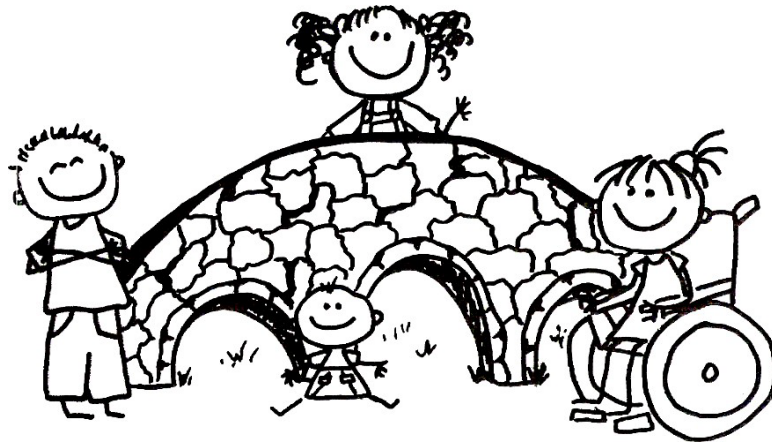




HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT  
CITY OF INDUSTRY, CALIFORNIA

Lifelong Learners | Positive Inclusive Learning Environments | Diverse Multicultural Communities

# CALIFORNIA STATE PRESCHOOL PROGRAMS & AMAR CHILDREN'S CENTER PARENT HANDBOOK



**Amar Children's Center**  
1000 N. California Ave.  
La Puente, CA 91744  
(626) 933-7101

**State Preschool Program**  
15801 Sierra Vista Ct.  
La Puente, CA 91744  
(626) 933-6548

Board Approved on  
September 8, 2022

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# MISSION, VISION, AND VALUES STATEMENT

## Mission Statement

It is the mission of Child Development/Early Primary Programs to provide quality learning opportunities for all children enrolled in our programs. These opportunities will assist every child to develop his/her unique abilities and enable him/her to be a contributing and productive member of society. The Child Development/Early Primary Programs will develop a curriculum that will emphasize age-appropriate skills. These skills will permit every child to make appropriate choices, develop pride, and respect themselves and others.

## Vision Statement

The Child Development/Early Primary Programs is a community of faculty, staff, parents and children who are committed to developing life-long learners of all ages and who value themselves and the diversity of all people.

## Values Statement

In the Child Development/Early Primary Programs, we are committed to conducting our professional lives while adhering to these values:

### RESPONSIBLE

Commit to achieving excellence in your work  
Become part of the solution

### SUPPORTIVE

Provide the help required for each person to succeed  
Include everyone as part of the team

### POSITIVE

Exhibit a friendly attitude toward everyone  
Accentuate the good things and believe in overcoming challenges

### COMMUNICATE

Seek to understand before being understood  
Utilize tact and professionalism at all times

### RESPECT

Practice tolerance and accept differences  
Treat each other with kindness

## Deep Learning Competencies

Creativity | Communication | Citizenship | Critical Thinking | Character | Collaboration

## **PURPOSE OF OUR PROGRAM**

The Hacienda La Puente Unified School District offers the Child Development program to families who live, work, or attend school in the district, or reside in the surrounding areas. This program provides all day childcare services to children between the ages of 24 months and five years of age. The program is designed to meet the developmental and educational needs of the children in a safe, nurturing environment.

A wide variety of activities and experiences are provided which allow children to make choices, experience success, solve problems and make decisions. Using a cognitive curriculum, children learn by doing. The children have opportunities to satisfy their curiosity, to discover the world, to develop appreciation for art, music, science, and drama. By establishing trust and a sense of security, children learn that the center is a safe and happy place to play and learn. A nutritionally sound food program is offered. It includes a hot breakfast and lunch, PM snack, and occasional cooking experiences.

On-going assessments of each child's development occur in all the classrooms, and the staff meets with parents at least twice a year to share the observations and progress of their children.

All children are served without regard to sex, sex orientation, gender, race, religion, ancestry, color, ethnic group identification, mental or physical disability, or national origin. The program refrains from any religious instruction and worship.

## **PROGRAM SELF EVALUATION PROCESS – 5 CCR, SECTION 17709, 18279**

The HLPUSD Child Development Program(s) conducts many different levels of evaluations to ensure that the needs of the children, families, staff, teachers, and the community are being met. The process includes:

- Assessment of the program by parents using the Desired Results Parent Survey
- Assessment of the program by staff and teachers using the following:
  - Student anecdotes and portfolio information assessed and recorded by the program staff
  - Program Monitoring Instrument
  - Desired Results Developmental Profile
  - Classroom Assessment Scoring System (CLASS®) and the CLASS® Environment Tool
  - California's Quality Rating and Improvement System to determine compliance
- Compliance Review findings to address all areas that need improvement
- Ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards and areas requiring modification are addressed in a timely and effective manner

Based on the results of the annual report and a summary of the findings of the program's self-evaluation, goals are developed and implemented.

## LOCATION AND SERVICE HOURS

### Full-Day Service Only

The Amar Children’s Center is located:

**1000 N. California Ave.  
La Puente, CA 91744  
(626) 933-7101**

- The program operates year-round, including summer, winter, and spring breaks.
- The center is closed on all legal holidays as determined by the school district calendar. (See attached calendar)
- The center is open from 7:00 a.m. to 5:30 p.m. *Our program allows parents unlimited access to their children and providers caring for their children during our normal work hours and whenever the children are in our care: Per school district policies, police and safety guidelines must be followed in regards to parent volunteers in the school setting. Parents that would like to volunteer with their child’s class/school should contact the preschool office for additional information.*

### Additional locations and Service Hours Offering Part-Day Service Only

LOCATIONS for Part-Day Preschool	SERVICE HOURS
<b>Bixby</b> -16446 Wedgeworth Dr., Hacienda Heights CA	AM class 8:00-11:00 PM class 12:30-3:30
<b>California</b> - 1111 California Ave., La Puente CA	AM class 8:00-11:00 PM class 12:30-3:30
<b>Del Valle</b> - 801 N. Del Valle, La Puente CA	AM class 8:15-11:15 PM class 12:30-3:30
<b>Fairgrove</b> - 15540 Fairgrove Ave., La Puente CA	AM class 8:15-11:15
<b>Kwis</b> - 1925 Kwis Ave., Hacienda Heights CA	AM class 8:00-11:00 PM class 12:30-3:30
<b>Nelson</b> -330 California Ave., La Puente CA	AM class 8:15-11:15
<b>Palm</b> -14740 E. Palm Ave., Hacienda Heights CA	AM class 8:15-11:15 PM class 12:30-3:30
<b>Workman</b> - 16000 Workman St., La Puente CA	PM class 12:30-3:30

# FAMILY ELIGIBILITY REQUIREMENTS

## Waiting List and Enrollment

The program serves income eligible families who live, work, or attend classes in the Hacienda La Puente Unified School District, or who live in the surrounding areas within Los Angeles County, and who are eligible under the State Department of Education, Early Education Division guidelines.

Families seeking our services will be required to fill out an intake form to determine their enrollment priority. The information in the intake form will be used to prioritize families onto a waiting list. Families will be notified of openings in our center in order of priorities in accordance with the State admission priorities. These priority guidelines are as follows:

## ADMISSION PRIORITIES

### **\*General Child Care Contract: (CCTR)**

This contract funds services for children who are at least two years old at the time of enrollment.

#### **First Priority:**

1. Children who are recipients of child protective services through the local county welfare department.
2. Children who are at risk of being neglected, abused, or exploited.

#### **Second Priority:**

1. All children and families who are not within the first priority for admission shall be admitted in accordance with the family income, with the lowest income ranked families first. *For purposes of determining the order of admission, families with the lowest gross monthly income in relation to family size as determined by the income ranking schedule adopted by the CDSS shall be admitted first. Public assistance grants are counted as income.*

### **California State Preschool Contract (CSPP)**

This contract funds services for children who turn 2 years to 4 years of age effective July 2, 2024.

#### **First Priority:**

Two- to Four-year-old children receiving protective services through the local county welfare department, as well as children at risk of abuse, neglect, and exploitation.

#### **Second Priority:**

Children who have an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) to meet the set aside for 5%.

\*A family that has a child enrolled in the program shall be allowed to enroll additional children if there is an appropriate program opening (some exceptions apply).

## ENROLLMENT FORMS

### Enrollment forms include:

- Child's Birth Records
- Immunization Records
- Income Verification
- Emergency Information Cards
- Confidential Application CD 9600
- Parents' Rights
- School Lunch Form
- Residence Verification
- Physician's Report
- Training/Employment Verification
- Photographic Release
- Parents' Report
- Child Abuse Pamphlet
- Developmental History

State regulations: Parents need to also provide supporting documentation for all children reported in the family size, even if they are not receiving services (i.e.: children's birth records).

Before a child can enter the center:

- All enrollment forms must be completed.
- Parents or guardians are encouraged to attend an orientation meeting.
- Families need to recertify every two years.

Any changes in address, telephone number, employment, authorized persons to pick up your child, or other relevant information needs to be reported to the registration office immediately.

Subsidized families who provide us with fraudulent or deceitful information to be eligible for our services are subject to termination and/or retroactive payment of fees as determined by the administration.

### **Children Attending Amar Children's Center ONLY**

Contracted hours for services will vary according to each family's needs. Hours are established according to the parents' school or work schedules, allowing enough time for travel. For changes in your contract hours, please see the program clerk in the registration office.

Children dropped from the program for parents' failure to comply with recertification, payment of fees, or any other program policy cannot be placed on the waiting list for six months after the termination, and until all outstanding fees have been cleared.

## **FAMILY FEES PROCEDURES AND DELINQUENT PAYMENT**

- Some parents (with notification) may pay fees for childcare. The family fee is a flat full-time or part-time monthly fee, depending on needed hours of care.
- The families' gross monthly income, family size, and hours of care are used to assess fees for each family. Assessment of fees is done according to the current Sliding Fee Schedule prepared and issued by the State Department of Education, Early Education & Support Division. To view the full Fee Schedule, you can go to the Early Education & Support Division website:

<https://www.cde.ca.gov/sp/cd/ci/mb2405.asp>

- All fees are due and payable IN ADVANCE on the first day of attendance and then on the first workday of the month.
- “For contractors providing direct services to children, fees shall be considered delinquent after seven (7) calendar days from the date the fees were due.
- The invoice is generated and mailed on the 21<sup>st</sup> of each month. Fees will be considered late if not paid prior to the next invoice being mailed out.
- Any family whose fees are more than 20 working days late shall be terminated from the program. A “NOTICE OF ACTION FOR TERMINATION” will be sent.
- All fees shall be paid by check or money order. No cash will be accepted. Checks and/or money orders should be made payable to HLPUSD/Child Development. Please indicate the child's name on the check.
- Walk-in payments will ONLY be accepted at the Amar Center from 7:00 a.m. - 5:30 p.m.
- Send mail-in payments to:  
Amar Children Center  
1000 N. California Ave.  
La Puente, CA 91744  
Attention: Child Development Account Clerk

### **NOTE: NO PAYMENT WILL BE RECEIVED IN THE CLASSROOM.**

- Any returned checks will be considered a late payment and must be cleared in person at the Amar Office. Checks returned for non-sufficient funds will be charged an additional \$25.00 to cover the excess cost incurred. After one returned check, families will be required to pay by money order only.
- Payment plans can be requested by a parent to catch up and get up to date with their past due account.
- Families leaving the program with a negative balance will not be able to re-enroll until such balance has been cleared.



## APPEAL AND COMPLAINT PROCEDURES

Parents have the right to appeal our agency's actions as stated in the "Notice of Action" if you do not agree with the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below:

- Step 1:** Complete the appeal information in the back of the Notice of Action form to request a local hearing.
- Step 2:** Mail or Deliver your local hearing request within 14 days of receipt of the Notice Action you are disputing to:
- HLPUSD/Preschool Programs  
15801 Sierra Vista Ct., Rm. 12  
La Puente, Ca. 91744  
Attn: Appeals Coordinator
- Step 3:** Within ten (10) calendar days following the agency's receipt of your appeal request, we will notify you of the time and place of the hearing. You or your authorized representatives are required to attend the hearing. Please bring to this hearing any documentation that you believe will help you make your case. If you or your representative does not attend the hearing, you abandon your rights to appeal, and the action of the agency will be implemented.
- Step 4:** Within ten (10) calendar days following the hearing, we will mail or deliver to you a written decision.
- Step 5:** If you disagree with our written decision, you have 14 calendar days to appeal to the Child Development Division. For more information on this step, please see the back page of your Notice of Action.

Failure to respond by the required due dates or submit the required information with your appeal request will deem your appeal abandoned.

# RIGHTS AND RESPONSIBILITIES

## My Rights as a Parent

- To Be Recognized** as my child's primary educator and as such make decisions regarding his/her education.
- To be welcomed** into the classroom.
- To Help** develop parent programs that will improve daily living for my family and me.
- Participate** in the program as an active partner.
- To be informed** regularly about my child's progress.
- Expect** guidance for my child from the preschool teachers and staff that will help his/her individual development.
- To Be** able to learn about the operation of the program, including the level of education and experience required to fill various positions.
- To Be** informed about all community resources concerned with employment, health education, and the improvement of family life.
- To Be** treated with respect by staff and other parents.
- To Express** my concerns by following the Parent's Communication Procedures. (pg. 10)
- Share** my culture in developmentally appropriate ways.

## My Responsibilities as a Parent

- To Follow Program Procedures** and have my child dropped off & picked up at their assigned contract times.
- Set** a pattern of regular school attendance and bring my child to school every day.
- To Notify** my classroom teacher when my child is absent or coming in late.
- To obtain** health requirements for my child, which includes the TB test, current physical and required immunizations as well as any additional documents related to allergies or medical conditions.
- Maintain** annual physical exams throughout the year.
- To Accept** the preschool program as an opportunity through which I can improve my life and the lives of my children.
- To Take Part** in the classroom to contribute my services in any way I can towards the enrichment of the total program.
- To work** with the teachers, staff, and others cooperatively.
- To Take** advantage of the programs designed to increase my knowledge about child development and my skill in areas of possible employment.
- To show** respect/courtesy to staff members, other parents, and children through appropriate attire and kind words.
- To Participate** in parent meetings, family nights, and to be informed about activities in the classroom.
- Attend** volunteer training and follow the procedures outlined.
- Participate** in school readiness activities (homework).

# ENVIRONMENT, CURRICULUM, AND DESIRED RESULTS DEVELOPMENT PROFILE

## The Goals of Our Curriculum

The most important goal for our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We are teaching them how to learn, not just in preschool, but all throughout their lives. We strive to help children to develop good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout his/her life.

Our curriculum identifies goals in all areas of development:

- **Social:** To help children feel comfortable in school, trust their environment, make friends, and feel they are a part of the group.
- **Emotional:** To help children experience pride, self-confidence, develop independence and self-control through self-regulation; and have a positive attitude towards self and others.
- **Cognitive:** To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to express themselves and to describe how they feel.
- **Physical:** To help children increase their large and small muscle skills and feel confident about how their bodies work/function. To develop lifelong healthy habits.

## RELIGIOUS INSTRUCTION

Amar Children's Center and the Part-Day California State Preschool classrooms refrain from religious instruction or worship.

## ENVIRONMENT

The following areas can be found in our preschool environment: Building Blocks, Dramatic Play, Computer Technology, Library, Math & Manipulatives, Sensory, Art, Music and Movement, and Science Discovery. Parents and volunteers are encouraged to become familiar with the areas in the classroom and to help their own child as well as others to explore the materials that are in each area.

## STATE PRESCHOOL CURRICULUM

The Amar Children’s Center’s Full-Day State Preschool classrooms are utilizing a research-based curriculum called Scholastic’s **Big Day for PreK**. The Part-Day State Preschool classrooms are currently utilizing Scholastic’s **PreK On My Way**. Both curriculums are used for our students three to five years of age. The curriculums are theme-based, and the classroom environments are set up to stimulate each child’s curiosity and learning. We encourage each child to develop his/her unique pattern of interests, talents, and skills. We know that young children learn best through interactions with people and objects, and it is **through play** that they will achieve their educational goals. While we recognize that each child grows and develops at different rates, their individual goals will focus on the following:

- **Language Development** - listening, understanding, speaking, and communicating.
- **Literacy** - phonological awareness (the sounds of words), book knowledge, appreciation of books, print awareness, pre-reading concepts, early writing, and alphabet knowledge.
- **Mathematics** - geometry, spatial sense, patterns, and measurements.
- **Science** - scientific skills, methods, and knowledge.
- **Fine Arts** - music, art, movement, and dramatic play.
- **Social-Emotional** - self-concepts, self-regulation, cooperation, social relationships, knowledge of families and communities.
- **Approaches to Learning** - initiative, curiosity, engagement, persistence, reasoning, and problem-solving.
- **Physical Health and Development**- fine and gross motor skills, health status, and health practices.
- **Technology** – computer literacy through the use of laptops and interactive display boards.

## TODDLER CURRICULUM

Amar Children’s Center’s Toddler curriculum, **Frog Street**, is designed specifically for our two-year-olds, and is designed to:

- Immerse our toddlers in a **language rich** environment essential for developing both receptive and expressive language.
- Engage toddlers in **activity choices** that build on their **physical development**, coordination, balance and muscle strength.
- Toddlers will develop **cognitive thinking skills** by participating in activities that support cause-and-effect relationships and problem-solving foundational skills for lifelong learning.
- A special emphasis on **social-emotional development** is provided to help children build confidence, learn impulse control, identify emotions, and develop social skills while building relationships with staff and other students.
- Both the indoor and the outdoor environments encourage play, exploration, and problem solving; and are **developmentally appropriate** for the specific age and development of our toddlers.

## DESIRED RESULTS DEVELOPMENTAL PROFILE ASSESSMENT

Our goal is to ensure all children are making progress in the domains of physical, cognitive, language, and social and emotional development. We will assess all children's developmental progress at least two times per year and for each child enrolled 10 or more hours per week. We will schedule parent meetings to discuss our findings.

We use a tool called the **Desired Results Developmental Profile Online (DRDP Online)** and with the collaboration of the families. All children are assessed within 60 days of enrollment and every 6 months thereafter. Parent input is a necessary component of this assessment. Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children. Based on these assessments, our teachers can modify and adjust their lesson plans and curriculum in the classroom for each child. The information collected is utilized to develop individualized goals for each child by both the teacher and parent. These evaluations are communicated to families throughout the school year.

Note: Upon the child transferring to a local public school from a program serving preschool-age children, the contractor shall provide the parent or guardian with information from the previous year, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments if any. *5CCR 18272*

### **Parent- teacher conferences**

Parent- teacher conferences will be conducted three times yearly. The conferences help to foster teacher-parent communication and to establish common goals for working with your child. During a catastrophic emergency, the parent – teacher conferences may be done virtually.

**1<sup>st</sup> Parent conference** in October/November, your child's teacher will review the Desired Results Developmental Profile (DRDP) and all other health assessments with you. As the parent, you will assist with identifying specific goals you would like to see your child achieve.

**2<sup>nd</sup> Parent conference** will take place mid-year in January/February where your child's teacher will share the progress of your child's individual goals and any other developmental progress updates.

**3<sup>rd</sup> Parent conference** will take place towards the end of the year in May. At this time, the teacher will share your child's overall progress by reviewing their Pre-K Developmental Progress Report with you, which will include your child's attendance for the year (number of absences).

Other parent-teacher conferences could take place formally and informally throughout the year as needed.

## ATTENDANCE, DISENROLLMENT, AND ABANDONMENT OF CARE

- Children must be signed in and out of the program each day, by one of the parents, guardians, or designated adults authorized by the parent. Adults signing children in and out of center must write the exact time (hour & minutes), and use their full signature in the space provided on the sign in/out sheet.

**The people authorized to pick up your child must be at least 18 years old, must be on the emergency card, and must have a picture I.D. Please keep the information on the emergency card current.**

Children are to be dropped off and picked up on time within the contract agreement. “Parent Admission Agreement (9600)”.

- A “Late Pick up Notice” will be issued to those parents who pick up their child past their contracted hours. The family will also be charged a late fee of \$15 per 15 minute late or any part thereof. This late fee must be paid only by check or money order. No cash will be accepted. Checks and/or money orders should be made payable to HLPUSD/Child Development.  
***Repeated instances of late pickup may be the grounds for disenrollment.***
- Parents are required to write the reason for their child’s absence. If the child was ill, the type of illness needs to be stated. A doctor’s note is required if your child is absent five days or more due to an illness. ***May not apply if due to quarantine.***
- Excused absences include:
  - Illness/Quarantine of the child, parent, or sibling.
  - The court ordered visitations (a copy of the court order is required).
  - Family emergency (defined as a special event or crisis the family is going through which prevents the child from attending the program, such as a serious illness or death of a family member, catastrophic events such as earthquakes, floods, fire, etc.).
- Absences which are in the **best interest** of the child defined as any circumstance in which the parent chooses not to use our services on a given day, in order for the child to spend quality time with parents or relatives. An example of this may include vacation time or family time. **THIS IS LIMITED TO TEN (10) DAYS DURING THE CONTRACT PERIOD.**

## ABANDONMENT OF CARE

The family will be issued a notice of action to disenroll on the basis of abandonment of care when there has been no communication from the family with the HLPUSD Child Development Program(s) for a total of 30 consecutive calendar days.

## HEALTHY PRACTICES

Early identification and treatment of health/nutrition concerns and comprehensive health/nutrition care is very important. The intent of the Health Services is to provide screening, diagnosis, prevention, intervention, treatment, and follow-up services to children enrolled in the program. Health education information and referrals to community resources ensure the medical and dental well-being of the child.

### Physical & Dental Exams

Our goal is to assure that your child is healthy and ready to learn. A physical exam is required before school begins and again when the physical exam expires. Children must have a current physical while enrolled. Blood work is a part of the physical and therefore tests for lead and hemoglobin are included on the form. Physical forms are available for pick up or by email. Children, who do not meet California State Licensing requirements, will be excluded from the classroom. Dental Exams are highly encouraged and recommended.

### Preparing Your Child for a Visit to the Doctor and/or Dentist:

Going to the doctor can be a scary experience for a child. Children often do not know what to expect, so it is important to prepare them beforehand in order to make their visit a little easier.

**Be Honest** – Let children know in advance. Ideally, the morning of the appointment for young children is best.

**Read Books** – Books about children or characters going to a dental visit help ease children’s worries and let them know what to expect.

**Watch a video** – There are many videos available online with children’s favorite characters such as “Dora Goes to the Doctor,” “Elmo visits the Doctor,” and “Elmo goes to the dentist.”

**Role Play** – Stuffed animals are a great tool to use with your child in order to prepare them for their doctor’s visit. Encourage your child to pretend to be the doctor or nurse, ask questions as a doctor and as a patient. Pretending to check weight, height, temperature, and reflexes are all things that can prepare them for their visit and ease anxiety and fear. Toy Doctor Kits allow children to role-play the experience but also allows parents to assist their children with understanding.

### Masks

During a pandemic or communicable disease outbreak, parents, children, and staff may be required to wear a facemask, when waiting in line and while on campus (with exception to mealtimes, nap, or rest time) or when deemed necessary by HLPUSD Administration through directive of HLPUSD board. This is subject to change based on the CDC guidelines and district policy.

### Health Check

A health screen is completed by a staff member upon arrival. Health checks can include temperature measurement and/or verbal/visual health screening. This is done to ensure all children are well enough to

participate in daily activities. Parents must wait with their child until the daily health check has been completed, before signing the child in for the day.

If the staff determines that a child is too ill to participate in the program activities, or they may be contagious, the child will not be admitted.

## Reasons to Keep a Child Home from School

- Fever of **100.5°F** or above – Child must remain home for 24 hours free of a fever without the use of medication.
- Nausea, vomiting, loose, or watery stools.
- Unusual drowsiness or tiredness.
- Sore throat, acute cold, persistent cough, or earache.
- Red Inflamed eyes – any discharge from the eyes.
- Any Rash.
- Swollen glands around jaws, ear, or neck.
- Suspected impetigo, skin sore oozing fluid, or having an odor.
- Any symptoms that suggest an acute illness.
- Other Communicable Diseases will be assessed on an individual basis after consulting the Health Specialist or determined by the Health Department to be contributing to the transmission of illness during an outbreak or pandemic.
- A doctor's note or clearance by a medical professional is required for re-entry if your child is:
  - Absent (5) five or more consecutive days due to illness.
  - The child has had a communicable disease.
  - The child has a cast or sling.

*(During a pandemic or communicable disease outbreak, children experiencing symptoms will be required to quarantine.)*

If a child should become ill while at the center, parents will be requested to pick up the child promptly.

**Parents will be called to pick up their child from school for early dismissal from class if:**

- A child becomes ill during the school day.
- A child's illness prevents him/her from participating in activities offered.
- Illness requires more care than the staff can provide without compromising others.
- Keeping the child with a communicable disease in care poses an increased risk to the child or to the other children and adults with whom the child comes in contact.

## Isolation Precautions

A child exhibiting symptoms of illness will be isolated and the parent or designated guardian will be contacted to pick up the child. The child will be isolated within sight and hearing of an adult. The child will be provided with a safe area and made comfortable. After use, the area/space shall be disinfected with an appropriate germicide, or if soiled with blood, feces, vomitus, or other body fluids, the area shall be cleaned with soap and water, and disinfected with an appropriate germicide.



Children who have a temperature of 100.5°F or above, vomiting or diarrhea, must be well for 24 hours before returning to school. Any child who is absent with a communicable disease (i.e.: chicken pox, etc.) must be cleared by a doctor, school nurse, or Child Development Administrative Staff before returning to school.

*(During a pandemic or communicable disease outbreak, children experiencing symptoms will be required to quarantine.)*

**Children without a medical clearance will not be re-admitted to the classroom. *May not apply if due to quarantine.***

## Health Concerns

If there is a concern regarding your child's health, the nurse and/or staff may give a notice for a doctor's referral. Please return this referral, completed by the doctor, to your child's teacher upon your child's return to the center.

***Children with identified allergies to food, bee stings, or with special/medical-dietary accommodation will not be allowed to start school until all required documentation is submitted to the preschool office.***

## Cleaning

All classrooms are cleaned and disinfected daily and throughout the day as needed. *(During a catastrophic event, toys and equipment will be limited in order to clean and sanitize as they are used.)*

## Medication

Policies outlined in the Education Code 49423 will be followed. The physician and the parent must complete and sign Form #440, before medication can be administered by the program staff. The child's medication needs to be in its original container with the name of the medication and the dosage written on the label. If medication needs to be refrigerated it will be stored in the refrigerator in the front office or in a secured refrigerator in the classroom.

If your child needs to take over-the-counter medication, the same procedure must be followed. NO medicine will be administered without the signed medication form, the prescribed medicine container, and the doctor's indication of the times and dosage.

## Emergencies

If, in the opinion of the staff, a child needs immediate medical attention, paramedics will be called on your behalf. Parents will be notified immediately and will be responsible for covering ambulance cost.

Minor injuries incurred during normal childhood play will be treated and reported to the parent at pick-up time and a written “accident report” placed in the parent message folder. Medical insurance is the responsibility of the parent.

## Emergency Cards

It is important that you keep your emergency card up-to-date, with a minimum of three names and current phone numbers. **Parents are responsible for updating information and providing the office and classroom with any changes** as soon as possible so that the teaching staff/main office are able to contact the person(s) listed and have working telephone numbers.

We must have at least (3) three different telephone numbers for emergency purposes. If you do not have at least 3 people locally, you can list people living outside of the area that can travel to the school within 30 minutes. Remember your child’s well-being may depend on how quickly we can contact someone in the event of an emergency.

**Only persons listed on the child’s emergency card with a valid picture identification card will be allowed to sign the child out from school.** NOTE: The name on the emergency card must match the name on the photo identification. (Nicknames will not be accepted.) If you have an emergency, please call the center, notify the teacher, and let them know an authorized adult (that is listed **on your child’s emergency card**) will be picking up your child.

**Children will not be released** to anyone other than the parent/legal guardian or individuals listed on the child’s emergency card. **Only those individuals listed with** a photo identification such as a driver’s license, passport, or military ID, will be allowed to sign the child out of school. *This must be an actual identification, and **CANNOT** be a photo on a phone.*

## Changes to Emergency Card

**Any changes to the emergency card must be made in person and cannot be made over the telephone. Photo identification is required at the time changes are made.**

## Suspected Child Abuse

All staff that work in the Child Development/Early Primary Programs are mandated to report signs or suspicion of child abuse (Penal Code Section 11166). The Department of Children Services is responsible once a report has been made to investigate the alleged abuse.

## Smoke-Free Zones

HLP USD classrooms and offices are smoke-free zones. Please do not smoke on the property of any of our classroom or office locations.

# CLOTHING AND TOILETING

## Toileting

If a child is not potty-trained before entering our program, staff will work with you to develop a **Toilet Training Plan** to meet your goals of toilet training your child. Staff and parents will work together to ensure children reach milestones in toilet training through learning about muscle control, emotional readiness, willingness to cooperate, and ability to communicate toileting needs.

## Diapers

Parents are responsible for providing the diapers that will be needed while they are attending the center. An adequate supply needs to be maintained in the classroom. All diapers for the week need to be delivered to the classroom on Monday mornings.

## Appropriate Clothing

Children 24 months or until completely toilet trained are to be dressed in either pants with elastic waist or snaps along the inner part of the leg.

## Clothing

*All parents with children attending the following sites: California, Bixby, Del Valle, Fairgrove, Kwis, Nelson, Palm, and Workman are expected to follow the District Uniform Policy by sending their children in the following clothing options: Bottoms include shorts skirts and dress which must be navy blue. Tops are to be solid white, baby blue, or navy blue.*

Clothing should be free of logos. Children should be able to adjust their own clothing to use the restroom successfully. Pants that have buttons and belts should be avoided. Please make sure that your child's jackets and sweaters have their name clearly marked on them.

- Please have a complete change of clothing (including underwear) for your child in the classroom. Extra clothing does not need to meet uniform standards, but is advisable. Make sure that clothing is clearly marked with your child's name.
- To avoid losses or unnecessary injury, jewelry should stay at home. If your child has pierced ears, small stud earrings are permissible. Hoop or dangling earrings pose a risk and are not allowed at school.
- Although efforts are made to keep your child's clothes clean, the reality is that preschool children learn through actively engaging in activities and we cannot guarantee children's clothes will not become soiled or stained.
- To meet our safety requirements and to assure your child's safe participation in all activities, please be sure your child wears non-slip, close toed-shoes. Flip flop type shoes will not be allowed. Children may not come to school with open-toed shoes.
- All belongings must be collected by the parent on the last day of the child's enrollment. Items will be held for 15 days and will be donated to a local charity if not collected within the 15 days.

# HANDWASHING, NAP TIME, AND PHOTOGRAPHY

## Hand Washing

**Proper hand washing is taught to all children, staff, and volunteers. Hand washing is required throughout the day:**

- Upon arrival to the classroom
- Before and after water play or messy play
- Before and after eating or handling food
- After coming into contact with bodily fluids or discharges (including sneezes, coughing, tooth brushing, etc.)
- After handling pets or pet care
- After toileting
- After outdoor play

## Nap/Rest Time

Daily schedules for full day classrooms include rest time that varies in length according to the needs of the child. Each child has his or her own cot and designated space in the classroom. Teachers may rub children's backs to help them relax. Children who do not want to sleep may be directed to a quiet area. A small blanket and a fitted crib sheet from home should be brought to school to help a child relax. Please label each object with your child's name. Parents are responsible for seeing that these articles are washed on a regular basis.

## Digital Media Release

Our parents will be asked to read and sign a **Digital Media Release Form**. This form will permit HLPUSD to use photos and/or digital images of the parent or child, including, but not limited to newsletters, annual reports, celebration slides, websites, flyers, etc. Questions regarding the Digital Media Release Form should be directed to management staff or the main office. Respect for privacy is extremely important to our program and therefore we ask parents to only photograph or video their own child.

## NUTRITION AND FOOD SERVICES

### NUTRITION

All children receive breakfast and lunch and an afternoon snack depending on contracted class hours. Mealtimes provide an opportunity for the child to learn about nutrition, experience culturally diverse and developmentally appropriate foods, as well as providing a time for the children and adults to communicate with each other.

The goal of the Child Development program is to instill *healthy eating habits* in the children by making mealtimes a pleasurable educational experience. All food provided must be eaten in class by the children, no food should be taken home. While alternative activities are available, children will be missing the valuable learning opportunities that take place at mealtimes.

We request that parents do not send children to school with food. Meals and snacks must be eaten at the center and no food should be taken home. This is in accordance with Child Care Food Program Services.

Menus are posted on the parent boards, in the cafeteria, and front office with information about breakfast, lunch, and snacks as applicable. Menus are available on the HLPUSD District website: <https://healthyhlpusd.org/?page=menus>

*\*During a catastrophic emergency, a “Grab and Go Breakfast/Lunch” may be provided.*

Children’s birthdays are special times, and we understand the desire of parents to want to celebrate at school. Please speak with your child’s teacher for ideas on celebrating your child’s birthday in the classroom. Child Development prohibits outside foods such as candy, donuts, cakes, cupcakes, punch, or food brought from home or the store.

### FOOD ALLERGIES

Children with food allergies **MUST** have a **Medical Condition Form** and **Special Meal Accommodation form** from your child’s health care provider stating the nature of the allergy and what food items it can be replaced with. These forms can be picked up at the office. It is the parent’s responsibility to inform staff of any allergies, special/medical dietary needs, or religious food preferences a child might have.

- Forms for students attending Amar should be submitted to the Amar Children’s Center Office.
- Forms for students attending Bixby, California, Del Valle, Fairgrove, Kwis, Palm, Nelson, or Workman needs to be submitted to the office at **15801 Sierra Vista Ct., Room 12, La Puente CA 91744.**

## DISABILITIES

### Children with Disabilities

HLPUSD Special Education Department works collaboratively with our enrolled students and staff offering a team of specialists to provide support for the child and family. We are here to work with you to ensure your child receives services, accommodations, and support as needed. All program classrooms are fully inclusive learning environments and support the unique school readiness needs and abilities of all enrolled children and families.

As a parent, you know your child best. If your child is not meeting the milestones for his or her age, or if you think there may be a concern with the way your child plays, learns, speaks, acts, and moves, discuss this with your child's teacher and share your concerns. Early intervention services can change your child's developmental path, and families will benefit to better meet their children's needs from an early age and throughout their lives.

### Parking

When bringing and picking up your child from class, **please park in designated areas only.**

**Never leave children unattended in a car** even if it is for only a few minutes. This is considered Child Endangerment and all cars with unattended children will be reported to the School Police Department.

### Protect your child—it is the Law.

#### California Child Passenger Safety Law

A child passenger restraint system for a child under age eight is required. A parent, legal guardian, or driver shall not transport on a highway in a motor vehicle a child who is under eight years of age, without properly securing that child in a back seat in an appropriate child passenger restraint system meeting federal motor vehicle safety standards.

#### Exception

A child under the age of eight who is four feet and nine inches in height or taller may be properly restrained by a safety belt in the back seat.

# **PARKING, PEDESTRIAN SAFETY, AND EMERGENCY EVACUATION**

## **Pedestrian Safety Tips**

Each year, tens of thousands of children are killed and injured when they are hurt by motor vehicles. Fortunately, parents, grandparents, and others can do a lot to prevent these pedestrian crashes.

### **Know the Facts**

- Children move quickly and often are unaware of the danger.
- Children are often injured near their homes or on their own streets.
- Crashes involving children often happen between 3 PM and 6 PM.
- Most pedestrian crashes occur in fair and warm weather.
- Twice as many boys are injured as girls.

### **When you cross the street together**

- Always hold your child's hand. Never allow a child under 10 to cross the street alone.
- Always STOP at the edge of the curb or parked cars before crossing the street.
- Always look LEFT, RIGHT, and LEFT again for moving cars.
- Always cross only when clear, and keep looking LEFT, RIGHT, and LEFT again, until you reach the other side.
- Always look for signs that a car is about to move (rear lights, exhaust smoke, the sound of a motor, wheels turning), and never walk behind a vehicle that is backing up.

## **EMERGENCY EVACUATION**

Emergency closures may occur within individual centers or may occur program wide. There are a variety of causes for emergency closures including facility problems, outbreak of communicable diseases, fires, or earthquakes.

The HLPUSD preschool program(s) has an evacuation plan posted at each center. The center has implemented procedures to follow in the event that an emergency occurs. In the event of a fire or earthquake, the staff would follow the written instructions posted in each classroom, describing emergency evacuation routes and the procedures to be followed. To prepare children for the unlikely need to evacuate, the center conducts monthly fire drills, and quarterly earthquake and lockdown drills. Should the need to evacuate be necessary, parents will be contacted to pick up their children from the site. If a parent/guardian cannot be reached, the staff will contact the emergency contacts as listed on your child's enrollment information. In cases of lockdown due to threat of violence, the staff will follow lockdown procedures, secure the children in the safest location possible, and contact and follow the directions given by the proper authorities. Parents/guardians will be contacted as soon as the situation permits.

## PARENT INVOLVEMENT AND EDUCATION

Effective parent and teacher communication is an essential component that impacts the success of our preschool program. We value the home-school collaborative partnership and have implemented engaging activities to ensure effective two-way communication.

Our centers have an OPEN DOOR POLICY in which parents are welcomed and encouraged to visit our program at any time. It is also recommended that your child has the opportunity to visit their classroom prior to his/her first day of school.

### OPEN DOOR POLICY

Parents/Guardians are welcome to visit the program unannounced, any time during regular program hours. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program. Open Door Policy does not mean the doors will be unlocked. For the safety and protection of the children, external doors will be kept locked at all times. Parents/Guardians are encouraged to participate in their child's classroom as a parent volunteer.

Parent/Guardian participation is highly encouraged throughout the program. Although parents/guardians may find it difficult to find time out of their busy schedule, at work or school, we have a few ideas that might help make your child's experience in the program a family experience:

- Talk to your child about the center. Find out from the teacher the activities of the day so you can talk about them on the way back home.
- Check the bulletin board and your child's file folder for notices, announcements and resources.
- Try to attend all parent meetings and parent education presentations. We usually schedule them at a convenient time for most parents.
- Become a part of the Parent Advisory Committee and get involved in parent activities such as fundraising and book fairs.
- Volunteer for classroom field trips whenever you can. Your help will be most welcomed.
- Attending all parent-teacher conferences which are scheduled twice a year or as needed. This is a wonderful time to speak in private with your child's teacher.
- **NOTE**: District guidelines will be used when volunteering in the classroom.



## PARENT COMMUNICATION

Parent Engagement is an integral part of a successful program for you and your child. Recent studies have shown that children are most successful in school when parents are engaged. Parents meet together for monthly meetings, educational programs, and other parent gatherings throughout the year. Parent workshops are offered that are based on parent interests and allow parents to learn and practice leadership skills.

- **Family Nights** are offered throughout the year to promote family engagement. The events provide opportunities for children to have fun with parents and for parents to gain important information while engaging and playing. Each Family night has a special focus enabling parents to work on specific skills with their children. Family Night encourages males in the child's family to be involved in these activities. We will also have topics designed to meet the needs and interests of the male role model in the child's life.
- **Parent Meetings** are held quarterly. Parents are encouraged to attend to support their child's education, the program, and to collaborate with other parents.
- **Parent Advisory Committee (PAC)** officers are elected in the fall and the meetings are open to all parents. Meetings are held on a regular basis and their purpose is to advise the center on issues related to services to families and children, to provide input on the planning and development of the program, and to be part of the evaluation process of the program.

### Parent Engagement and Communication

Teachers are available for questions before and after class. To ensure ongoing and uninterrupted teacher supervision, **parents must schedule an appointment to meet with the teacher.**

Opinions and feedback allow our program(s) to grow and change. Parents play a vital role in our program, and we value your input on how to make our program(s) stronger.

We believe parents have the right to be informed about issues and events happening in our program(s) and in your child's classroom. Parents can expect a variety of communication including but not limited to:

- **Written notices** - E-mail, Text messages, Flyers, Newsletters, Written notice
- **Phone** - Calls /Messages
- **In-Person** –Parent-Teacher Conferences, Home Visits, Parent/FSS meeting
- **Parent Boards** – Menus, Job Openings, Community Events, Minutes of Parent Meetings, Community Resources, Classroom Meetings, Parent Education and Family Night Information
- **Curriculum Plans**- Weekly curriculum plans
- **Social Media** - District website, Twitter, Facebook
- **Video Communication** – virtual video and audio conferencing such as Zoom

### Parent Surveys

In order for us to better understand how the program can help support your child's learning and developmental needs, and meet your individual family needs, parent surveys will be conducted each year.  
*5 CCR, Section 17710*

## QUESTIONS AND CONCERNS

If you have questions about your child’s classroom or are concerned that things are not going as well as you would like in the program, there is a process to have your concerns addressed.

First, discuss the issue with the person/persons involved. For example, if you feel that something is not right in the classroom, speak to the classroom staff first. If after speaking with the teacher you need further clarification or you are not completely satisfied, you may:

- Address the issue with the TOSA (Teacher on Special Assignment).
- If they are unable to help you or you need additional information, you may contact the office to set-up an appointment with the Child Development Supervisor assigned to your site. Appointments with the Child Development Supervisor can be made by calling:

<b>AMAR CHILDREN’S CENTER (FULL-DAY CCTR &amp; CSPP)</b>		<b>(626) 933-7101</b>
Gabriel Muñoz	Child Development Supervisor	(626) 933-7102
Ann Pettersen	Teacher on Special Assignment	(626) 933-7103
<b>PART-DAY CA STATE PRESCHOOL PROGRAM (CSPP) (Bixby, California, Del Valle, Fairgrove, Kwis, Nelson, Palm, and Workman)</b>		<b>(626) 933-6548</b>
Monica Jarvis	ERSEA Manager	(626) 933-6565
Ryan Martinez	Child Development Supervisor	(626) 933-6553
Kathy Jarvey	Child Development Supervisor	(626) 933-6555

## BEHAVIOR MANAGEMENT PROCEDURES

Our Philosophy is to **work with children in a positive and constructive manner**. The word discipline means to teach and guide. Our program's approach is to focus on preventing maladaptive behaviors by supporting children in learning appropriate social skills and emotional responses. Discipline is an ongoing process to help children learn to manage their own emotions and behavior in socially acceptable manners.

**Communication is vital.** Teachers often communicate with families during daily greetings and departures. However, this limits the time for families to communicate with the staff and ask questions. In order to keep an open line of communication with families, a written notification called the "Incident Report" will be provided to the parent/guardian whenever a child exhibits or engages in challenging, aggressive, disruptive behaviors.

The **Incident Report** provides our classrooms with a system to collect and analyze behavior incidents within our classrooms. The information collected allows us to examine possible factors related to the behavior(s) and to make decisions identifying the appropriate strategies and tools needed for the staff and children.

The following steps will be taken:

1. **Verbal and Written Notification:** will be provided to the parent/guardian for each occurrence (Incident Report).
  2. **A Referral:** will be generated by the classroom teacher to obtain support from the Mental Health Consultant for the child, parent, and classroom.
  3. **Intervention Plan:** will be developed by the Mental Health Consultant in collaboration with the parents and teaching staff. Intervention plans are designed to identify the problem, describe what is causing the behavior, and specify the actions or strategies to take to improve or replace the behavior.
  4. **Intervention Plan Review:** is set to determine the effectiveness of the identified strategies.
- *In the event when all resources have been exhausted or a parent is non-responsive, the Program Coordinator/Director or designee will work with other management personnel to recommend possible actions.*
  - *In emergency situations, (there is a perceived threat to persons or property or extreme disruption of the program) one or more steps in the intervention process may be skipped at the discretion of the Coordinator and/or Director.*
  - *If a parent wishes to appeal a decision made by the Coordinator, appeals shall be made to the Director of Child Development and Early Childhood Education.*
  - HLPUSD explicitly prohibits corporal punishment, psychological abuse, humiliation, abusive language, or restriction of access to large motor, physical activities, and the withdrawal or forcing of food and/or using the bathroom.

# EXCLUSION FROM SCHOOL

## Termination from the Preschool Program

A child may be dropped from the program for any of the following reasons:

- Failure of the parent/guardian to respond promptly when a request is made to remove the child from the class because of the child's illness/medical emergency.
- The making of false material statements by a parent or guardian on any document on file in connection with the admission or recertification of a child.
- Failure of a parent/guardian to cooperate with the program personnel in a manner, which affects the smooth and efficient operation of the program, (there is a perceived threat or extreme disruption of the program) is cause for immediate termination of the program.
- Negligence on the part of the parent/guardian or volunteer that directly affects the safety of the children.
- Failure to notify the staff of any changes of address or phone number(s) of parents or emergency contacts.
- Failure of the parent/guardian to comply with the policies and procedures as stated in the Parent Handbook and other agreed documents. "Inappropriate behavior of parents or other family members" is cause for immediate termination from the program, in accordance with the Hacienda La Puente Civility Policy
- In circumstances where excessive absenteeism/chronic absenteeism persists, a child will be removed from the program to give an enrollment opportunity to another child per program policies.

## Definitions

**"Suspension"** means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.

**Note: Moving a child to an isolated or separate room is considered "removing the child from the program." Programs may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment; however, the child must return to the classroom as soon as they have calmed down and may not be removed for longer than 30 minutes.**

**"Expulsion"** means the permanent dismissal of a child from a program in response to a child's behavior.

**"Persistent and serious behaviors"** means either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance. This includes, but is not limited to, physical aggression, property destruction, and self-injury.

## Notification to Families Prior to Expulsion or Suspension

Beginning July 1, 2023, upon enrollment of a child, a CSPP contractor must notify the child's parents or legal guardians of the policy on disenrollment, including expulsion and suspension. This notification must be in writing and must inform parents on how they may file an appeal to the California Department of Education (CDE) in the event of the expulsion or suspension of a child.

In addition, beginning July 1, 2023, in the event a program suspends or expels a child:

- The CSPP contractor must issue the child’s parent or legal guardian a written Notice of Action (NOA), Recipient of Services and follow the requirements described in 5 CCR Section 17783, except as noted below.
  - Since the action to suspend or expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.
- The effective date of the action may be no less than 24 hours after service of the notice. **This is an exception to the notice periods in 5 CCR Section 17783(d)(1) through (3).**
- The CSPP contractor must, at the same time as issuing a NOA, inform the parent or guardian in writing of their right to file an appeal of the action to expel or suspend their child directly with the CDE by submitting a written request for an appeal hearing to [EEDappeals@cde.ca.gov](mailto:EEDappeals@cde.ca.gov), no later than 14 calendar days after receipt of the notice. **Note:** This is a change to current requirements. State law now includes a specific appeal procedure for suspension and expulsion of children in CSPP, which differs from the procedure required in 5 CCR Section 17785.

## **TRANSITIONS**

### **Transition**

To assure that preschool children and their parents are prepared to enter the public school system, the preschool staff provides various opportunities for children and their parents to be involved in activities with the elementary school. Activities that prepare children such as visits to a Transitional Kinder (TK) or kindergarten classroom, school assemblies, and learning to eat in the cafeteria are some of the ways that children learn what to expect. Parents will have opportunities to participate in workshops and other activities to support them in their role as the primary educator of their child. Parents are encouraged to participate in PTA/PAC, ELAC, or other school site committees and to get involved in workshops that are offered for parents at each school site.

### **Toys from Home**

All educational materials and equipment are furnished by the program and there is no need for your child to bring toys from home (other than transitional and nap items). Sometimes teachers do ask children to bring items in for sharing at circle time. Please no war toys or violence related materials, i.e., guns, knives, tanks, Ninja Turtles, transformers, etc. HLPUSD cannot be responsible for lost or damaged items brought to the center, including books, games, or toys.

## HELPFUL TIPS FOR PARENTS

**Praise your child often.** Be specific and be sincere.

**Allow mistakes.** A child who is afraid to make a mistake may avoid trying new things. Show your child that mistakes can be useful. People learn from them!

**Help your child think it out.** When your child asks, “Why?” Answer, “Why do *you* think?” Listen to the response.

**Encourage curiosity.** For example, when your child is painting, ask, “What will happen if you mix yellow and blue?”

**Build independence.** For example, if your child wants you to finish a drawing he or she has started, encourage your child to stick with it.

**Avoid Comparisons.** Never compare one child's skill to another child.

**Be firm but fair.** When you are upset with your child, talk about the behavior—*not* your child’s character. For example, say, “I’m angry because you got ice cream on the sofa,” not, “You are so sloppy!”

**Give your child some responsibilities.** Have your child pick up toys or put away books, etc. Simple chores help children feel valued.

**Explore your neighborhood.** Take walks in a park, attend concerts at the local school, or go to a children’s story hour at the public library with your child.

**Find opportunities for your child to play with other children.** Your child will learn about sharing, respecting others’ possessions, taking turns, respecting diversity, and solving problems peacefully.

**Read to your child every day!** Go to a library together and pick out picture books.

**Encourage conversation.** Ask questions that can’t be answered “yes” or “no.” For example, instead of, “Did you have fun at Karen’s house?”, ask “What games did you play with Karen?” Pay attention to the answers.

**Help your child have a fun and successful year in preschool by staying in touch with the activities in the classroom and with the teaching team.**



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT  
CITY OF INDUSTRY, CALIFORNIA

Lifelong Learners | Positive Inclusive Learning Environments | Diverse Multicultural Communities

**AMAR CHILDREN’S CENTER** (626) 933-7101

Gabriel Munoz Child Development Supervisor (626) 933-7102

Ann Pettersen Teacher on Special Assignment (626) 933-7103

**REGISTRATION OFFICE** (626) 933-7101

Tily Carlos Senior Office Assistant (626) 933-7106

Dennis Quiñónez Senior Office Assistant (626) 933-7110

**ADMINISTRATION OFFICES** (626) 933-6544

*(Bixby, California, Cedarlane, Del Valle, Fairgrove, Kwis, Nelson, Palm, and Workman)*

Alejandra Hernandez Senior Office Assistant (626) 933-6548

Monica Jarvis ERSEA Manager (626) 933-6565

Ryan Martinez Child Development Supervisor (626) 933-6553

Kathy Jarvey Child Development Supervisor (626) 933-6555



I have received a copy of the parent handbook. I understand it is my responsibility to read the Child Development Program Policies and Regulations. My signature also indicates I will agree to abide, and I am aware of the consequences of failing to follow these policies.

Child’s Name: \_\_\_\_\_ Room Number: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I am aware the district does not carry insurance and have been given the option to purchase elsewhere.

Initials: \_\_\_\_\_