



Ocean View School District

Early Learning Programs

College View Preschool

Oak View Preschool

Westmont Preschool

17200 Pinehurst Lane, Huntington Beach, CA 92647 • 714.847.2551 • www.ovsd.org

Parent Handbook 2025-2026

Early Learning Preschool Programs Ocean View School District

Early Learning Preschool Locations

College View Preschool
6582 Lennox Drive
Huntington Beach, 92647

Oak View Preschool
17241 Oak Lane
Huntington Beach, 92647

Westmont Preschool
251 Heil Avenue
Westminster, 92683

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Early Learning Preschool Department Staff and Information

Elaine Burney, Coordinator
Luisa Tanzil, Supervisor
Adriana Boyer, Department Secretary
Teresa Gomez, Bilingual Community Liaison

Preschool Office Hours: 8:00 a.m. – 4:00 p.m.
Preschool Office: (714) 843-6938
Preschool Office Community Liaison: (714)
Ocean View School District Office: (714) 847-2551

Ocean View School District Website

The District Website can be found at www.ovsd.org or visit our direct link at www.ovsd.org/programs/preschool-programs to find contact and important information. Oak View Preschool, Westmont, and College View also have preschool pages on their school websites.

Welcome to Ocean View School District's Early Learning Programs

Ocean View School District's Early Learning Preschool Program offers a high-quality, play-based educational experience for children ages 3 to 5 years. Guided by the California Preschool Learning Foundations, the program provides developmentally appropriate learning opportunities across all domains. Classrooms use the "World of Wonders" Pre-K curriculum, which is aligned with OVSD's K-12 instructional goals and supports both academic readiness and social-emotional growth. The program is licensed by the California Department of Social Services, Community Care Licensing Division, and adheres to all state regulations for safety, staffing, and program quality.

Our Philosophy

OVSD believes that every child deserves to enter school ready to learn, thrive, and grow. Our Early Learning Preschool Program fosters a safe, inclusive, and nurturing environment where children are encouraged to explore, question, and create. Through intentional play and rich learning experiences, we support each child's cognitive, social-emotional, physical, language, and creative development. We value the unique strengths, cultures, and learning styles of every student and actively partner with families to build a strong foundation for lifelong learning.

Our Goal

The goal of the Early Learning Preschool Program is to prepare children for kindergarten by building essential school readiness skills across all domains:

- Intellectual and academic (early literacy, numeracy, science, and problem-solving)
- Social-emotional (self-regulation, cooperation, empathy)
- Language and communication (listening, speaking, and vocabulary)
- Physical development (fine and gross motor skills)
- Creative expression (imagination, music, dramatic play, and the arts)

Through developmentally appropriate practices and strong teacher-family partnerships, we help every child become a confident, capable, and curious learner.

Governance

The OVSD's Early Learning Preschool Program office is located at the District Office with classrooms at College View Elementary, Oak View Elementary School, and Westmont Elementary School. It operates under the supervision of Ocean View School District's Superintendent and is governed by the Board of Trustees. The program adheres to all Board Policies and Administrative Regulations.

OVSD's Early Learning Preschool Programs

Programs and Activities

Our classrooms and outdoor play spaces are intentionally designed to foster exploration, engagement, and discovery. Each area is carefully arranged with age-appropriate materials that support learning across all developmental domains.

Children are encouraged to make choices each day from a variety of hands-on, play-based activities that reflect their interests and developmental levels. These include opportunities for:

- Building with blocks and manipulatives
- Reading books and engaging in storytelling
- Exploring music, movement, and dramatic play
- Participating in art, sensory, and science projects
- Practicing early math and literacy concepts
- Cooking, gardening, and other real-life learning experiences

Activities promote cooperation, problem-solving, creativity, and self-expression—building the foundation for lifelong learning. Children are supported in learning how to observe, explore, communicate, and work with others in a nurturing and inclusive environment. Please note religious instruction or worship is not part of our curriculum.

Kindergarten Readiness

A key goal of our preschool program is to prepare children for a successful transition to kindergarten. Teachers align activities with the California Preschool Learning Foundations and collaborate with Ocean View School District's elementary educators to support readiness in academic, social-emotional, and self-help skills.

Each spring, families are invited to participate in Kindergarten Preview events hosted at OVSD elementary schools. These visits provide an introduction to the kindergarten experience and help ease the transition for both children and families.

A High-Quality Preschool

Our OVSD's Early Learning Preschool Program is licensed by the Department of Social Services, Community Care Licensing Division. We adhere to all California Code of Regulations Title 22, Division 12. All preschool staff are employed by OVSD. Employees must follow all District policies and procedures. Additionally, the State Preschool Program is funded by the California Department of Education Early Education Division.

California State Preschool Program (CSPP)

The California State Preschool Program (CSPP) offers high-quality, part-day and full-day preschool services designed to support the developmental, cultural, and linguistic needs of children ages 3–5. The program provides a comprehensive early learning experience rooted in developmentally appropriate practices and aligned with the California Preschool Learning Foundations.

In addition to a strong educational foundation, CSPP offers:

- Nutritious meals and snacks for enrolled children
- Parent education and engagement opportunities
- Referrals to health, mental health, and social services as needed
- Ongoing professional development for preschool staff

CSPP is administered statewide through local educational agencies, community colleges, nonprofit organizations, and school districts, including the Ocean View School District.

Our Preschool Staff

Our preschool classrooms are led by highly qualified, caring professionals with the training and experience needed to support early learning and development. At a minimum, all preschool teachers hold a Child Development Teacher Permit issued by the California Commission on Teacher Credentialing.

To ensure children's safety and wellbeing:

- All staff are certified in CPR and First Aid
- All undergo comprehensive background checks before employment
- Staff receive ongoing training in early childhood education, health and safety, and emergency preparedness
- We maintain a 1:8 adult-to-child ratio in CSPP classrooms and 1:12 in full-day classrooms
- Every employee in the OVSD Early Learning Program is also a mandated reporter and is legally required to report any suspected abuse or neglect to the appropriate authorities.

Our Commitment to Children and Families

We are dedicated to creating a warm, welcoming environment where children feel safe, supported, and inspired to learn. Our staff works collaboratively to provide engaging, hands-on learning experiences tailored to each child's needs and interests.

Teachers continually observe and assess each child's development and regularly share updates with families. We value and welcome your input as your knowledge of your child's personality, learning style, and interests helps us build a stronger partnership to support their success.

Curriculum and Daily Instruction

Each day, your child will engage in a thoughtfully planned program designed to support their interests, developmental stage, and learning goals. Instructional teams use ongoing assessments to guide curriculum planning and to ensure that classroom experiences meet the individual needs of every student.

Our teachers use a combination of research-based programs and instructional strategies, including:

- World of Wonders Pre-K Curriculum (core literacy and math foundation)

- Preschool GLAD (Guided Language Acquisition Design to support language development)
- Handwriting Without Tears (fine motor and pre-writing skills)
- Thinking Maps (visual tools for organizing thoughts and ideas)
- DRDP (2015) – Desired Results Developmental Profile (student and program assessment)
- ASQ-3 and ASQ:SE-2 – Ages and Stages Questionnaires (developmental screening tools)
- Early Childhood Environmental Scale
- CLASS - Classroom Assessment Scoring System, an observation tool used to assess the quality of interactions in a classroom setting. This assessment focuses on the types of interactions that promote learning and development, specifically looking at emotional support, classroom management, and instructional support.

Our team works collaboratively to create a balanced, engaging schedule that promotes learning through play, small group instruction, whole group activities, and independent exploration.

Outdoor Exploration

Outdoor play is an essential part of our preschool program, offering children meaningful opportunities to explore nature, build friendships, and extend classroom learning through active, hands-on experiences. Teachers support this learning through a mix of planned activities and child-led discovery. Our age-appropriate play yards are thoughtfully designed to promote development across key areas, including:

- Gross motor development (running, climbing, balancing)
- Social skills (cooperation, taking turns, imaginative play)
- Cognitive growth (problem-solving, observation, spatial awareness)
- Creative expression (role play, construction, storytelling)

Transportation

Parents are required to transport children to and from their preschool.

Dress for Preschool

Students should wear play clothes and shoes that are comfortable and safe for both inside and outside activities. Examples of good school clothing are athletic shoes, long or short pants (no belts) and t-shirts or blouses. A sweater, sweatshirt, or jacket may be needed for outside play on cool days. Clothes that students can manage on their own are desirable. Sunglasses and hats for sun protection are permitted on the play yard. Sandals, open-toe and dress shoes are not comfortable or safe for active play. Although efforts are made to keep your child's clothes clean, we cannot guarantee that children's clothing will not become soiled or stained.

Personal Items and Storage Cubby

Each student will have a cubby for storing his or her school materials and lunch. The extra set of clothes will be stored in a backpack. Please do not allow your child to bring toys or personal items unless the teacher has requested them.

Rest Time for Full-Day Preschoolers

To help children recharge and prepare for afternoon activities, a daily rest period is provided after lunch. Each child will have their own mat and space for quiet time. While some children may nap, others who do not fall asleep will be offered calm, quiet activities to enjoy while resting on their mats. Children are never forced to sleep, but this peaceful time supports their need to relax and reset. For comfort, please send a clean fitted sheet to cover your child's mat and a blanket; a small pillow is optional. All items should be clearly labeled with your child's full name. Items will be sent home each Friday to be washed and should be returned on Monday.

Guidance and Discipline

The goal of OVSD's Early Learning Preschool Program is to provide an environment that promotes learning, independence and self-control. Students are expected to show respect to the adults at school and to follow their directions. Positive discipline is used to guide children to resolve conflicts and solve problems. To ensure a safe, nurturing, and positive learning environment, unacceptable behavior will be handled directly by the classroom staff. A student who is disruptive may be redirected to another activity or temporarily removed from a group situation to regain self-control. When the health and/or safety of the student or other students are in jeopardy, the District Administrator may dismiss the child from the preschool.

Birthdays, Classroom and Other Celebrations

Birthdays are special events for children and will be acknowledged by staff, except when religious preferences prohibit celebrations. To adhere to District policies regarding Student Wellness and to preserve the instructional time for your child's education, edible treats are not acceptable and are not permitted when recognizing your child's birthday at school. If you choose to recognize your child's birthday at school the following are suggestions to follow:

- * A book donated in your child's name to be read to the class, with the child's name inscribed on the inside cover.
- * A classroom game, puzzle, etc.
- * Individual party favors, such as pencils, erasers, etc.
- * Consult with your child's teacher for other ideas.

Nutritious Snacks

One morning snack and one afternoon snack will be provided to each student. Children may bring their own lunches. Parents are required to inform preschool staff of all food allergies. *Please check with the office for the required authorization form.*

Emergency/Disaster Procedures

OVSD's Early Learning Preschool Program staff members receive training to prepare them for disasters, and all students and staff practice emergency procedures monthly. To ensure student safety, students will participate in each site's emergency procedures protocol. Children will remain at the site until signed out by a parent/guardian or other adult designated on the child's Information and Emergency Card. If it is deemed necessary, children may be evacuated to the Huntington Beach Sports Complex or Huntington Beach Central Library.

Medical and Dental

The staff works to ensure that every child is safe at preschool, but accidents and emergencies may occur. When a medical or dental emergency occurs, an Ocean View School District staff will appraise the emergency and contact parents. Paramedics (911) will be called for critical emergencies. Through a state grant, staff will coordinate vision, hearing, and dental screenings for each child to happen throughout the school year.

Absence Guidelines

We understand that there will be times when your child is ill or you are late. On these occasions, please call the Preschool Department Office line at (714)843-6938. If your child has a fever, a runny nose, cough, diarrhea, or other infectious illness such as pink eye, impetigo, mumps, measles, do not send him or her to school. If a child becomes sick at school, the parents or designee listed on the emergency card will be required to pick up the child. Children who have been ill may not return to school until they have passed a health check with the child's teacher or school staff.

After Hour Charges for Tuition Preschool

Children must be on time for school and be signed out promptly after school. Parents will be charged **\$1.00 for every minute** he or she or the authorized designee is late. OVSD's Early Learning Preschool Program reserves the right to involve the proper authorities when a child is not picked up when the program is not notified.

Sign-In and Sign-Out

Students must be signed in and out with a full, legible signature by a parent or an adult (18 years or older) who is listed on the child's emergency card. Parents may add or delete names on their child's card at any time.

Program Closures

- Labor Day
- Veteran's Day
- Martin Luther King, Jr.'s Birthday
- Fall/November Recess
- Lincoln's Birthday
- Washington's Birthday
- Winter Recess
- Spring Recess
- Memorial Day
- Juneteenth
- Independence Day

*Staff Development Days and other days as noted for the year

PERSONAL ITEMS REQUIREMENTS

Please note that we have special requirements for each child who is attending our school. Below is a list of items that we require for every child enrolled in the Early Learning Preschool Program.

1. **Resting Period** – Please label your child’s personal items with his or her first and last names. All full-day children must bring:

- 1 small fitted sheet
- 1 small blanket
- 1 small pillow (optional)
- 1 small stuffed animal (optional)
- 1 large backpack (to be left at school) * to hold all rest time items

These items will be taken home every Friday to be washed and returned on Monday. We only have a limited number of fitted sheets to spare if you forget to bring one in, so please remember your child’s sheet on Mondays.

2. **Change of Clothes** – Each child needs to have one full set of clothing labeled with his or her first and last name. It is the parent’s responsibility to check the child’s clothing each week and to replace soiled items. Please supply the following for your child:

- Sweater or jacket
- Shirt
- Pants/shorts
- Socks
- Undergarments

* Items will be placed in your child’s backpack

3. **Protective Items (Optional)** – Please label all items that you send with your child. We can store the following items in your child’s backpack:

- Sun block
- Baby lotion or cream (non-prescription)
- SPF chapstick
- Sun hat

4. **Meals** – OVSD provides meals for all students. Full-day students may bring a lunch box on a daily basis. Each lunch box and all reusable items must have the child’s first and last names clearly printed on them. Foods that need to be heated in a microwave, refrigerated or that require a can opener are not permitted. Please do not send sippy cups; however, juice containers with a straw are acceptable. All preschools remain a nut free environment.

5. **Toys** – Please do not send any toys with your child. Our center is filled with many educational materials.

CHILD GUIDANCE POLICIES

Social-Emotional Climate and Classroom Environment

Our classroom environments, daily schedules, and activities are thoughtfully designed to spark curiosity, promote active learning, and nurture each child's natural enthusiasm. We place a strong emphasis on creating a supportive and inclusive social-emotional climate, where children feel safe, valued, and connected.

Through consistent routines and caring interactions, children are guided to develop a positive sense of self, recognize their unique strengths, and build respectful, meaningful relationships with others. Teachers actively support children in expressing their emotions, resolving conflicts, and practicing empathy and cooperation. Positive behavior is encouraged through modeling, redirection, and praise, while any challenging behaviors are addressed with constructive guidance and developmentally appropriate strategies.

Strategies used to help children learn to respect limits in the classroom include:

- Redirecting them to appropriate activities
- Temporary removal from the activity or area in the classroom
- Positive reinforcement
- Problem solving with the child
- Consistent daily routine
- Giving choices within limits
- Teaching children how to calm themselves in frustrating circumstances
- Developing behavior plans

Additional Behavior Management

We recognize that children are learning how to function in a classroom setting and need opportunities to acquire appropriate behavior for school. The school will support parents in teaching students how to behave; however, the home is the most effective primary source for behavior skills instruction. Therefore, cooperation between home and school is critical. The following procedures are aimed at creating an ideal atmosphere in which your child can learn.

Each class will develop its own classroom rules, which typically include:

1. Keep hands, feet and objects to yourself. (No hurting others.)
2. Respect your friends (i.e., one person talks at a time, use words to express feelings...).
3. Use walking feet.
4. Stay in your own place.
5. Use inside voices.

If a behavior continues to be a problem for a specific child, an individual behavior plan addressing the areas of concern will be implemented through a meeting with staff,

administration, and the parents/guardians. The staff will monitor and reinforce appropriate behaviors on an individual basis at school while the parents work on them at home.

Specific circumstances in which this may occur include:

- aggressive, anti-social, or unacceptable behavior to the extent that the child's safety or the safety of other children, parents or staff is being compromised.
- inability of the child to adjust to the group care situation

The program will implement the following:

1. Parents will be notified in writing of the concern, and a meeting will be requested.
2. An intervention meeting between the parents, teachers, and the site administrator will be scheduled to address the following:
 - outline situation/area of concern
 - establish a plan of action for the center and parent(s) to address their concerns
 - establish a time frame
3. A follow-up meeting will be conducted to:
 - evaluate progress
 - adjust plan as needed
4. Final Review and Support Planning:
 - If, after collaborative efforts and multiple interventions, significant concerns remain, a determination meeting will be held with the site administrator, teaching staff, and the family. Together, the team will review the child's progress, any adjustments made to the support plan, and consider next steps.
 - In rare cases, only after all available supports have been implemented and thoroughly explored, the team may determine that the current program is no longer the best fit for the child's needs.

ADMISSION REQUIREMENTS

Admission and Enrollment Policies

Children must be 3 to 5 years of age.

Required Forms/Records:

- Admissions Agreement
- District Emergency Card
- Identification & Emergency Information
- Consent for Emergency Medical Treatment
- Child's Preadmission Health History – Parent's Report
- Physician's Report
- Child Guidance Policies (2 pages)
- Child Care Center Notification of Parent Rights
- Personal Rights
- Participation Authorization Form – Primary Caregiver and Child (2 pages)
- Parental Consent for School Readiness Health Screening
- OVSD Home Language Survey
- Preschool Language Survey (State Preschool only)
- Caregiver Background Check
- Immunization Records (provide copy)
- TB Screening Results (provide copy)

Waiting List

The preschool will maintain a waiting list of those who wish to enroll in the program when vacancies occur. An interest form must be completed before the child is placed on the waiting list.

Parent Responsibilities: Complete enrollment forms

Children will be admitted to preschool only after completion of all forms and received by the Preschool Department. *Please keep emergency card information current at all times.*

Full Day Program:

Families will complete initial enrollment through the Eleyo System on ovsd.org/preschools under Tuition Program. Once approved, families will be directed to complete the OVSD Aeries online enrollment.

A.M. and P.M. Preschool Program:

Families will complete initial enrollment through a state application available on ovsd.org/preschools under State Program or at Oak View Preschool. Once approved, families will be directed to complete the OVSD Aeries online enrollment.

TUITION PRESCHOOL

OVSD's Early Learning Preschool Program offers a tuition-based program. The Program has a part day schedule to accommodate parents' needs. Please review the Program Sessions section for information regarding the fee schedule options.

Payment Information

Monthly payments are **due on the 20th** of the month prior to the month of service. Payments made after the last day of the month will be assessed a late fee equal to 10% of the monthly rate. Returned checks are subject to \$25.00 service charge. Students may not attend school if payments are not current. A non-refundable registration fee of \$55.00 is due upon contract.

Payments can be made online by logging in to your account at <https://ovsd.ce.eleyo.com/>

Program Sessions

Part Day Program

Mon. – Fri. 8:15 a.m. – 11:15 a.m. 4 Days \$450

Full Day Program

Mon. – Fri. 7:30 a.m. – 5:00 p.m. 5 Days \$875

Payments & Eleyo Account Contact

Adriana Boyer, Department Secretary email: aboyer@ovsd.org

California State Preschool Program (CSPP)

The California State Preschool Program (CSPP) provides part-day, high-quality early education for children ages 3 to 5 from eligible families. Designed to support the whole child, CSPP emphasizes developmentally, culturally, and linguistically appropriate learning experiences that build a strong foundation for school success.

In addition to a rich preschool curriculum, CSPP offers:

- Nutritious meals during the school day
- Referrals to health, mental health, and social services for families
- Parent education and opportunities for family involvement
- Ongoing professional development for preschool staff

CSPP is administered through a variety of agencies across California, including local educational agencies, colleges, community-action organizations, and nonprofit providers.

It is funded by the California Department of Education Early Education Division. The preschool program provides age and developmentally appropriate learning activities for children living in the OVSD attendance area and surrounding areas. The preschool is licensed by the State of California Department of Social Services, Community Care Licensing Division.

All children, including students with disabilities and special needs, are welcome. Classroom staff and school specialists work closely together to develop and implement individual goals as stated in the Individualized Education Program (IEP). OVSD Preschool Programs do not discriminate on the basis of sex, sexual orientation, gender group identification, race, ancestry, national origin, religion, color, mental or physical disability or any other person prohibited by state or federal law.

Our Goal

The goal of the Early Learning Preschool Program is to prepare children for kindergarten by building essential school readiness skills across all domains:

- Intellectual and academic (early literacy, numeracy, science, and problem-solving)
- Social-emotional (self-regulation, cooperation, empathy)
- Language and communication (listening, speaking, and vocabulary)
- Physical development (fine and gross motor skills)
- Creative expression (imagination, music, dramatic play, and the arts)

Through developmentally appropriate practices and strong teacher-family partnerships, we help every child become a confident, capable, and curious learner.

Knowing that parents are important partners in their children's education, the District desires parents to be actively involved. Parents are encouraged to volunteer in their child's

class once each month and to participate in monthly parent meetings and education classes. Parents are encouraged to participate in the Parent Advisory Committee (PAC) meetings to help make important program decisions that will enhance their children's education.

A comprehensive self-assessment process is conducted annually to support continuous program improvement. Using a variety of evidence-based tools, including the DRDP (2015), CLASS (Classroom Assessment Scoring System), Early Childhood Environment Rating Scale (ECERS), and Ages & Stages Questionnaires (ASQs), the program gathers data on both child development and overall classroom quality. These results are carefully analyzed to identify strengths, address areas for growth, and guide informed decisions that enhance program effectiveness and outcomes for children and families.

Classroom Visitation- Parents are encouraged to visit their child's classroom at any time, please make sure to check in to the office to sign in and receive a "Visitor" badge. See the office or website for Volunteer information and requirements.

Open-Door Policy- The Preschool staff welcomes you to the program. Assisting parents and their families to improve the quality of their lives is part of our mission. Please let us know how we can help you, your child and/or your family. Together, we can make this a successful year for all the children and families enrolled at OVSD Preschools. Each school site office is available to you for assistance.

Family Communication and Engagement Opportunities- Keeping families informed and engaged is a key priority in our program. At the start of the school year, families will receive a calendar of important dates to help plan ahead. Each month, a newsletter will be sent home with updates on classroom activities, upcoming events, and ways to stay involved. Additionally, regular opportunities for parent education meetings and engagement events are planned each year. We encourage parents to participate in these opportunities to learn more about ways to support your child academically, social-emotionally, and developmentally. As specific events approach, more detailed information will be shared to ensure families stay connected and well-informed throughout the year.

Parent and Child Orientation- Preschool teachers and instructional assistants offer an orientation to all families before school starts. This is a great opportunity for children to meet and greet their teachers before the first day of school.

Parent Conferences- Our main assessment tool, the Desired Results Development Profile (DRDP 2015: 3 years to kindergarten), outlines the skills that we strive to help all children develop or exceed before they reach kindergarten. To support meaningful family involvement in each child's learning and development, teachers share individual DRDP (Desired Results Developmental Profile) results with families twice a year—during scheduled fall and spring parent-teacher conferences. These conferences provide an opportunity to review and discuss each child's progress, celebrate areas of growth, and identify any areas that may need additional support. Working together, teachers and families collaboratively set goals to reinforce learning both in the classroom and at home. This partnership ensures a consistent, supportive approach that empowers families to implement aligned strategies that promote their child's continued growth and success

beyond the school day.

Website- The District Website can be found at www.ovsd.org or visit our direct link at <https://www.ovsd.org/programs/preschool-programs> to find contact and important information.

Confidentiality of Records-The school office staff shall permit the review of the basic data file by the child's parent(s) or parent's authorized representative, upon request and at reasonable times and place.

Complaints- Our program and administrative staff are eager to hear your ideas and address any concerns you may have regarding services provided. As a parent or authorized representative of a child in state-licensed child care/preschool, you also have the right to direct complaints to the State of California, Division of Child Care Licensing at the following address:

Community Care Licensing
750 The City Drive, Suite 250
Orange, CA 92868
Phone: 714-703-2800

Keeping families informed and engaged is an important focus for our programs. Besides monthly newsletters, a school calendar will

Notice of Action (NOA) - State Preschool requires that a Notice of Action (NOA) be given to a parent as a way to inform them of any action that impacts their child's schedule or attendance. Title 5 CCR Section 18120(a) provides that a parent, or an authorized representative of the parent, may file a request for a hearing within 14 days of the date the NOA was received if he or she disagrees with a proposed action. The appeal request can be in writing, in person, by telephone, by fax or email. The parent, or authorized representative, will be notified of a hearing date within 10 days of receiving the request.

Program Qualification (CSPP)

Eligibility is based on verification of at least one of the following: income, current aid recipient or any other designated means-tested government program, homelessness, child protective services, at risk of abuse, neglect and/or exploitation, children with disabilities and CSPP Neighborhood School eligibility. Income includes: gross wages or salaries, overtime, tips, cash aid, child support payment received, disability or unemployment compensation, workers compensation, portion of student grants or scholarships not identified for educational purposes as tuition, books, or supplies, etc.

Need is based on verification of at least one of the following; family needs full day care due to: child is identified as current aid recipient, homeless, child protective services, at risk of abuse, neglect and/or exploitation. The parents are: Employed, Seeking employment, Engaged in vocational training leading directly to a recognized trade, paraprofession or profession, Engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate, Seeking permanent

housing for family stability; Incapacitated. To be eligible for full-day CSPP, a family shall meet both eligibility and need criteria.

Income

Parents' income and family size may not exceed what is allowed by the State of California Department of Education.

Parents must show proof of income documentation (employed) such as a release authorization and payroll check stub, release authorization and letter from employer or other record of wages issued by the employer. Other records of total countable income include copies of the documentation of all non-wage income or provide self-certification of any income for which no documentation is possible.

For self-employment, the following documents are acceptable: (A) letter from source of income, (B) A copy of the most recently signed and completed tax return with a statement of current estimated income for tax purposes; or (C) Other business records, such as ledgers, receipts or business logs.

Parents are required to notify the program, within thirty (30) calendar days, of any change in ongoing income that causes the family's adjusted monthly income to exceed 100 percent of the SMI.

Supporting evidence of homelessness include: written referral from an emergency shelter or other legal, medical or social services agency or a written parental declaration that the family is homeless and a statement describing the family's living situation.

Family Size - Parents must provide supporting documentation regarding the number of children and parents in the family.

Family size proof includes birth certificate, child custody court order, adoption documents, foster care placement records, school or medical records, county welfare department, other reliable documentation indicating the relationship of the child to the parent. If only one parent has signed an application and the information provided indicates there is a second parent who has not signed the application, the parent who has signed the application shall self-certify the presence or absence of the second parent under penalty of perjury. The parent who has signed the application shall not be required to submit additional information documenting the presence or absence of the second parent (*EC 8263[a][2]*).

Family Selection & Admission Process (CSPP)

Enrollment Process

Children must be age 3 or 4 years old on or before December 1. To apply for state preschool services at Oak View, College or Westmont, parents must complete, sign, and return all the required enrollment forms.

After parents complete the Application for Service, it is reviewed by office staff. Upon meeting all of the California Department of Education requirements families are accepted based on space availability. Parents are notified by phone or mail to return to the office to complete the second part of the enrollment process. A Notice of Action is issued when certification or recertification is complete, within 30 days of parent signing the Application. Parents may be issued another Notice of Action if the family is to be terminated from the program. Parents have the right to appeal the Notice of Action.

Priority Selection

Priority for enrollment will be based on ranking as determined using the following criteria:

- a. **First priority:** three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.
- b. **Second priority:** children with disabilities that are enrolling in CSPP after the percent of funded enrollment set-aside pursuant to paragraph (1) of subdivision (c) of EC Section 8208, is filled.
- c. **Third priority:** Eligible CSPP four-year-old children, not enrolled in Transitional Kindergarten, in the following order:
 - i. Eligible children who were enrolled in CSPP as a three-year-old
 - ii. Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table.
 - iii. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
 - iv. If there are no families with a child that has a primary home language other than English, the family that has been on the waiting list for the longest time shall be admitted first.
- d. **Fourth priority:** Eligible CSPP three-year old children, in the following order:
 - i. Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table.
 - ii. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
 - iii. If there are no families with a child that has a primary home language other than English, the family that has been on the waiting list for the longest time shall be admitted first.
- e. **After all otherwise eligible children have been enrolled, enroll the following children in the order listed:**
 - i. children from families whose income is no more than 15 percent above the eligibility income threshold. Within this priority category, priority shall be given to three- and four-year-old children with disabilities interested in enrolling, then to four-year-old children before three-year-old children without disabilities.
 - ii. CSPP Neighborhood School: enroll three-year-old children as well as four-year-old children whose families reside within the attendance boundary of a qualified free or reduced-price meals (FRPM) elementary school without establishing eligibility. These families shall, to the extent possible, be enrolled

in income ranking order, lowest to highest.

1. Supporting evidence of Child Protective Services (CPS) include: a written referral dated within six months of application for services, statement from local county welfare department, child welfare services worker, certifying that the child is receiving CPS and that child care and development services are a necessary component of the CPS service plan. The plan must include the duration of the CPS service plan and the name, address, phone number and signature of the county child welfare staff.

2. Supporting documentation for at risk is a written referral, dated within six months of application for services includes: statement by a legally qualified professional (someone licensed in the state to perform legal, medical, health or social services for the general public) that the child is at risk of abuse and neglect and that child care services are needed to reduce or eliminate the risk. The statements include the probable duration of the at risk situation, and the name, address, phone number and signature of the legally qualified professional.

How to Continue the Program - 24-Month Eligibility

Once enrolled, children are eligible to attend the program for up to **24 months**, provided families continue to meet all **program policies, procedures, and requirements**. To ensure uninterrupted enrollment, please stay in close contact with the **Preschool Department** for ongoing eligibility updates and re-registration information.

Absence Guidelines (CSPP)

Excused absences: Illness or quarantine of child or parent, Family Emergency, court ordered visitations (Court order must be on file) and Best Interest days*. (State Preschool only)

Unexcused absences: Absences for any reason other than those listed above should be discussed ahead of time with the child's teacher or the preschool principal. Examples include: child did not feel like attending school, parent or child woke up late, etc.

Best Interest of Child (BIOC) Absences

Children may have an excused absence from school when the child has an enriching, meaningful experience beyond the scope of the preschool curriculum (Maximum 10 per school year). BIOC days may include:

- Family trip
- Enriching family outing
- Religious observation
- Spending the day with visiting relatives
- Appointments
- Sibling illness
- Funeral
- Bad weather conditions

Attendance Policies

In order to gain the maximum benefit from the program, children must attend preschool every day. For this reason, it is necessary that parents arrange their schedules so that their child can be in preschool every day. If your child is absent for more than 3 days, a doctor's note may be required. **Please call the preschool office on or before the day your child will be absent from school to let us know the reason for the absence.**

Abandonment of Care

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

Termination Policies

Families may be dismissed from the program for the following reasons and will be issued a written Notice of Action. Termination may occur with or without warning.

- Parent or child whose behavior presents a risk to children and staff (E.g. parent using profane language, threats, destroying property)
- Abandonment of care* see above
- Violation of school policies and procedures
- Knowingly using incorrect or inaccurate information to obtain a benefit that they would otherwise not be entitled to receive.

Family Resources

Parent Education

A variety of classes for parents may be offered. Topics may include child development, health and safety, developmental milestones, nutrition, behavior management, phonological awareness, reading with your child and community outreach programs. Class schedules and meeting times would be announced on fliers, in the monthly newsletter and at parent meetings. A sample of the classes that may be offered are:

- C.O.P.E. – Child behavior and development
- Mami y Yo – Parent -Child class for children age 12-18 months
- Positive Parenting Solutions (CSEFEL)

Community Involvement

OVSD Preschools work closely with outside service agencies. Many of these agencies provide parent education classes and presentations to the families of our preschool children. Others are available for referrals. For information contact a staff member in the Preschool Program office.

Some of the community agencies that partner with the Ocean View School District to provide services to families include, but are not limited to:

- *Children and Families Commission of Orange County (Prop. 10)*
- *Oak View Family Resource Center*
- *Start Well*
- *The Priority Center*
- *City of Huntington Beach*
- *Republic Environmental Services*
- *Healthy Smiles for Kids of OC*
- *Oak View Renewal Partnership*
- *Orange County Department of Education*
- *Boys & Girls Clubs of Huntington Valley*
- *Child Behavior Pathways*
- *MOMS of Orange County*
- *CHOC-Help Me Grow*
- *Health Clinics*
- *West Ed-CSEFEL*
- *QRIS-Quality Rating Improvement System (OCDE)*

Appendix

OCEAN VIEW SCHOOL DISTRICT Huntington Beach, California

Dear Parent or Guardian:

We know that when your child wakes up and appears to not be feeling well, you need to make a decision as to whether they should attend school or not. This is sometimes difficult when you only see your child for an hour or so before he or she must leave for school. Hopefully the following guidelines will help in making your decision:

1. **Fever.** Any child with a temperature of 100° or more should be kept at home. Your child must be fever-free without medication for twenty-four (24) hours, before he/she can return to school.
2. **Colds.** Your child may attend school with a mild cold if he/she seems well and is fever-free. However, a child with a hacking cough or a persistent, runny nose and yellow-green mucoid discharge belongs at home, even without a fever.
3. **Rashes.** Do not send your child to school with a rash unless there is a note from your physician stating that your child is not contagious. Your child may attend if you have already informed the school that he/she is under the care of a physician and shared what treatment is being given.
4. **Vomiting.** A child who vomits needs to be kept at home for 24 hours until vomiting resolves or until a healthcare professional determines the cause of vomiting is not contagious.
5. **Diarrhea.** A child with diarrhea needs to be kept at home and may return when he/she has been diarrhea free for 24 hours.
6. **Signs & Symptoms.** Your child shows signs and symptoms of possible severe illness (for example, unusual lethargy, uncontrolled coughing, difficulty breathing, wheezing or other unusual signs for the child; such as loss of appetite, irritability, or persistent crying).
7. **Lice.** A child will be excluded from school if there are any live lice found. (Ocean View School District Board Policy 5141.33)

Teachers and other children are put at risk when students are sent to school who are ill. If in doubt, it is better to keep them home so that others are not exposed.

Thank you very much for your cooperation.

Sincerely,

OVSD Health Services

OUCH REPORT

Today's Date: _____ Time: _____ Room # _____ AM PM

Student's First & Last Name: _____

INJURY INFORMATION:

Head Injury? Yes No *If yes, please fill out the Concussion Checklist also.*

Injury: _____

Action Taken:

Teacher Signature: _____

Name of staff member completing this form: _____

For serious injury, complete the following:

Staff member contacting parent: _____

Name of parent contacted: _____ Time of call: _____

Left message Spoke to parent

Outcome for Child: went home went to nurse's office stayed in class

Comments: _____

Supervisor's Signature : _____

Daily Schedule Part-Day Example

8:10 - Doors Open

8:15 - Large Group Activity

8:30 - Transition to Breakfast

8:40 - Breakfast Family Style Promoting independence

9:05 - Transition to Small Group

9:10 - Small Group Activity at tables

9:25 - Clean Up & Transition to Outside

9:30 - Outside Play 3 planned activities

10:00 - Transition inside to carpet area to learn about Free Choice Time

10:05 - Free Choice/Work Time

10:45 - Transition - Clean up time and review

10:50 - Literacy

11:10 - Close for End of Day

Daily Schedule Full-Day Example

7:00 - Table Time Activities Children listen to stories, play games, do table activities, and utilize open centers while parents arrive according to their work schedule. Children practice fine motor skills using manipulatives.

9:00 - Circle Time. Children recite the pledge of Allegiance, greet each other, read stories, letters, numbers, shapes, recite the calendar, and do music and movement, themes are introduced.

9:45 - Learning Center Time. Children move to centers using the I-an-Do-Review Strategy.

10:15 - Handwashing/Snack. Children wash their hands and eat a school provided snack.

10:30 - Outside/Gross Motor Activities. Children play and socialize outside in gross motor skills activities that are structured and unstructured.

11:15 - Small Group Instruction. Children work in small groups focusing on thematic units of instruction and academic skills.

12:00 - Handwashing/Lunch/Dismissal. Children eat their lunch and half-day children are picked up by their parents.

12:30 - Rest/nap Time. Children rest and nap. As “nappers” awake they will resume activities like unfinished morning tasks, art, or seasonal projects.

2:15 - Wake-up Time. Children get ready to transition into the next activity.

2:30 - Outside/Gross Motor Activities. Children play and socialize outside in gross motor skills activities that are structured and unstructured.

3:00 - Storytime/Music Movement

3:15 - Handwashing/Snack

3:30 - Center Time

4:30 - Free Choice

5:30 - Final Dismissal