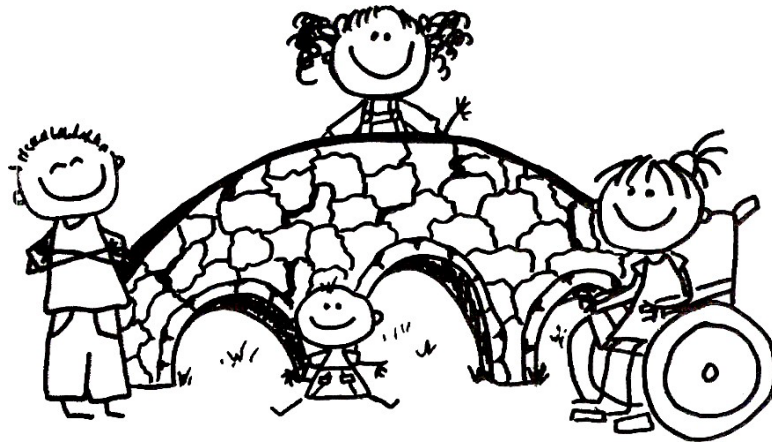




HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
CITY OF INDUSTRY, CALIFORNIA

Lifelong Learners | Positive Inclusive Learning Environments | Diverse Multicultural Communities

HEAD START PARENT HANDBOOK



**Welcome & Enrollment Center
15801 Sierra Vista Ct., Room 12
La Puente, CA 91744
(626) 933-6547**

Board Approved on
September 8, 2022

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MISSION, VISION, AND VALUES STATEMENT

Mission Statement

It is the mission of the 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 – *1302.102 Program goals, continuous improvement, and reporting*

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:

- School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework
- Effective and safety practices to ensure children are safe at all times
- 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
- Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children
- 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

Locations and Service Hours

LOCATIONS for Head Start	SERVICE HOURS
Baldwin FD - 1616 Griffith Ave., La Puente CA	8:00 - 2:00 PM
Baldwin AM - 1616 Griffith Ave., La Puente CA	8:00 - 11:30 AM
Cedarlane FD – 16333 Cedarlane Dr., Hacienda Heights CA	8:00 - 2:00 PM
Del Valle FD- 801 N. Del Valle, La Puente CA	8:00 - 2:00 PM
Fairgrove FD - 15540 Fairgrove Ave., La Puente CA	8:00 - 2:00 PM
Grandview FD – 795 Grandview Ln. S., La Puente CA	8:00 - 2:00 PM
Kwis FD- 1925 Kwis Ave., Hacienda Heights CA	8:00 - 2:00 PM
Lassalette FD – 14333 Lassalette St., La Puente CA	8:00 - 2:00 PM
Nelson FD -330 North California Ave., La Puente CA	8:00 - 2:00 PM
Sparks FD -15151 E. Temple Ave., La Puente CA	8:00 - 2:00 PM
Sunset AM – 800 North Tonopah Ave., La Puente CA	8:00 – 11:30 AM
Valinda FD – 1030 Indian Summer Ave., La Puente CA	8:00 - 2:00 PM
Wing Lane FD - 16605 Wing Ln., La Puente CA	8:00 – 2:00 PM
Workman FD - 16000 Workman St., La Puente CA	8:00 - 2:30 PM

FAMILY ELIGIBILITY REQUIREMENTS

Eligibility / Registration / Selection / Enrollment

Acceptance into the Head Start program is based on the following:

Age - Children must be 3 or 4 years old on or before September 1st 2022 (*children who turn 3 any time after September 1st can be enrolled once they have had their 3rd birthday*)

Residency- reside within the La Puente Unified School District (*or have a need for services in the area*)

Income- qualify based on federal Income guidelines for 2022

Families who qualify for the program based on age, residency and income are selected to register their children for enrollment.

*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).

Head Start Health and Developmental Screenings

Head Start Performance Standard 1302.42 requires that children receive different health and developmental screenings as part of the enrollment process. Preparing your child for these, screenings will help them to feel more comfortable, in control, and less frightened during these experiences. The screenings that may be done in the Head Start classroom are vision, height, weight, hearing, and developmental screenings. You will be notified if the screenings indicate further actions are needed. All other tests should be completed during your child's physical or dental exam.

Developmental Screening 1302.33: A two-part screening tool (parent/teacher) Ages and Stages Questionnaire-3 (ASQ-3) and Ages and Stages Questionnaire: Social-emotional 2 ASQ: (SE2) screens to identify child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 days of the first day of attending school.

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.

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 Head Start Parent

- To be recognized** as my child's primary educator and as such make decisions regarding his/her education.
- To be welcomed** in the classroom anytime. Our program allows unlimited access to their children and provides caring for their children during normal classroom hours and whenever the children are in our care: Per 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.
- To help** develop parent programs that will improve daily living for my family and me.
- Participate** in the Head Start 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 Head Start 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 Head Start Parent

- To follow Head Start 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 Start health requirements for my child which includes the TB test, lead, hemoglobin, current physical and dental exam as well as all required immunizations, follow up treatments, and documents related to allergies or medical conditions.
- Maintain** annual physical and dental exams throughout the year.
- To accept** the Head Start program as an opportunity through which I can improve my life and the lives of my children.
- To take part** in the classroom as an observer, volunteer worker, and to contribute my services in whatever way I can toward 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

Head Start classrooms refrain from religious instruction or worship.

ENVIRONMENT

The following areas can be found in our Head Start classroom 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.

HEAD START CURRICULUM

The Head Start classrooms are utilizing a research-based curriculum called Scholastic's **PreK On My Way**. The curriculum is 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

EARLY HEAD START CURRICULUM

The Early Head Start 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. Your child will be assessed at the beginning of the year, in the middle of the year, and again at the end of the year using the Desired Results Developmental Profile, (**DRDP-2015**). Children's mastery of developmental milestones and skills are observed and recorded by the teaching staff. The skills that are mastered in preschool are aligned with the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework (HSELOF). This assessment provides the basis for determining children's social and academic growth and is used to develop an **Individualized School Readiness Goal Plan** for your child. The teacher will also monitor your child's progress throughout the year with samples of their work and observations of their classroom behavior.

As you meet with your Head Start teaching team this year, they will help you create School Readiness goals for your child. A portfolio of skills will be kept during the year and shared with you during your visits with the team.

Individualized instruction

The Program is able to provide individualized instruction to meet the developmental needs of each child with the help of parents, ongoing observations and assessments. The information collected is utilized to develop individualized goals for each child by both the teacher and parent. The child's progress is measured and evaluated, during regularly scheduled assessment periods.

Note: Upon the child transferring to a local public school from a Head Start 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*

Home Visits

Home visits are a vital step in linking the staff (teachers and Family Service Specialists) with the child and family. Home-visits (2 per year) provide staff and parents an opportunity to be together in an environment that is more comfortable for the child and often more convenient for parents. Home visits also help teachers and other staff to establish a home-to-school link with families, as parents and guardians engagement is crucial to their child's education and development. During a pandemic, home visits may be conducted virtually.

1st Home visit in August/September, your child's teacher will review the ASQ:SE assessments with you.
2nd Home visit in January/February your child's teacher will review progress of 2nd DRDP assessment.

Parent- Teacher Conferences

Parent- teacher conferences will be conducted two 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.

1st 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.

2nd 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.

ARRIVAL PROCEDURES

Parking

When dropping off or 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.

Drop off and Pick Up

For the safety of all children, an authorized adult must accompany the child to and from school each day. You must keep your children with you at all times during drop-off and pick-up.

Unsafe Pick up

HLPUSD Preschool Programs reserves the right to deny any pickup if the teacher feels it is not in the best interest or safety of the child.

ATTENDANCE, DISENROLLMENT, AND ABANDONMENT OF CARE

Signing In & Out

All children are to be signed in and out **on a daily basis** by a parent or authorized adult (listed on the emergency card or contact list), who must be at least 18 years of age. As required by the Department of Social Services any authorized person that is signing in or out a child must have a valid picture ID with them when picking up the child from school. Children not signed in will not be permitted to participate in classroom activities until the parent returns to sign the child in.

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.

Absences and Late Arrivals

Please call the center anytime between 7:30 am –9:00 am if your child will be absent or late for any reason. If the absence is planned, please let your child's teacher know.

If a child is not at school within 60 minutes of the start of class and the teacher is unaware of why the child is out, an attempt to contact the family will be conducted. The contact will be made by one of the following: e-mail, phone, or text message. If the child continues to be absent for two days and no contact has been made a home visit will be conducted by the assigned Family Service Specialist. If the FSS is unable to reach the family, a letter will be sent to the parent. If the child continues to be absent, the child will be dropped from the program. HS Performance Standard 1302.16

Chronic Absences

Absences are considered to be chronic when a child attends less than 85% of the time. Children falling below 85%

attendance rate will be sent a letter informing the parent of their child's attendance rate and the need for improvement. If the child continues to have poor attendance, management staff will call for a meeting to create an **Attendance Action Plan**. If the child's attendance rate continues to fall below 85% with no improvement, the child will be dropped from the program. *HS Performance standard 1302.16 (b): "In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot must be considered an enrollment vacancy"*.

Illness

Children who are absent due to illness for more than 5 consecutive days, are required to provide a doctor's clearance. A doctor must certify that the child is okay to participate in their normal classroom routine before they are able to return.

Returning to Class

When returning after an absence please sign and state the reason for absence on the sign-in sheet For example Cough, fever, headache, stomach ache, eye infection, court, doctor's appointment, etc.

Late Pick Up

Please adhere to your drop-off and pick-up times. Late pick-up is especially stressful for children, giving rise to fear of abandonment and insecurity. Changes in the classroom routines can significantly affect children and their ability to acclimate to the classroom environment.

If children are not picked up on time, the emergency contacts will be called. **If the teacher is unable to contact the parent/guardian, or the emergency contact and the child is not picked up within 45 minutes, Child Protective Services / Police will be called.**

Consequences

If there are three late pick-ups in one program year, a meeting with the assigned Family Service Specialist (FSS) will be scheduled immediately to discuss your hours. After meeting with the FSS, if there is an additional late pick-up, you will need to meet with management at the main office in order to develop a plan to pick up children on time. If the child continues to be picked up late, the child may be moved to a different classroom or dropped from the program.

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

Head Start emphasizes the importance of early identification and treatment of health/nutrition concerns and comprehensive health/nutrition care. A Registered Nurse is employed to assist with the health and dental needs of the children. Head Start provides every child with a full range of medical, dental, and nutritional services.

The intent of the Health Services is to provide screening, diagnosis, prevention, intervention, treatment, and follow-up services to children enrolled in the Head Start program. Parents also receive health education training and are linked to community resources to ensure the medical and dental well-being of the child is met.

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.

Oral Health Requirements and Documentation

All children must have documentation of a dental examination within the past year and submit evidence within 90 days of enrollment. When necessary, documentation of dental treatment needs to be provided. Children who do not have a source of dental care will be assisted finding a source.

Oral Health Education

Oral health education and activities are provided throughout the year. Parents/guardians are encouraged to continue good oral health practices in the home by assisting their child with tooth brushing.

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 ***(children without a medical clearance will not be re-admitted to the classroom – may not apply if due to quarantine)***:
 - Absent (5) five or more consecutive days due to illness.
 - The child has had a communicable disease.
 - The child has a cast or sling.
 - Has traveled outside of the US or in an area with possible exposure to a communicable disease

(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.

Mental Health

Head Start recognizes the importance of providing mental health services to children and parents to encourage emotional and social development. This includes training for staff and parents as well as classroom support by Mental Health Consultant.

Mental Health Services address behavior concerns by providing support. Licensed Mental Health consultants work directly with children needing extra support to address behavioral issues to help them integrate better and improve their emotional well-being. HLP's preschool program's approach is supportive and gives children with behavioral/emotional issues the best opportunity to succeed over the long term in mainstream classroom/home environment.

Parents with concerns or questions about their child's growth and development, behavior, separation anxiety divorce, or death of a loved one can contact their Family Service Specialist or classroom teacher for an appointment with the Mental Health Consultant.

One-on-one sessions with Mental Health Consultants are private and confidential.

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 district employees receive child abuse training annually. (Penal Code Section 11166) All District employees are mandated reporters and are required to report suspected abuse but not investigate. The Department of Children Services is responsible to investigate any alleged abuse. *For more information please refer to the Parent handout received during registration titled "Understanding Child 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. If you need assistance obtaining rest time materials contact your Family Service Specialist, who will assist by making a referral.

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

Head Start believes that meals and snacks are critical to a child's health and development. They are also an important part of the center's curriculum. All Head Start children receive breakfast and /or lunch and /or an afternoon snack depending on class hours. Meals are carefully planned to provide children with the necessary nutritional content. Every effort is made to ensure that mealtime is enjoyable for children. Mealtimes provide an opportunity for the child to learn about nutrition and to experience new foods as part of the meal. It allows time for the children and adults to communicate and engage in daily conversations with each other. The goal of the Head Start program is to instill healthy eating habits in the children by making mealtimes a pleasurable educational experience.

All food provided must be eaten in the classroom by the children. Parents: please Do NOT feed your child breakfast or lunch before bringing them to school. Children that have already eaten, often have a difficult time sitting at the table during mealtimes. While alternative activities are available, children will be missing the valuable learning opportunities that take place at mealtimes.

Due to funding guidelines meals are provided for Head Start Children only. Additionally, one adult meal is purchased for lunch each day and is shared by the teacher, CDT, and parent volunteer as a means of role modeling good eating habits and proper etiquette.

Proper hygiene is very important to us. While handling food items, adults and children must wear gloves. Adults will role model preventative wellness practices while participating in program activities, which include gloves and handwashing.

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 Head Start office. It is the parent's responsibility to inform Head Start staff of any allergies, special/ medical Dietary needs or religious food preferences a child might have and to submit the completed form to the Head Start office at 15801 Sierra Vista Ct., Room 12 La Puente, Ca. 91744.

Head Start Regulations: (1302.44 Child Nutrition) failure to comply with the Child Care Food Program (CCFP) policies will result in loss of funding.

*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 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.

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

Community Walks

During the year, staff might plan community walks to explore the neighborhood or a local business. Parents will be notified at least two weeks in advance and they will be required to sign a consent form for their child to participate. All community walks are subject to cancellation or change by program management or due to weather.

All community walks must be educational and within walking distance of the school site.

All community walks require 1 Volunteer cleared parent for every 2 children.

Parents, who have completed the program's volunteer process, and are regular volunteers in the classroom, will be allowed to accompany the class on any community walks. Under, state and federal laws; **Parents that have not completed the volunteer process will not be allowed to participate.**

Special Activities

While we acknowledge the importance of celebrating traditional holidays, birthdays, etc., the Child Development Pre-school Programs have guidelines that are different from the k12 school system. Classroom staff will provide guidance to parents on acceptable ideas for celebrating holidays in your child's classroom.

In the event of a catastrophic emergency parents may not be able to attend special activities.

Year-End Activities

Our curriculum stresses the active involvement of children and we work very hard to get away from classroom experiences that have little or no meaning for young children, focusing instead on concrete experiences that are developmentally appropriate for them. The completion of the child's first year in preschool is in fact the first step towards many more years of education. Therefore, we look at the completion of the first year as a celebration of what the child has been able to accomplish that school year and plan developmentally appropriate activities to celebrate these.

Program Management along with teaching staff will plan activities for the end of the year that both parents and children can enjoy.

Transition

To assure that preschool children and their parents are prepared to enter the public school system, 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.

PARENT LEADERSHIP

Parent Policy Council

As a Policy Council member, you represent your school site at the agency level. Policy Council members have the opportunity to provide input into all program decisions and act as a parent advisor for the program. Representation on this Council requires parents to commit to attending all regularly scheduled monthly meetings. *In the event of a catastrophic emergency meeting will be conducted on Zoom*

Representatives from each classroom that are elected to the Policy Council will be involved in special training and participate in monthly district-wide Policy Council meetings. At these meetings representatives from each of the 18 Head Start classrooms will participate in the decision-making process for planning and evaluation of the program, work on standing committees, make reports to other Policy Council members on school site program and district activities. Representatives to the Policy Council also have the opportunity to be elected to attend district School Board, PTA, and DAC meetings. Other Policy Council responsibilities include but are not limited to; participation in the selection and approval of hiring and termination of Head Start staff, approval of all

budgets, funding applications, program policies, and active participation in the annual self-assessment process.

Classroom Parent Meetings

Parents have a role in the operation of our Head Start program. Parents are asked to attend monthly classroom meetings regularly. Activities that will take place at these meetings include curriculum planning, voting on activities for parents and children at each site, electing classroom representatives to the Policy Councils, as well as classroom School Readiness Liaison Representative. Parents will also learn about what is happening in the district, local city events, and program activities at these meetings. As part of open communication, parents are encouraged to discuss ideas, successes, and concerns during these meetings as a way of planning future activities and making improvements to the program. *In the event of a catastrophic emergency meeting will be conducted on Zoom*

School Readiness

Parents are also encouraged to participate as a “**School Readiness Liaison**”; the classroom liaison will attend monthly meetings to learn about the monthly curriculum and the process for incorporating parent ideas into the weekly curriculum plan. The School Readiness Liaison will also help the teacher to complete a record of the parent involvement hours for their classroom and takes notes of the items discussed during classroom meetings. All parents can be actively involved in the classroom by participating in providing curriculum ideas and activities each month during the regularly scheduled classroom meeting. *In the event of a catastrophic emergency, meetings will be conducted on Zoom.*

Parent, Family and Community Engagement

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 Goal Setting

Head Start staff support families in making plans to meet their goals. Parents are asked to think about what they would like to achieve with their child and family in one year, two years, or even five years. Thinking about goals allows our staff to assist you with working toward making your goals become reality. The Family Service Specialist will meet with you to identify strengths and challenges in order to set goals for the future and make plans to meet your goals. Goals may include finding better housing, learning computer skills, creating a household spending plan or cooking more nutritious meals at home, the list is endless. Our staff will provide support to and resources to families in making plans to meet their goals and will check in with families throughout the year as they make progress toward completing and accomplishing their goals.

Parent Trainings/Education

A series of trainings and professional development opportunities are offered throughout the year to parents. Parent Education meetings are an important part of the Head Start program. The following activities are offered to parents throughout the year.

- **CSEFEL (Center on the Social Emotional Foundations for Early Learning):** a series of classes on parenting, communication, mental wellness, and learning to advocate for your child.
- **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 might also include male involvement activities and topics designed to meet the needs and interests of the male role model in the child's life.
- **Educational Conferences** are offered several times yearly for parents and or legal guardians only. These conferences allow parents the opportunity to attend several different workshops on topics of their interest as well as gather information from our Community Partners.
- **School to Home School Readiness Program** - Parents have the opportunity to participate as a partner in their child's education by completing weekly activities at home with their child that supports the unit of study in the classroom.
- **ESL and reading programs** are offered throughout the district to assist parents in becoming fluent in the English language. Parents are highly encouraged to take advantage of these opportunities during the time your children are in class. If you would like to find out more about these classes, please refer to the Hacienda La Puente Adult educations catalog (parent board) for a complete list of class offerings

Homework

Our goal as Head Start educators is to develop homework that encourages students to engage parents and share what they are learning at school by involving families with their children in homework activities at home. Homework will be sent home through you teacher or School Readiness Liaison and will be collected weekly.

Parent Involvement

Parent and family engagement is linked to children's success in kindergarten and beyond. As parents and families of Head Start children, there are many ways for you to become involved and stay engaged in the program, and in your children's education and future. We value parents and know that ultimately you will have the biggest impact on your child as their first teacher.

Parents as Volunteers

Volunteers are an important part of the Head Start program. Volunteers provide valuable help and expertise to the Head Start experience. A volunteer can be a parent or family member, community member, or a college student. Parents/Guardians are asked to complete the volunteer process and work in the program 12 hours per month. Many opportunities are available to adult volunteers that wish to participate. Parent/Guardian can volunteer by participating in their child's classroom, attending monthly classroom parent meetings, being a part of the Head Start Policy Council meetings, and helping to make decisions about your child's preschool program. Parents can also participate in the following: School Readiness Liaison meetings, district-level meetings, and attending parent education training.

Volunteers will work under the direction and supervision of a teacher, CDT, or staff member. Volunteers do not substitute for classroom staff but provide supplemental and supportive services as directed by the teacher.

**NOTE During catastrophic emergency volunteers will not be allowed to work in classrooms*

VOLUNTEER

Becoming a Volunteer

To become a Volunteer in the Head Start classroom, parents/guardians or other adult substitutes must complete the volunteer process with the school district. To begin this process, a prospective volunteer will need to:

Step 1

- Submit a negative T.B. clearance to the Head Start office
- Submit state-required immunizations to the Head Start office (Senate Bill 792)

Step 2

Once submitted the Head Start office clerk will

- Meet with prospective volunteer
- Complete a volunteer application

Step 3

Once all requirements are met the prospective volunteer will receive the LIVESCAN instructions to fingerprint including the need to take a 40.00 (money order) for the cost of processing their fingerprints to their LIVESCAN appointment.

Note: The Head Start program will pay for the cost of fingerprinting for one parent or legal guardian for families enrolled in the Head Start program.

Step 4

Attend a mandatory Volunteer Training to complete the volunteer process.

Upon completion of all steps, volunteers will receive a badge indication they have completed the volunteer process and are ready to volunteer in their child's classroom.

Parents/Guardians that do not complete the volunteer process will not be allowed to participate in any activities that take place; this includes daily parent-child activities, field trips and special activities in your child's classroom.

Volunteers that earn 100 volunteer hours or more in the classroom from August thru the end of April will be invited to a special recognition event at the end of the school year.

Volunteer Guidelines

Program policy requires volunteers to sign in daily when participating in program activities and to record the length of time they spend volunteering. Volunteers are responsible for recording their own volunteer time on the volunteer sheets and signing their names. Credit will only be given for those hours that are accurately recorded and turned in on time each month.

Consult the daily schedule in the classroom and discuss any questions with the teacher.

Refer parents, relatives and other visitors with questions to the teacher.

Dress appropriately and comfortably for working with children (avoid high heels, slippers, pajamas, or inappropriate clothing).

Let the teacher know of your abilities, talents, make suggestions or give ideas that could be helpful within the program.

Know and have information on policies about discipline snacks, restrooms, parking, personal belongings, fire drills, phone calls, smoking, blood borne pathogens, and child abuse.

Keep personal opinions regarding staff members and or children to yourself. All information encountered regarding children and their families is confidential.

Volunteers may never be left alone with children.

Volunteers may not enter children's restrooms or stand in the doorways of restrooms.

If you are assigned a task to complete with children, please be conscientious of children's safety and ensure the proper use of any equipment or materials that are being used. If you need to leave an assigned area or activity you must inform the classroom teacher before leaving.

****NOTE: During a catastrophic emergency volunteers will not be allowed to work in classrooms.***

Federal In-Kind

Head Start is a federally funded program. The program receives 80% of its funding directly from the federal government and the local Head Start program must earn 20% of the total grant in goods and services. The Hacienda La Puente Head Start program earns this amount through district services and parent volunteer hours. Each time a parent or community member volunteers their time in the classroom or Policy Council activities, Head Start can claim approximately 17.00 an hour toward meeting the in-kind requirement. Time donated by volunteers is vital to the operation of our Head Start program. The monies earned from the time parents spend volunteering in the program is used to purchase additional equipment and materials for the classrooms. Please contact the Teacher or your Family Service Specialist if you have questions concerning your volunteer time for the program.

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:

Head Start Office		(626) 933-6548
Cynthia Guerra	Coordinator	(626) 933-6542
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
- Excessive absenteeism 1302.16: In circumstances where chronic absenteeism persists, a child will be removed from the program to give an enrollment opportunity to another child as per program policies.

1302.17 Suspension and Expulsion

(a) *Limitations on suspension.*

- (1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.
- (2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that has not been reduced or eliminated by the provision of interventions and supports recommended by the mental health consultant and the program needs time to put additional appropriate services in place.
- (3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.
- (4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety. A program must explore all possible steps and document all steps taken to address the behavior(s) and supports needed to facilitate the child's safe reentry and continued participation in the program. Such steps

must include, at a minimum:

- (i) Continuing to engage with the parents, mental health consultant, and other appropriate staff, and continuing to utilize appropriate community resources;
- (ii) Providing additional program supports and services, including home visits; and,
- (iii) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate, or if the child has an individualized family service plan (IFSP) or individualized education program (IEP), consulting with the responsible agency to ensure the child receives the needed support services.

(b) *Prohibition on expulsion.*

- (1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.
- (2) When a child exhibits persistent and serious behavioral concerns, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act of 1973 to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:
 - (i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,
 - (ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.
- (3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

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

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I have received a copy of the parent handbook. I understand it is my responsibility to read the Head Start 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: _____