to forewarn parents of this action.

Printed handouts on child abuse and neglect are available for parents wishing to become more informed about this social problem.

If you wish to learn new methods for positive discipline, please call the CFS office at 760-848-1075.

IF YOU SUSPECT A CHILD IS BEING ABUSED PLEASE CALL:

1-800-442-4918

- Outside the Riverside area call: Child Help National Child Abuse Hotline at [1-800-422-4453](tel:1-800-422-4453).
-
- Mandated reporters must immediately report abuse to the Child Abuse Hotline at [1-800-442-4918](tel:1-800-442-4918). Within 36 hours, mandated reporters are required to submit a written follow up report.

Information Needed when Making a Report

- Names and ages/dates of birth for the child and/or family
- Address for the child and/or family
- The issue that prompted the call and how the information was obtained
- Date(s) and description(s) of the injuries or dangers to the child
- Identities of perpetrator(s) and their relationship(s) to the victim
- Witnesses to the incident(s) and how they may be reached
- Details of any physical evidence available
- Alleged perpetrator's current access to the child
- Present condition of the child (alone, in need of medical attention, etc.)
- Any statements from the child

Universal Complaint Policy

Should a complaint arise concerning the functioning of Coachella Valley Unified School District's Children and Family Services Department, the individual will first approach the teacher to discuss the nature of the complaint, in order to seek a solution. If no solution is made, the second step would be to

set up an appointment with the Director of Children and Family Services for discussion and resolution of the problem. If no resolution is made, formal complaint procedures may then be invoked. Universal Complaint Procedures are located in the Coachella Valley Unified School district's website at <https://www.cvusd.us/departments/human-resources/uniform-guidelines-procedures>.

Below are the forms for Universal Complaint



COACHELLA VALLEY UNIFIED SCHOOL DISTRICT
School and/or CVUSD Personnel Complaint Form

Board Policy (BP) 1312, 1312.1 and Administrative Regulation (AR) 1312.1 address complaints concerning the school and/or district personnel. A copy of the policy and regulation is enclosed. Please describe the incident on the second page. You may attach additional pages if needed.

Name of Complainant _____

(person making complaint)

Address

(Street (Mailing) City, Zip)

Telephone Numbers:

Home _____ Work _____

Cell _____

Date on which incident occurred: _____

If this complaint is against a specific employee please give:

Name: _____ **Work Site** _____

Title: _____

Complete the form (2 pages) and return to the attention of:

Assistant Superintendent of Human Resources
Coachella Valley Unified School District
87-225 Church Street – P.O. Box 847
Thermal, CA 92274
Phone: (760) 848-1091



Date Received:
Received by:

School and/or CVUSD Personnel Complaint Form

Nature of Complaint (describe in your own words the grounds of your complaint, including all names, dates, and places necessary for a complete understanding of your complaint):

(Attach additional pages, if necessary)

Have you discussed the complaint with a supervisor or site administrator?

Yes _____ No _____

Give the dates and names(s) of person(s) to whom you have spoken:

State the result of the discussion:

Signed _____ Date _____

**THIS COMPLAINT FORM MUST BE FILED WITH THE APPROPRIATE
SUPERVISORY EMPLOYEE WITHIN ESTABLISHED TIMELINES PURSUANT TO
ADMINISTRATIVE REGULATIONS AR 4144 (a) and 4244.**

Family Partnership Principles

Our staff believes that all families are capable of success and balance in life. Our goal is to assist families in empowering them to develop goals or a focus for their family. We assist families in using available resources through their own family strengths and the community.

The following principles guide us while working with families:

We believe:

- ☐ Enrolling your child in a childhood education program is a sign that you are seeking a better life for your child and family.
- ☐ Families need to evaluate what they want to accomplish in life.
- ☐ Together with CFS staff, families can develop a Family Partnership Plan that states family focus and steps needed to achieve the family's focus.
- ☐ Goals or focus that the family has chosen will be positive, specific, and achievable.
- ☐ All families will have an opportunity to enhance their parenting skills, to expand their knowledge of the ages and stages for children, to promote family literacy, and ensure a healthy family.
- ☐ To ensure the continued success of CFS families, we will provide the necessary tools for parents to become their child's advocate and promote fairness in a positive manner.

All parents and/or guardians will meet with our Social Service Parent Involved Technician and their teacher to develop goals for their family. Goals will be used to guide your family to make positive changes. A goal is simply a wish or desire put into words to guide a family to the changes they want to make in their life. A long-term goal might be: "Parents are interested in learning to read to help their child with homework." A short-term goal might be: "Mom is going to enroll in ESL class." Both goals will ensure a positive change.



Coachella Valley Unified School District
Children and Family Services
Head Start & State Preschool Programs

Family/School Agreement

Staff Pledge:

We understand how important experience is to each child. Our role as educators and positive role models is a critical aspect of that experience. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- ❖ Provide developmentally appropriate instructional activities, which promote future school success.
- ❖ Communicate regularly with parents (both verbally and in writing) about each child's progress and classroom information in English and Spanish.
- ❖ Provide a safe, respectful, positive, caring, and stimulating environment.
- ❖ Appreciate all children as unique and capable individuals.
- ❖ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- ❖ Respect the school, our children, staff, and families.

Student Pledge:

Parents, please discuss with your child their role as a student while working together:

- ❖ Know and follow school rules inside and outside the classroom.
- ❖ Come to school every day on time and ready to learn.
- ❖ Participate and return Lending Library books and other classroom resources.
- ❖ Respect the school, classmates (friends), teachers, and other adults.

Family/Parent/Guardian Pledge:

I understand the importance of participation in my child's educational progress. As a parent, I will be responsible for the following:

- ❖ Ensure that my child attends school every day and gets adequate sleep.
- ❖ Read with my child every day.
- ❖ Keep all emergency information up to date.
- ❖ Remind my child to always use good manners and be respectful.
- ❖ Being involved in my child's education through participation in school events:
 - Teacher/Parent Conferences – 2 visits per year
 - Home Visits – 2 visits per year, **ONLY Head Start**
 - Conferences: Literacy, Health, and Parenthood
 - Family Activity Nights
 - Workshop

Mandatory Parent Orientation Attendance and Receipt of the Parent Handbook

This is to verify that I have received my Parent Handbook and attended the Coachella Valley Unified School District Head Start or State Preschool Orientation.

Documents explained during orientation are: Handbook Content, Attendance Policy, Child's Scheduled Contract Time, Late Pick-Up Policy, Parent Rights and Responsibilities, Parent Agreement, Parent Health Consent, Emergency Card, and Parent Participation in the Program.

I was provided information on Child Abuse, Car Seat Law, and Shaken Baby Warning.

Family Contract

Parent Checklist:

- ✓ I will follow my child's contracted hours.
- ✓ Only people on my child's emergency card can drop off or pick up my child.
- ✓ Any changes to be made on the Emergency Card must be made by me in person. No last minute phone calls or notes will be accepted.
- ✓ Parents/Guardians are required to come at the end of the month and sign Attendance Cards.
- ✓ More than 3 consecutive days of absences require a doctor's note.
- ✓ *(Full Day ONLY)* Sheet & Blanket must be returned Monday washed and completely dry.
- ✓ I understand that my participation in this agency's programs may be terminated if I have given false information.
- ✓ I understand that CFS staff follow the mandates of Children Protection Services (CPS).
- ✓ *(Head Start ONLY)* I understand that 2 Home Visits shall be made to my home by appointment and I must give input toward my child's Individualized Learning Plan and goals for the Family Partnership Agreement.
- ✓ Parents/Guardians are required to provide staff current physical exam, hemoglobin, lead, and TB assessment.
- ✓ Parents/Guardians are required to maintain current child's services on medical insurance, treatments and immunizations.

Transition to Kindergarten

- **You** must go to your assigned elementary school, *(based on where you live)*, and pick up an enrollment packet. Your child **IS NOT automatically** registered for Kindergarten from childhood educational programs and the *CFS office does not do Kindergarten registration.*
- **You** must submit all paperwork to the office of the assigned elementary school.
- Students must have all the following necessary documentation before registering: Physical Exam, Birth Certificate, Proof of Residency, Current Immunizations, and a Dental Screening.
- CVUSD has set boundaries for the Elementary School your child needs to attend. If you do not know what school your child belongs to, *call the department of Child Welfare & Attendance at 760-848-1159.*

**If you want your child to attend a school that is not in your boundary, you must go to Child Welfare & Attendance and request an Intra-District Transfer.*

Transition

The transition from childhood programs to kindergarten are one of the most difficult and critical events in a child's life. To facilitate this move and create confidence and trust, program staff plan activities to help children and parents through this transition. In the spring, our teachers, staff, and parents meet with kindergarten teachers, facilitators, and principals to plan for transition. An event is planned so that parents and children can tour the school they will be attending and meet the kindergarten teachers and school staff. The school staff shares important information with the parents regarding; registration for kindergarten, curriculum, school rules, etc. The event may include children spending time with the kindergarten class; joining in at circle time, singing songs, listening to a story, having lunch in the cafeteria, etc.; while their parents are meeting with school staff.



THANK YOU PARTICIPATING IN OUR PROGRAMS!



ADDENDUMS:

1. Notification of Licensing Rights/Consent for Medical
2. Parent Consent for Transportation
3. Transportation Policy
4. Family Needs Assessment

ADDENDUM – NOTIFICATION OF LICENSING RIGHTS/CONSENTS

The following forms are given to parents/guardians at the time of enrollment notifying them of their rights as a parent, rights for their child, and their right to consent to emergency medical/dental services should an incident occur while the child is in the care of CVUSD preschool programs.

Lic 995 – Parents’ Rights

As a Parent/Authorized Representative, you have the right to: 1. Enter and inspect the family child care home without advance notice whenever children are in care. 2. File a complaint against the licensee with the licensing office and review the licensee’s public file kept by the licensing office. 3. Review, at the family child care home, reports of licensing visits and substantiated complaints against the licensee made during the last three years. 4. Complain to the licensing office and inspect the family child care home without discrimination or retaliation against you or your child. 5. Be notified and receive, from the licensee, a written notice that lists the name of any person not allowed in the family child care home while children are present. (NOTE: This notice is only required when the Department has, in writing, excluded someone from the family child care home on or after January 1, 2001). 6. Request in writing that a parent not be allowed to visit your child or take your child from the family child care home, provided you have shown a certified copy of a court order. 7. Receive from the licensee the name, address and telephone number of the local licensing office. 8. Be informed by the licensee, upon request, of the name and type of association to the family child care home for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office. 9. Receive, from the licensee, the Caregiver Background Check Process form. 10. Be informed, by the licensee, that the facility has or does not have liability insurance (or a bond) that covers injury to clients due to the negligence of the licensee or employees of the facility.

LIC 613A – Personal Rights

Personal Rights - Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following: (1) To be accorded dignity in his/her personal relationships with staff and other persons. (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs. (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning. (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality. (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child. (6) Not to be locked in any room, building, or facility premises by day or night. (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

LIC 627 – Consent for Emergency Medical/Dental Services

Should a medical emergency occur while the child is in the care of a CVUSD preschool program, this form allows parents to consent to emergency medical care.

TRANSPORTATION

BUS PRIVILEGES

Appropriate student behavior, while on the bus, is essential for the safety and welfare of students. Violations of school rules also apply to students riding the bus. In addition, the following violations may result in a student losing the privilege of bus transportation. Violation of school bus rules and/or regulations shall be reported to the school principal and to the Director of Transportation. The Department of Transportation and/or the school administrator may take disciplinary action. If a student, while on a bus, commits an act which constitutes a crime under the California Education Code, he/she is subject to disciplinary action which may include expulsion.

Violations unique to student bus privileges are:

1. Eating or drinking while riding the bus is prohibited.
2. Putting head, arms or body outside the bus at any time other than when departing or boarding.
3. Bringing animals or pets on the bus with the exception of properly licensed and muzzled guide dogs.
4. Throwing any object inside or outside of the bus.
5. Use of the emergency exit except in case of EMERGENCY.
6. Loud talking or yelling and not remaining in seat.

SCHOOL BUS SAFETY – EC 39831.5

All pupils in pre-kindergarten, kindergarten, and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

RULES OF CONDUCT FOR SCHOOL BUS PASSENGERS

All pupils of the Coachella Valley Unified School District shall behave in a proper manner while on the bus showing courteous consideration for the rights of other students. All passengers shall obey the following rules:

1. The bus driver's instructions will be followed at all times.
2. Riders should arrive at the bus stop five minutes prior to pick-up time. When the bus arrives, students will form a line at least six feet from the boarding zone and enter the bus at the driver's direction.
3. Students will not bring glass containers, sharp or dangerous objects or weapons of any kind on the bus.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their feet, legs or any other objects. Upon arrival at their destination riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders will never throw objects inside the bus or out of the bus.
6. Because serious safety hazards can result from noise or behavior that can distract the driver, loud talking, laughing, singing, whistling, scuffling, smoking, eating, drinking and changing seats are strictly prohibited on the bus.
7. No part of the body (arms, legs, hands, and head) will ever be out of the window.
8. Riders shall keep the bus and the area around the bus stop clean. Defacing or damaging the bus or tampering with bus equipment is strictly prohibited.
9. No animals or insects are allowed on the bus, with the exception of properly licensed and muzzled guide dogs.
10. The use of profane or vulgar language is prohibited on the bus.
11. Upon departing from the bus all riders should be alert for traffic hazards in the area.
12. Pupils in grade transitional kindergarten through eight who are dropped off at a stop other than their regular stop must have a written note from a parent or guardian, which must be approved by the principal. No pupil will be allowed to be dropped off at other than regular stops unless the driver receives an approved note. No Preschool, Transitional Kindergarten or Kindergarten pupil will be released at his/her bus stop without a parent present to receive him/her.

Riders who fail to comply with the above rules shall be issued written citations. In all instances when citations are issued to a student, the student and his/her parent/guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for the remainder of the school year. The following telephone number may be used to obtain information or assistance regarding school bus transportation. Transportation Department Office: (760) 399-5127.

* The Department of Transportation will provide the bus driver a complete roster of all children riding the bus.



Division of Early Learning Services
Early Care and Education

Family Needs Assessment

Parent Name : _____ Family ID Number: _____

Parent Address: _____

Phone : _____ Email : _____

Early care and Education would like to help meet the needs of the children and families we serve. Please complete the following so that we may best serve you.

What language is your child most comfortable with? _____

Are you satisfied with your current child care arrangements? _____

What are some goals that you may have for yourself? _____

Do you need assistance or would you like resources in any of the following areas? (please check all that apply)

- ☐ Activities
- ☐ Adult Literacy Programs
- ☐ Budgeting and Debt
- ☐ Cash Assistance and Welfare (TANF)
- ☐ Child Development
- ☐ Child Support
- ☐ Disability Services (SSA and other)
- ☐ Donations
- ☐ Education (adult)-check all that apply

- ☐ GED
- ☐ Vocational
- ☐ College

- ☐ Education (child)-Tutoring and Summer Programs
- ☐ Employment and Career Development
- ☐ English as a Second Language
- ☐ Food and Nutrition Programs
- ☐ Health Care and Safety- check all that apply

- ☐ Dental
- ☐ Hearing
- ☐ Immunizations
- ☐ Medical
- ☐ Safety
- ☐ Vision
- ☐ Other: _____

- ☐ Foster Care
- ☐ Housing Assistance and Shelters
- ☐ Legal Assistance (other than child support)
- ☐ Parent Support (counseling, therapy, training)
- check all that apply
- ☐ ADD/ ADHD
- ☐ At- Risk
- ☐ Behavior
- ☐ Domestic Violence, Anger Mgmt, Child Abuse
- ☐ Mental Health
- ☐ Parenting Programs, Classes, support
- ☐ Social and emotional Health
- ☐ Special Needs
- ☐ Speech Therapy
- ☐ Substance Abuse
- ☐ Trauma, Crises, Tragic Events
- ☐ Other: _____
- ☐ Senior Citizens
- ☐ Transportation
- ☐ Utility Assistance
- ☐ Veterans Resources
- ☐ None

Please indicate your most needed resources:

1. _____
2. _____
3. _____

Solo para uso de la oficina

☐ No information requested. No follow-up needed.

☐ Referred to R & R for follow-up.

Child Care Liaison Signature: _____ Date: _____

Resources Provided: _____ Staff Initials/Date: _____

Resources Provided: _____ Staff Initials/Date: _____



Coachella Valley Unified School District
Children and Family Services
Head Start Program

Family Strengths and Needs Assessment

Child's Name: _____ Site: _____ Parent/Guardian/Caregiver Name: _____ Date: _____

Name(s) of other child(ren) enrolled in Head Start program: _____

We support your whole family, not just your enrolled child. Please help us to get to know your family better and ways we can support your needs and interests.

Does your family have any emergency or need immediate assistance in any of the following areas?

- ☐ Food ☐ Housing/Shelter ☐ Clothing ☐ Utilities Assistance ☐ Counseling ☐ Domestic Violence ☐ Health Concerns ☐ Child Abuse ☐ Drug/Alcohol Abuse
- ☐ NO emergency or immediate needs at this time Other needs: _____

Are you or your family currently receiving services from Department of Public Social Services (DPSS)? ☐ Yes ☐ No

For each of the following questions, select only ONE choice which best describes you and your family. Let us know if you also need any resources for each question.

	3	2	1	Need Resources?
Family Well-Being				
1. Food & Clothing:	<input type="checkbox"/> We meet our basic food & clothing needs.	<input type="checkbox"/> We meet our basic food & clothing needs with some help from public programs or subsidies.	<input type="checkbox"/> We often do not have enough food & clothing.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Housing:	<input type="checkbox"/> We have our own housing that is stable.	<input type="checkbox"/> We share living space with others or reside in a public subsidized housing.	<input type="checkbox"/> We have unstable housing, or experiencing homelessness, or at risk of eviction.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Health Care:	<input type="checkbox"/> My family and I are healthy and we have access to medical and dental care. We visit our health providers regularly.	<input type="checkbox"/> We have access to medical and dental care but we do not visit our health providers regularly.	<input type="checkbox"/> We do not have access to medical or dental care.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Mental Health:	<input type="checkbox"/> I do not have any concerns regarding my family social-emotional or mental health.	<input type="checkbox"/> My child/family is currently receiving some social-emotional or mental health services.	<input type="checkbox"/> I am concerned about my family social-emotional or mental health, and I am interested in your program's mental health services.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Employment:	<input type="checkbox"/> I have a permanent job or I choose not to work.	<input type="checkbox"/> I have a temporary job or do not work enough hours.	<input type="checkbox"/> I need a job or I am looking for employment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Financial Literacy:	<input type="checkbox"/> We have a budget and we keep close track on how much we spend.	<input type="checkbox"/> We have an idea about how much we spend, but we do not keep track of our spending.	<input type="checkbox"/> We do not have a budget and we do not know much about financial literacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Positive Parent-Child Relationships				
7. Parenting Skills:	<input type="checkbox"/> I can deal with my child's behaviors.	<input type="checkbox"/> I have some difficulty dealing with my child's behaviors.	<input type="checkbox"/> Being a parent is a struggle for me. I want to learn more about parenting skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Family Engagement:	<input type="checkbox"/> We make it a regular routine for our family to spend quality time together.	<input type="checkbox"/> Our family tries to spend time together but is not very consistent.	<input type="checkbox"/> Our family does not spend much time doing things together.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Families as Lifelong Educators				
9. Learning and Development:	<input type="checkbox"/> I am very involved in my child's learning and development. I know of many learning activities to help my child learn and grow.	<input type="checkbox"/> I am somewhat involved in my child's learning and development. I know of some learning activities to help my child learn and grow.	<input type="checkbox"/> I want to be more involved in my child's learning and development. I also need learning activities to help my child learn and grow.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Family Literacy:	<input type="checkbox"/> My family has a regular routine when it comes to reading.	<input type="checkbox"/> My family needs to spend more time reading.	<input type="checkbox"/> My family does not engage in any literacy activity.	<input type="checkbox"/> Yes <input type="checkbox"/> No

(Revised 07/2022)

Child's Name: _____

Families as Learners		3	2	1	Need Resources?
11. Adult Education:	<input type="checkbox"/> I have attained the highest level of education to my desire, or I am not interested in going back to school.	<input type="checkbox"/> I am going to school to complete my degree (GED, high school, certification, college, etc.).	<input type="checkbox"/> I want to continue my education but need help with the English language or have other barriers that prevent me from obtaining or continuing my education.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Professional Development:	<input type="checkbox"/> I am satisfied with my job/career.	<input type="checkbox"/> I am working on changing or advancing my job/career.	<input type="checkbox"/> I am in need of job training services, resume building, or professional development opportunities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Family Engagement in Transitions					
13. Transition/School Readiness:	<input type="checkbox"/> I have the information and skills to help my child be school ready and I know where my child will attend school next year.	<input type="checkbox"/> I have some information and skills to help my child be school ready but I am not sure where my child will attend school next year.	<input type="checkbox"/> I need assistance to help my child be school ready and I do not know where my child will attend school next year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Disability Services:	<input type="checkbox"/> I do not have any concerns regarding my child's learning and development.	<input type="checkbox"/> My child is currently receiving special education services and I do not have any concerns.	<input type="checkbox"/> I have concerns about my child's learning and development and my child is not identified with a disability.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Family Connections to Peers & Community					
15. Supporting Networks:	<input type="checkbox"/> We have a supportive network of friends and family that will help us if we are in a crisis.	<input type="checkbox"/> We have 1 or 2 people to help us if we are in a crisis.	<input type="checkbox"/> We do not know of anyone who we could ask for help if we are in a crisis.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Community Connections:	<input type="checkbox"/> We know of many agencies and organizations in the community and where to go for assistance, if needed.	<input type="checkbox"/> We know 1 or 2 agencies in the community to assist us when needed.	<input type="checkbox"/> We do not know the community and want to know what is available in the community.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Families as Advocates & Leaders					
17. Participation & Advocacy:	<input type="checkbox"/> I am very involved and confident in all decision making for my child's well-being.	<input type="checkbox"/> I am somewhat involved in decision making for my child or I only participate as necessary.	<input type="checkbox"/> I am not very involved but would like to be more involved and participate in decision making for my child's well-being.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Volunteering & Leadership Development:	<input type="checkbox"/> I am very active in my community, or I participate in the Policy Council, or I am a classroom/site volunteer.	<input type="checkbox"/> I rarely participate in my community activities, or I am not interested in any volunteering or leadership development activities.	<input type="checkbox"/> I do not participate in any community activities, but I am interested in leadership development, Policy Council or volunteering in a classroom/site.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Office Use Only:

Date Reviewed: _____ Needs Identified: ☐ Yes ☐ No Resources Provided: ☐ Yes ☐ No Record in ChildPlus: ☐ Yes ☐ No Staff Initials: _____

Follow-Up Date: _____ Needs Met: ☐ Yes ☐ No Additional Resources Needed: ☐ Yes ☐ No Record in ChildPlus: ☐ Yes ☐ No Staff Initials: _____

Comments: _____

