



**PRESCHOOL FAMILY  
HANDBOOK  
2025-2026**



CENTRAL UNIFIED SCHOOL DISTRICT

# State Preschool Family Handbook

## 2025-2026

### BOARD OF TRUSTEES

Naindeep Singh Chann, President

Yesenia Z. Carrillo, Vice President

Nabil Kherfan, Clerk

Natalie Chavez

Karla Kirk

Joshua Sellers

Jaspreet Sidhu

Dear Parents/Guardians,

Welcome to the Central Unified Preschool program. We are excited to have your child join our community. Our dedicated preschool staff is eagerly anticipating the opportunity to partner with you in providing enriching and joyful learning experiences for your little one. We believe in fostering a safe and nurturing environment where children can freely explore, play, and develop skills that will set the stage for both academic success and lifelong learning. Our preschool program is developmentally appropriate, child-centered, and reflects a program aimed at fulfilling the California Preschool Learning Foundations. Students leave prepared to socialize and learn in the world of transitional kindergarten/kindergarten and beyond. We look forward to a year of amazing growth for your child.

This handbook was designed to further describe our preschool program and to be used as a reference tool. Open communication between the staff, parents, and children is important to providing a quality program. Feel free to discuss any questions or concerns with our qualified staff.

We warmly encourage you to visit your child's classroom and to continue engaging in activities like talking, reading, singing, and playing at home. Your involvement is invaluable in supporting your child's growth and development.

Remember, our doors are always open, and we're here to assist you every step of the way. Whether you have questions about our preschool program or need assistance accessing additional resources, our friendly staff members are here to help. Simply reach out to the Preschool Department at 559-274-4700 ext. 10199, and we'll be happy to assist you.

Thank you for entrusting us with your child's care and education. We're honored to be a part of their journey.

Warm regards,

Michelle Bergmann  
Supervisor Preschool & TK-3 Literacy

# TABLE OF CONTENTS

## **Mission Statement and Core Beliefs 4**

Central Unified School District Guiding Principles and Goals

Child Development Goals

## **Opportunities and Equal Access Education 6**

State Funded Preschool Policy Agreement

Religious Instruction and Worship

Americans with Disabilities Act

## **Program Philosophy and Goals 7**

Program Description

Enrollment

Parent Engagement

Assessments and Screeners

Dual Language Learner Supports

Toilet Learning Supports

Positive Behavioral Support

Termination From the Preschool Program

Food Services and Nutrition

## **Health and Safety 14**

Sign In/Sign-Out Procedures

Drop Off/Pick Up Procedures

Daily Health Checks

Absences

Medications

Safety Policies

Student Dress

## **Regulations 19**

Community Care Licensing

Notice of Action

Parents' Rights

Personal Rights

Licensing Inspection Authority

## **Parent Appeal and Complaint Process 20**

Central Unified School District Uniform Complaint Procedures

Community Care Licensing Complaint Process

## **Early Learning 26**

Central Unified School District's State Preschool Program Schedule

Study Trips

Action Plan for Dual Language Learners

## **Confidentiality 29**



# MISSION STATEMENT AND CORE BELIEFS

## Central Unified Guiding Principles

**Belief:** We believe in excellence and high expectations. We believe in equity and access. We believe in collaboration and community.

**Vision:** Central Unified will be a regional leader in education, where all students graduate ready for success.

**Mission:** Embrace diversity to educate our youth, ensure academic success, and empower tomorrow's leaders. We are Central Unified.

**Core Values:** Communication, Achievement, Resilience, Empathy, Service

## District Goals

**Goal 1:** Central Unified School District will ensure that all students meet or exceed academic standards and are prepared for college, career, and community.

**Goal 2:** Central Unified School District will cultivate an equitable environment where all students participate in engaging educational opportunities.

**Goal 3:** Central Unified School District will operate safe and inclusive schools in partnership with our community.



## **Our Child Development Goals Are To Ensure Children Grow In:**

### **Social/Emotional Development**

- Becoming aware of themselves and their uniqueness
- Learning more about each other as individuals and gaining respect for others
- Developing confidence and a healthy self-concept
- Developing positive social skills and responsible personal behavior

### **Cognitive Development**

- Developing the use of two-way communication skills by speaking, listening, and expressing ideas
- Participating successfully in math and science activities
- Acquiring thinking and problem-solving skills to become effective learners

### **Physical Development**

- Developing age-appropriate body control (improving large and small muscle development), movement, coordination, and balance through physical and motor competence

### **Creative Development**

- Becoming self-confident and secure in exploring and experimenting with a wide variety of materials

### **Health and Safety**

- Practicing good health and safety habits
- Becoming knowledgeable about good nutrition

### **Our Goals Are To Promote Family**

- Support of their child's learning and development*
- Achievement of their goals*

---

# OPPORTUNITIES AND EQUAL ACCESS EDUCATION

## State Funded Preschool Policy Agreement

Central Unified School District State Funded Preschool provides quality child care to income eligible families. The policies are based on local and State regulations and exist for the safety of the children and the maintenance of our program. This handbook is designed to further describe our program. Open communication between staff, parents, and children is vital to providing a quality program. Please read the following carefully and feel free to discuss any concerns or questions with the program staff.

State Preschool gives equal treatment and access to services without regard to race, color, sex, sexual orientation, gender, ethnic group identification, religion, or national origin or ancestry, or mental or physical disability. Sexual harassment and discrimination is prohibited.

## Religious Instruction and Worship

In order to provide a public education for all children, the Central Unified School District preschool program refrains from religious worship or instruction. A child may be excused from attendance for a religious activity when the parent deems it is in the best interest of the child.

## Americans with Disabilities Act

The American with Disabilities Act (ADA) requires that childcare providers not discriminate against persons with disabilities on the basis of disability, that is, that children and parents with disabilities are provided with an equal opportunity to participate in the childcare center's programs and services. For more information, contact,

**U.S. Department of Justice toll-free ADA Information Line**

**(800)514-0301 (voice)**

**(800) 514-0383 (TTY)**

or

[ada.gov/childqanda](http://ada.gov/childqanda)

---

# PROGRAM PHILOSOPHY AND GOALS

## Program Description

To prepare children for lifelong success, the Central Unified Preschool Program promotes language skills, thinking skills, cognitive skills, small and large motor skills, and social development through close interaction with other children and adults. Children have the opportunity to learn and explore, as well as participate in small and large group activities.

The Preschool program implements the Creative Curriculum, a comprehensive, standards-based curriculum that is aligned with the California Preschool Learning Foundations. The Creative Curriculum provides the instructional tools and materials to engage children in a project-based investigation and make every moment of the day meaningful, intentional, and engaging. The curriculum encourages both children and adults to initiate learning experiences. Through daily planning and evaluation sessions, adults provide activities and generate strategies to challenge children's emerging abilities and to encourage children to develop and pursue their own interests, talents, and goals. The curriculum helps adults focus on developmental principles and encourages them to build on children's existing strengths and accomplishments. The curriculum also develops school readiness skills to prepare children to become successful students.

## Enrollment:

- Admission Agreement
- Notification of Parents' Rights
- Notification of Personal Rights
- Identification and Emergency Information
- Consent for Medical Treatment
- Child's Preadmission Health History- Parents ' Report
- Physician's Report with TB screening result
- Up-to-date Immunization Card

## Eligibility

1. **Income** – First priority is given to eligible children whose families have the lowest adjusted monthly income at the time of enrollment, not to exceed the schedule of income ceilings issued by the Child Development Division. As income eligibility dictates, no fee will be charged. However, prospective families must submit proof of all income by way of check stubs, TANF information, income tax records or other documentation required by State guidelines.
2. **Attendance** – Children of eligible families are expected to attend all 180 days of instruction.
3. **Exceptional Needs** – An eligible child with an IEP or IFSP must self-certify their income to determine priority enrollment according to the State Preschool Priority Placement Guidelines.
4. **Other Needs** – Eligible children from families whose special circumstances may diminish the children’s opportunities for development.
5. **Immunizations and TB Test** – Prior to enrollment, each child must be current on all vaccinations and have a TB (Tuberculosis) test. Only children who have had a tuberculin test and have been immunized against diphtheria, whooping cough, poliomyelitis, tetanus, HIB, mumps, rubella, and measles, Hepatitis B and chickenpox shall be admitted.
6. **Physician’s Report** – The preschool child’s physical examination report must have been given within the past year. *A current physical report must be provided on a yearly basis.*
7. **Completed Registration Packet** – All required documentation must be submitted and registration paperwork completed prior to child’s enrollment.



## Parent Engagement

1. The Central Unified School District Preschool Program encourages an “open door” policy, which includes visitation and observation. Parent activities, talents, and skills are always welcome. (Volunteers and visitors are not permitted during a public health mandate.)
2. Parents are encouraged to volunteer in the preschool program on a regular basis.
3. To volunteer in the classroom, parents/guardians are required to fill out a Preschool Volunteer Chaperone Application, provide a copy of their ID, and verification of all required immunizations, including a tuberculosis test. A Megan’s Law Clearance is required for all adults volunteering in the preschool classroom and on field trips. Parents volunteering twice a week or more must be **fingerprinted** at District expense.
4. A parent communication area is established in the preschool classroom where you will find:
  - Sign in/sign out register
  - Calendar of events
  - Copies of lesson plans or weekly activities posted
  - Notes to parents from your child’s teacher
  - Notification of parent meetings, parenting classes, and literacy workshops
5. Parents are expected to attend 1-4 regular parent meetings a year. Notices of these meetings are distributed to all parents in a timely manner. A variety of topics involving the partnership between parents and preschool are discussed in these meetings.
6. Formal Parent/Teacher Conferences take place twice a year (Fall and Spring). Informal conferences may take place any time throughout the course of the year. Your communication and involvement are very important during conference times.
7. Parent Advisory Committee (PAC) – Parents are encouraged to participate in the PAC, which meets once in the fall and once in the spring. Timely notices are distributed to all parents.
8. Family Literacy Opportunities – Parents are encouraged to participate in a variety of educational opportunities to enrich literacy and promote interaction within your family. These include: Adult Education classes, Vocational classes, English Learner classes, parenting workshops, Health and Safety, and interactive literacy activities. Timely notices are provided.
9. Make sure your child is well-rested and well-nourished to help prepare them to promote active participation and learning.
10. Parent Participation is an important role in our program and will continue throughout your child’s education.

## **Assessments and Screenings**

Desired Results Developmental Profile Assessment (DRDP)

The Desired Results Developmental Profile (DRDP) Assessment instrument is designed to guide program staff in observing and documenting children's developmental status and progress for the purpose of program improvement. The DRDP is based on recommended practices for naturalistic observation of young children by familiar adults as they participate in activities and routines in familiar environments. The CUSD preschool program will implement the DRDP as follows:

- The teacher shall complete the age appropriate Desired Results Developmental Profile for each child who is enrolled in the program. The DRDP required above shall be completed for each child between sixty (60) and ninety (90) calendar days from the first day of attendance and at least once every six (6) months thereafter. The teacher shall use the developmental profiles to plan developmentally age-appropriate activities.
- If a child has a disability, and/or has an Individualized Education Plan (IEP), the developmental profile shall be completed with any necessary accommodations and adaptations.
- Parents will also be asked to complete a brief survey on how well the program is helping them to support their children's learning and development, and in helping families achieve their goals.

## **Ages and Stages Questionnaire (ASQ)**

The first years of your child's development are very important to their success in school and later throughout life, therefore, all families are asked to complete two developmental screenings-an Ages & Stages Questionnaire-3 (ASQ-3) which looks at 5 areas of development and an Ages & Stages Questionnaire; Social Emotional-2 (ASQ:SE-2) which focuses on social and emotional development. Completing these developmental screens also meets the requirements for sites that participate in Fresno County Early Stars Quality Rating and Improvement System (QRIS).

## **Dual Language Learner Supports**

Children who are Dual Language Learners (DLL) are identified as those who are learning two or more languages at the same time or learning a second language while continuing to develop their first language. Children who are DLLs come from homes where a language other than English is spoken and have varying levels of proficiency in their home language and English. *Definition adopted from U.S. Department of Health and Human Services and U. S. Department of Education*

## **Toilet Learning Supports**

A child's self-help skills, such as the ability to handle toileting needs independently, will not impede the enrollment process or entry into any program; enrollment will solely be based on eligibility criteria. For children who are not yet toilet trained, during the family connection meeting, our programs will partner with parents/guardians to establish an individualized toilet learning plan. Families are asked to provide a change of clothes, including shoes and socks, should their child have an accident.

## **Positive Behavioral Support**

Our positive behavioral support program is based on the philosophy that:

1. Every child has the right to learn.
2. Every child has the right to be free from corporal or unusual punishment. (*Title 22 Regulation 101223 Personal Rights*)
3. Every teacher has the right to teach.

Our preschool staff models expected behavior and uses positive methods of discipline to encourage self-control, self-direction, self-esteem, and cooperation among the children, and encouraging success and minimizing failure. In rare instances, should disruptive behavior occur, the following procedures will be implemented:

## **Disruptive Behavior Procedures**

1. **Verbal warning** – Teacher attempts to modify behavior, reminding the child of the class rules and finding a more appropriate activity or time out, where the child is taken from the activity for a brief period.
2. **Parent/Teacher Conference** – Involvement of parent and child in bringing about desired change in behavior. Discussion regarding the course of action/consequences, and action will be documented.
3. **Referral to the Principal/Vice Principal** and/or Director – Possible contact/conference with the school site Principal/Vice Principal and/or Director.
4. **Suspension and Expulsion**

The program must not suspend, persuade, a parent to prematurely pick up, expel, disenroll, or persuade a parent to voluntarily disenroll due to behavior.

If a child is taken on a walk to calm down, they may not be removed for longer than 30 minutes.

## Termination from the Preschool Program

Listed below are the conditions that may result in your child's termination from the Central Unified School District State Preschool Program.

1. Excessive late pick-ups: More than three (3) per school year
2. Failure to sign your child in or out
3. Disruption to the educational process by the parent or guardian at the site
4. Failure to submit a record of a medical exam within 30 days of starting preschool
5. Failure to update the child's immunizations as required by law

**Withdrawal from the Program** – Parents wishing to withdraw their child from the preschool program ***must notify*** the State preschool office and/or the teacher/director by completing the ***“Self-Declaration for Termination of Services.”***

## Food Services and Nutrition

Nutritious breakfasts and lunches are offered daily at each site. No additional fees are charged to parents for meals served. Parents are encouraged to have their child participate in the meal program. Menus are prepared in accordance with State Nutritional Guidelines. A copy of each month's menu will be sent home with the students and posted on the Parent Communication Board.

Parents must complete the “Medical Statement to Request Special Meals and/or Accommodations” or the “Parental Request for a Fluid Milk Substitution” and provide medical documentation, including a copy of the required diet, if a child requires a special diet. The district's Child Nutrition Department will, whenever possible, accommodate the request. It is important that we know if your child has any known or suspected food allergies in order to make appropriate substitutions. Documentation of allergy is required to be on file.



---

## HEALTH AND SAFETY

The following rules and regulations are necessary in order to comply with local and state guidelines and policies. All children must have proof of up-to-date immunizations and a signed physical with TB screening results by a licensed physician during the enrollment process and annually thereafter.

### Sign-in/Sign-out Procedures

- Signing your child in and out is mandated by the California State Department of Education and Community Care Licensing guidelines. Each child must be signed in and out daily by the designated guardian, parent, or parent designee. The parent designee must be 18 years of age or older and be written on the student's emergency card, and provide valid ID.
- Upon bringing your child to preschool each day, you will sign your **full name** on the "sign-in" and **record the time**. **Signature must include full first name and last name**. **No initials** are allowed. The sign-in will be available at the entrance to the classroom.
- When picking up your child, the "sign out" portion of the roster must be signed and the time recorded. **Signature must include full first name and last name**. **No initials** are allowed.
- Only adults listed on the child's application form will be allowed to take the child from the preschool program. Anyone picking up the child must be prepared to show **picture identification**. This policy is strictly enforced to ensure the safety of your child.

### Drop-Off/Pick-Up Procedures

- Prompt arrival and departure of students to and from the preschool program is expected.
- Students must be picked up promptly and signed out from the classroom by an adult 18 years or older.
- Failure to pick up your child may result in the school reporting to Child Protective Services.
- A total of (3) three late pick-ups could result in termination.

## Daily Health Checks

To protect the health of your child and others, when you sign your child in, the teacher will give your child a brief visual health check. State Regulations do not allow ill children to attend class. Should a child become ill, they will be moved to a temporary safe location in class, and the parents will be notified to pick up the child promptly. Please do not send your child to school with any of the following symptoms:

- Cough or sore throat
- Sneezing and runny nose
- Spots or rashes from unknown causes
- Diarrhea
- Ear ache
- Fever (over 99.4 degrees by mouth or 100.4 degrees rectal) within the last 24 hours
- Eyes that are red or have yellow discharge (not associated with allergies)
- Vomiting
- Child complaining of stomach pain or holding a doubled-up position and/or persistent crying without relief
- Child with constant head scratching, sores, and lice or nits on their head

If a child is free from the above symptom(s) and has had a normal temperature for 24 hours, they may return to school.

If your child becomes ill at school or a medical or dental emergency occurs, we will make every effort to contact you. Keep the school informed of who should be called for the child in the case of illness or medical emergency. If you cannot leave work, the “substitute parent” will need to be called. In the case of a serious accident, we will call 911, when and if appropriate, while continuing to administer basic first aid procedures.

When your child has been exposed to a contagious disease, please notify the teacher, who in turn will watch for symptoms of illness. This will help prevent epidemics in the school. If the teacher notifies you that your child has possibly been exposed to a contagious disease, watch for symptoms of that same disease. During a public health mandate, our program will follow all state and county guidelines.

## Absences

1. The preschool teacher **must** be notified the same day an absence occurs. **Each absence** must be accompanied by a note or a phone call. If no call or note is received on the day of the absence, the absence will be **unexcused**.
2. When a child returns to school after an absence, the parent must note on the Sign In/Out sheet the reason for the absence, which will be verified by the teacher.
3. Excused absences “in the best interest of the child” shall be limited to ten (10) days during the year, except for children who are recipients of protective services or at risk of abuse or neglect, or under special circumstances.

## Excused Absences

Illness of the Child	Family Emergency	Best Interest of the Child*
<ul style="list-style-type: none"> <li>● Illness (fever, cough, cold, stuffy nose, asthma, earache, etc.</li>   <li>● Injury, communicable disease, ailment, injury, hospitalization, or quarantine</li> </ul>	<ul style="list-style-type: none"> <li>● Moving from the current residence</li>   <li>● CPS Involvement</li>   <li>● Illness of a parent or family member</li>   <li>● Transportation issues due to mechanical repairs</li>   <li>● Serious illness or death of a family member living within or outside the household</li>   <li>● Court-ordered visitation</li> </ul>	<ul style="list-style-type: none"> <li>● Student appointment including doctor, dentist, mental health, counseling, or therapy</li>   <li>● Family vacation</li>   <li>● Family events (funerals, weddings)</li>   <li>● Observance of a holiday, ceremony, or event of his/her religion</li> </ul>

\*The ***Notice of Best Interest Days Absence Form*** must be completed by the parent and submitted to the teacher for approval **if needed for five to ten days**.



## **Medications**

1. If possible, medication should be given to the child at home before or after the preschool program. Our staff cannot administer medications to any child without a written statement from the physician stating the name, time, and amount to be given.
2. Parents must fill out a "Medication at School" form that will be maintained in the child's file.
3. Please inform the school of medication being taken at home. This is helpful to the teacher as the medication may have an effect on the child.
4. All prescription and non-prescription medications shall be locked in the preschool site nurse's office in accordance with the requirements of Title 22 regulations.
5. Prescription medications may be administered if the following conditions are met:
  - a) Prescription medications shall be administered in accordance with the label directions as prescribed by the child's physician.
  - b) For each prescription medication, the licensee shall obtain, in writing, approval and instructions from the child's authorized representative for the administration of the medication to the child.
    1. This documentation shall be kept in the child's record.
    2. The instructions from the child's authorized representative shall not conflict with the label directions as prescribed by the child's physician.

## **Safety Policies**

1. A child will only be released to those persons listed on the emergency and registration forms noted in the child's file. If someone else is to pick up the child, the parent must notify the school, preferably by note. A photo ID will be required.
2. Please update your child's emergency card with current phone numbers and addresses. Provide emergency phone numbers of friends or relatives who can be contacted in the event a parent is unable to be reached. Make sure the back of the emergency card is filled out and the emergency authorization signed.
3. Parents may purchase a school insurance plan that provides coverage for their children attending preschool. The policy covers accidents and injuries that might be sustained at the school.
4. Food, money, or toys are not to be brought by the children unless special arrangements are made in advance with the teacher.
5. Children may not attend school barefoot. Shoes must have a strap on the back, and socks are required. Tennis shoes are recommended.

6. Anyone obviously under the influence of alcohol or drugs will not be allowed to take a child from the school. If a person insists, Child Protective Services will be called.
7. Teachers are required by law to report any suspected child abuse to Child Protective Services.

*The Central Unified School District State preschool has carefully developed these conditions to ensure the comfort and protection of your child. As a parent, you can expect that we will adhere to all State, County, and District rules regarding fire, safety, and nutrition. Our goal is to provide a safe, nurturing environment for all children, with programs designed to suit each developmental level. We encourage your active participation in our preschool program to help achieve these goals.*

## **Student Dress**

At State Preschool, students are expected to take pride in their appearance.

1. Children's clothing should be neat and clean when they report to school.
2. Children should wear comfortable and easily washable clothing. We make every effort to protect clothing, but we will be doing many hands-on, busy (and sometimes messy) projects, and clothes do get dirty.
3. Children must always wear shoes with a strap, as we are concerned for their health and safety.
4. Outdoor clothing should be labeled with the child's name in permanent ink to prevent loss.
5. The program is not responsible for lost clothing or possessions.

**Lost and Found** - All clothing should be marked, but occasionally children lose clothes at school. The clothing is placed in the preschool room, or if found on the playground, it may be placed in the school office. If you or your child recognizes the missing clothing, please indicate this to the person on duty. Clothing that is unclaimed will be donated to needy families at the end of the school year.

# REGULATIONS

## Community Care Licensing

All childcare centers are licensed through the California Department of Social Services-Community Care Licensing (CCL) Division and are governed by the California Health and Safety Code and Title 22 of the California Code Regulations.

The core mission of the CCL Program is to ensure the health and safety of children in care. The CCL Program strives to provide preventive, protective, and quality services to children in care by ensuring that licensed facilities meet established health and safety standards through monitoring facilities, providing technical assistance, and establishing partnerships with providers, parents, and the childcare community.

The Client and/or Parent(s)/Guardian(s) have the right to be informed of the licensing agency to contact regarding complaints. Clients should contact the agency stated below:

**Community Care Licensing  
1314 E. Shaw  
Fresno, CA 93710  
(559) 243-8080**



# PARENT APPEAL AND COMPLAINT PROCESS

## Notice of Action

A Notice of Action (NOA) CD-7617 will be issued fourteen (14) days prior to termination, based on California Code of Regulations, Title 5, Section 18118 Et Seq.:

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

The NOA will:

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

## Frequently Asked Questions

**What if I disagree with the action on the NOA?** - You have the right to appeal.

**What is the appeal process?** - There are two levels of appeal:

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

**NOTE:** *A state review by CDE may only be requested if, after going through the local hearing, you disagree with the decision of the agency (as noted on the decision letter from the agency).*

The Parent Appeal Information Pamphlet provides general information regarding the two levels of appeal described above. Please see your NOA.

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

Your appeal will be considered abandoned if:

- You do not submit a request for local hearing within 14 calendar days of receiving your NOA; or
- You (or your authorized representative) do not attend the local hearing; or

- You do not submit a timely request for the CDE’s review after the local hearing process has taken place.

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

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

**You have the right to:**

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

**How will the agency let me know when my local hearing is scheduled?** - Within 10 calendar days of receiving your timely request, the agency will provide you with a notice telling you the date, time, and place of the local hearing.

**What happens at the local hearing?** - At the local hearing,

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

**When will I be informed of the local hearing decision?** - Within 10 calendar days after your local hearing, the hearing officer will mail or deliver a written decision letter to you. The decision letter will tell you how to request the CDE review if you do not agree with the decision.

**What if I disagree with the hearing officer’s written decision letter?** - You have the right to request a review of the local decision by the CDE. The CDE must get your request within 14 calendar days from the date on the local agency’s decision letter.

**Your request to the CDE must include the following information:**

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

You may mail, fax, or deliver your request to:

**California Department of Education  
Early Education and Support Division  
Attn: Appeals Coordinator**  
1430 N Street, Suite 3410  
Sacramento, CA 95814  
Phone: 916-322-6233  
Fax: 916-323-6853

**What happens during the CDE review?** - If the CDE receives your request within 14 calendar days of the date on the local agency's decision letter, the CDE will:

- Review the information provided.
- Contact you and/or the agency that issued your NOA if necessary.

The CDE has up to 30 calendar days to make a decision and mail a final decision letter to you and to the agency that issued your NOA.

**What happens next?**

- If the CDE grants your appeal, the decision letter will include directions to the agency regarding continued services.
- If the CDE denies your appeal, the action on the NOA will become effective.

The CDE's decision is the final administrative decision, and agencies must follow the CDE's decision.

**For further information or to ask a question about the appeal process, please contact your child care agency.**

*This information is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this information that is not supported by a specific statutory or regulatory requirement is not prescriptive pursuant to California Education Code, Section 33308.5. For regulations regarding parental appeal rights, see California Code of Regulations, Title 5 (5 CCR), Section 18118 et seq.*

## **Notification of Parents' Rights**

This information is intended to meet the requirements of California Health and Safety Code Section 1596.857, which requires that parents/guardians/authorized representatives be informed of their right to enter and inspect the child care facility where their child is receiving care. The facility is required to post this statutory right in a prominent place in the facility that is easily accessible for public view. This notification is posted on the Parent Board in each classroom.

File and maintain a copy of proof of parents' receipt in the child's facility record to document that all parties have been notified of this right. This signed receipt is maintained in the child's data file.

## **Parents' Rights**

1. Parents/guardians/authorized representatives, upon presentation of identification, have the right to enter and inspect the child care facility in which their child is receiving care, without advance notice to the provider. Entry and inspection right is limited to the normal operating hours while their child is receiving care.
2. The law prohibits discrimination or retaliation against any child or parent/guardian for exercising their right to inspect the facility.
3. The law authorizes the person in charge of the day care facility to deny access to a parent/guardian under the following circumstances:
  - a) The parent or/guardian is behaving in such a way that poses a risk to children in the facility.
  - b) The adult is a non-custodial parent, and the facility has been requested in writing with a certified copy of a court order by the custodial parent not to permit access to the non-custodial parent.

## **Personal Rights**

All Facilities: Each person receiving services from a community care and/or child day care facility shall have the rights which include, but are not limited to the following:

1. To be accorded dignity in their personal relationship with staff and other persons.
2. To be accorded safe, healthful and comfortable accommodations, furnishings, and equipment to meet their needs.
3. To be free from corporal punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including, but not limited to: interference with daily living functions including eating,

sleeping, or toileting; or withholding shelter, clothing, medication or aids to physical functioning.

4. To be informed, and to have the authorized representative informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the licensing agency's complaint receiving unit, and of information regarding confidentiality.
5. To be free to attend religious services or activities of their choice and to have visits from the spiritual advisor of their choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis.
6. To leave or depart the facility at any time, except for house rules for the protection of clients or for minors and others from whom legal authority has been established. (Pertains to Community Care Facilities only).
7. Not to be locked in any room, building or facility premises by day or night.
8. Not to be placed in a restraining device, except a supportive restraint approved in advance by the licensing agency.

Personal Rights, see Section 101223 for waiver conditions applicable to Child Care Centers.

### **Licensing Inspection Authority**

Licensing "Inspection Authority" per Section 101219(b) Admission Agreements which references Section 101195(b) and (c) quoted below:

- A. The Department or licensing agency shall have the authority to interview children and or to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with a child(ren), or any staff member; and for the examination of all records relating to the operation of the facility.
- B. The Department or licensing agency shall have the authority to observe the physical condition of the child(ren), including conditions which could indicate abuse, neglect, or inappropriate placement.

## **Uniform Complaint Procedures**

It is the intent of the Central Unified School District Child Development Program to fully comply with all applicable state and federal laws and regulations. The program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children are served. The program welcomes the enrollment of children with disabilities, understands the requirement to make reasonable accommodations for such children, implements those accommodations, and refrains from religious instruction or worship. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the Central Unified School District Child Development Program's alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (*Education Code*, sections 200 and 220 and *Government Code*, Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with the California Department of Education:

**California Department of Education  
Child Development Division  
Complaint Coordinator  
1430 N Street, Suite 4310  
Sacramento, CA 95814**

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. In this event, the complainant should seek the advice of an attorney of their choosing.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including but not limited to, injunctions, restraining orders, or other remedies or orders.

## **Central Unified School District Complaint Procedures**

A person, parent, or organization (complainant) that feels that a violation of state or federal law or regulations has occurred may file a written and signed complaint form. The following procedures will be used to ensure prompt response to any grievance from parents of the Central Unified School District's State Preschool program.

1. Individuals are encouraged to contact the program teacher to seek resolution of problems and/or complaints related to the program. This must be done within ten (10) days. There are complaint forms available in the District Office or in the elementary school site office. The teacher shall investigate the complaint and make a written report in English and, when necessary, in the language best understood by the complainant, within fifteen (15) calendar days.
2. If the complainant is not satisfied with the results of the process involved in Step 1, then the parent may make an appeal within thirty (30) days to the site supervisor/director. The site supervisor/director will make a written response in English and, when necessary, the language best understood by the complainant, within fifteen (15) days after receipt of the written statement complaint.

3. If the parent/guardian feels that the Step 2 process has not resolved the complaint or if no written response to the written complaint has been received within fifteen (15) days after filing of the complaint, then they may file a written appeal to the Assistant Superintendent, Human Resources at the district office. A written response regarding the complaint will be issued to the parent or guardian within sixty (60) days after receiving the complaint. The complaint form and procedure are also on the district website.
4. If the parent/guardian feels that the problem has not been resolved by the Step 3 process, then they may file a written appeal per instructions above under Uniform Complaint Procedure. The complaint may also be sent to:

**Department of Social Services  
Community Care Licensing  
1314 E Shaw  
Fresno, CA 93710  
(559) 243-8080**

During the appeal process, a child will not be dropped from the program unless State regulations prohibit continuing service.

Contact Information:

Michelle Bergmann, Supervisor, Preschool & Pre-K-3 Literacy  
Central Unified School District  
Phone: 559-274-4700 ext. 10201, Fax: 559-533-9068



# EARLY LEARNING

## State Preschool Program Schedule

The Central Unified School District State Preschool schedule is as follows:

- Monday through Friday – Three (3) hours per day
- Follows the traditional school district calendar
- Holidays include – Labor Day, Veterans’ Day, Thanksgiving Break, Winter Break, Martin Luther King Day, Lincoln’s Birthday, President’s Birthday, Spring Break, and Memorial Day (Refer to your school site calendar for a detailed schedule)

Samples of activities designed to encourage children to discover, create, explore, experiment, observe, discuss, and share. Weekly lesson plans are posted on the Parent Board.

### **BLOCK AREA:**

*As a child builds with blocks, they are developing control of the small muscles of fingers and hands as blocks are added to a structure. Perceptions of size, weight, and shape are developing and language skills are growing as children discuss what they are building. Cooperation and planning among children develops as they work together toward a common goal.*



### **HOUSEKEEPING AREA:**

*The housekeeping area allows children the opportunity to use their imaginations and “try on” various roles from the adult world. Through play, children try to make sense of the events happening around them and deal with the emotions surrounding them. Social skills grow as children choose definite roles in the “play” of the day, whether it be playing house, school, doctor, or restaurant.*



**ART AREA:**

Art materials that are freely accessible to children allow them to make choices, interact with a variety of materials, and learn to be creative. The process of working with the materials is more important than what is actually made. Choices are made as children select paper, particular colors of paint, and experiment with the way they are applied. Children develop a vocabulary of describing words such as: soft, hard, squishy, smooth, rough, striped, and checkered.



**PUZZLES, GAMES, AND TABLE-TOP TOYS:**

Children enjoy playing with small toys at tables or on the floor. Controlled movements of the fingers and hands enable children to master the muscles necessary for writing. As children work with color and patterns, they develop visual discrimination and memory. When children pretend about things that they have built, they are taking their first steps in the use of symbols which are important as they begin to read and write.



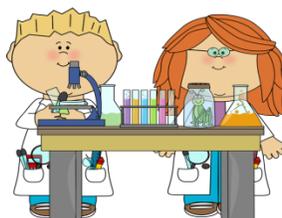
**BOOK CORNER:**

As children explore books on their own or with an interested adult, they begin to notice that print goes from left to right and top to bottom, that pictures often tell a story, and that the story stays the same as it is read over and over. Listening, paying attention, sequencing, and thinking skills are all being used as children enjoy a story. Children become acquainted with new vocabulary words and the style of formal written English as they listen to stories.



**SCIENCE AND MATH INTEREST CENTERS:**

Children can interact with materials on their own or in small groups as they explore items at these interest centers. Counting shells, sorting leaves by size or shape, and classifying rocks by type are examples of activities young children can do here. Adults provide names of items and ask questions such as: "How are these alike?" "Different?" "Is this bigger?" "Smaller?" Children's interest grows as they think about everyday items in new ways.



## **Study Trips**

1. Occasionally, we take field trips to points of interest. Prior notice will be given through announcement flyers and permission slips to parents. Flyers will be posted near the sign-in/out register or on the Parent Communication board.
2. These field trips will be an integral part of the education program. The preschool staff may ask parents to accompany them to assist in providing adequate, responsible supervision on these outings.
3. A signed permission slip is required for your child to participate in these planned trips.

## **Action Plan for Dual Language Learners**

In alignment with our Guiding Principles to ensure that Every Student Can Learn, we will implement an inclusive program designed to provide early childhood education preschool services to every family enrolled. Family Engagement, Curriculum Planning, Child Assessments, and the Environment are included in our dual language immersion plan. This action plan also supports the requirements in DRDP, ECERS, and CLASS.

### **Family Engagement:**

- Parent friendly board in home languages
- Parent letters in home languages
- Parent surveys
- Cultural days celebrated: Indian, Hmong, Chinese New Year, Cinco De Mayo
- Activities and celebrations always include parent invitations and engagement
- Parent Volunteers

### **Curriculum Planning:**

- Teachers read stories in their home languages
- Multicultural puppets and stories embrace all cultures
- Teachers translate curriculum and instruction into the home language when appropriate

### **Child Assessments:**

- Parent/Teacher conferences in the home language
- Child Assessments in language, social studies, math, and reading are translated when needed
- Family Needs and Assessment (Home Language Survey)
- Completed DRDPs (60 and 120 days) translated into the home language
- ASQs are provided in English and Spanish

### **Classroom Environment:**

- Centers and areas are labeled in home languages
- Multicultural clothing in the dramatic play area
- A variety of multi-cultural food in the dramatic kitchen area
- A variety of multicultural dolls in the dramatic play area
- Art depicts various cultural examples

---

## CONFIDENTIALITY

All eligibility and family records are maintained in secure files, which are only available to authorized personnel.

Confidential information will only be released by written authorization from the parent or by court order.

Written authorization from the parent will be obtained in order to use photographs/ videotapes of children for purposes outside the program, to release confidential information, and to allow children to participate in research.

A child's Desired Results Developmental Profiles (DRDP) can be forwarded to the child's Kindergarten teacher if parents provide permission.

