



# San Ysidro

School District **EST - 1887**

QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

## Preschool & Child Development Programs

# Parent Handbook



**Board of Education**

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**Superintendent**

Gina A. Potter, Ed.D.

**2025-2026**



**Main Office for Preschool: 1880 Smythe Avenue, San Ysidro, CA 92173**

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Office Hours: 7:30 a.m. - 4:00 p.m.

## Table of Contents

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<b>Welcome Letter</b>	<b>Page 3</b>
<ul style="list-style-type: none"> <li>● <b>Program Information</b> <ul style="list-style-type: none"> <li>○ Philosophy</li> <li>○ Programs &amp; Funding Sources</li> <li>○ Eligibility &amp; Enrollment Process</li> <li>○ CSPP Eligibility Priority</li> <li>○ Bi-annual Certification (CSPP)</li> <li>○ Enrollment Process</li> <li>○ Wait List, Open Door Policy &amp; Visitors</li> <li>○ Nutrition Program</li> <li>○ Community Care Licensing Authority Regulations</li> <li>○ Preschool Staff &amp; Staff Development</li> </ul> </li> </ul>	<b>Pages 4-12</b>
<ul style="list-style-type: none"> <li>● <b>Policies and Procedures</b> <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Student Birthdays &amp; Toys</li> <li>○ Parent Orientation</li> <li>○ Attendance &amp; Absences Policy</li> <li>○ Sign In and Sign Out Procedures</li> <li>○ Arrival &amp; Dismissal</li> <li>○ Dress Code</li> <li>○ Parking</li> <li>○ Emergency Procedures</li> </ul> </li> </ul>	<b>Pages 13-17</b>
<ul style="list-style-type: none"> <li>● <b>Medical and Health Information</b> <ul style="list-style-type: none"> <li>○ Health Information</li> <li>○ Allergies &amp; Medical Conditions</li> <li>○ Illness Guidelines</li> </ul> </li> </ul>	<b>Pages 18-21</b>
<ul style="list-style-type: none"> <li>● <b>Parent Involvement</b> <ul style="list-style-type: none"> <li>○ Parent Advisory Committee (PAC)</li> <li>○ Volunteers</li> <li>○ Parent Workshops &amp; Trainings</li> <li>○ Parent Rights</li> <li>○ Parent Conferences</li> </ul> </li> </ul>	<b>Page 22</b>
<ul style="list-style-type: none"> <li>● <b>Child Behavior and Expectations</b> <ul style="list-style-type: none"> <li>○ Preschool Program Expectations</li> <li>○ The Teaching Pyramid</li> <li>○ Challenging Behaviors</li> </ul> </li> </ul>	<b>Pages 23-27</b>

<ul style="list-style-type: none"><li>• <b>Best Practices in Early Childhood</b><ul style="list-style-type: none"><li>◦ Curriculum</li><li>◦ Assessment</li></ul></li></ul>	Page 28
<ul style="list-style-type: none"><li>• <b>Resources &amp; Information</b><ul style="list-style-type: none"><li>◦ Emergency Crisis Numbers</li><li>◦ Community Resources</li><li>◦ Required Licensing Forms</li><li>◦ Office Information &amp; Preschool Locations</li></ul></li></ul>	Pages 33-35

# WELCOME

Dear Families:

Welcome to the San Ysidro School District Preschool & Child Development Programs! We are very pleased that you have chosen to enroll your child to our programs. We look forward to working with you and sharing in your child's growth and development. We have an educational program staffed by professional teachers, instructional aides, and support staff. Our daily activities for children focus on developmentally appropriate key experiences that promote social, physical, cognitive, and language growth to prepare children for kindergarten. Our goals for your child include:

1. Cognitive/Language Development
  - To develop their creativity and thinking skills through language and literacy experiences
  - To develop number, shape, and other logic and mathematical concepts and perceptive skills
  - To demonstrate reading-like behaviors and develop an interest in books
2. Social/Emotional Development
  - To develop a sense of self, friendships, cooperation, and responsibility.
  - To develop healthy relationships with adults and children.
3. Physical Development and Self-Care
  - To develop and exercise small and large muscles.
  - To increase their perceptual skills in reading and writing.
  - To learn self-management, independence, responsibility, decision making, and problem solving skills.

## Education Program - § 18273

This handbook was designed to further describe our preschool program and to be used as a reference tool. We feel that open communication between the staff, parents and children is important to providing a quality program. Feel free to discuss any concerns or questions with our qualified staff. If your family has any needs with which we can help, please feel free to rely on our staff to act as a resource to direct your family to the best possible services available.

Thank you for choosing the San Ysidro School District's Preschool & Child Development Programs as the roots for your child's education.

*Julie Pretzer, M.A. Ed.*

Director of Early Childhood Education

# **San Ysidro School District**

## **Mission Statement**

*"Quality education and opportunity for all students to succeed"*

### **Our Philosophy**

The San Ysidro School District Preschool & Child Development Program's philosophy is based on the premise that each child is a unique and capable individual. We strive to provide a program that values creativity, encourages curiosity, and fosters a love of learning. Using developmentally appropriate strategies, the staff facilitates student growth in all areas: physical, social, emotional, and intellectual. Varying levels of ability, overall development and learning styles are anticipated. We promote ethnic and cultural recognition of all children and encourage parent participation.

### **Our Preschool Program**

Our services are provided without discrimination to ensure that the preschool program and activities are available to all persons without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. San Ysidro School District's Preschool & Child Development Program does not discriminate in determining which children are served as defined by the Americans with Disabilities Act (ADA). We welcome and enroll children with disabilities, make reasonable accommodations, and work with the family to implement those accommodations for children with disabilities. Our program refrains from religious worship or instruction.

## **PROGRAM INFORMATION**

### **Preschool Programs & Funding Sources**

The San Ysidro School District provides families in the community with educational opportunities for preschool-aged children. We are licensed by the Department of Social Services, Community Care Licensing and operate under a separate license for each preschool site. The district receives funding to operate preschools from several sources:

- We offer California State Preschool Program (CSPP) and Head Start for children ages 3 and 4 whose birthday is on or before September 1<sup>st</sup> of the school year of enrollment.
- The San Diego County Office of Education's Quality Preschool Initiative Program (SDQPI) subsidizes the State Preschool and Head Start Programs. The funding is used to enhance the programs around staff development in and out of the classroom.



### **Eligibility/Enrollment for California State Preschool (CSPP) and Head Start**

Enrollment is determined according to income and for Head Start, a need for early intervention services. Enrollment is based upon the criteria and priorities established by Title 5 of the California Code of Regulations and Federal Head Start Performance Standards. Documentation is necessary to determine eligibility. For State Preschool, enrollment is granted according to the California Department of Education's Eligibility and Priority Criteria (5 CCR §18131).

### **Qualifications for the Programs:**

- A child must be 3 on or before December 1st to start preschool at the beginning of the school year or can start anytime on or after the child's 3rd birthday (example: Dec. 2nd birthday, can enroll on Dec. 2nd). CSPP enrollment is based upon the criteria and priorities established by Department of Education, Title 5, Division 1, California Department of Education, Chapter 19, Child Care and Development Programs.

**Eligibility** is based on the documentation and verification of at least ONE of the following:

- At-risk of abuse, neglect, and/or exploitation • Child Protective Services (CPS) • Homelessness • Children with exceptional needs • Current CalWORKS cash aid recipient • Income Eligible • Reside within the attendance area of a verified free or reduced-price meals (FRPM) school site.

### **CSPP Enrollment Priorities**

Part-day contractors must follow priority order as listed below:

- **First Priority:** Services shall be given to 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.
- **Second Priority:** Once the set-aside for children with exceptional needs is filled, services shall be given to all three- and four-year-old children with exceptional needs from families with incomes below the income eligibility threshold. This priority is for children with exceptional needs 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.
- **Third priority:** Services shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten program. This priority does not include children eligible based on having exceptional needs if they are from families

with incomes above the income eligibility threshold. Children shall be enrolled in the following order:

- o Children enrolled in CSPP as a three-year-old
- o Eligible children with the lowest income according to the income ranking on the most recent Schedule of Income Ceilings shall be enrolled first.
  - Prior to January 1, 2023: If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has been on the waiting list for the longest time shall be admitted first.
  - After January 1, 2023: If 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.
  - After January 1, 2023: If there are no families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.

### **Bi-annual Certification (CSPP)**

A family is considered to meet all eligibility requirements for those services for not less than 24-months before having their eligibility recertified. The program will conduct biannual certifications when applicable.

At certification, families are required to provide documentation to support continued eligibility for services. Center staff will notify the family no later than 30 days before the family's 24-month certification date of the required documentation necessary.

### **Reasons to end services before the Annual Certification (CSPP)**

A family is considered to have meet all eligibility requirements for those services for not less than 24-months unless one of the following occurs:

- the family income exceeds the income threshold set forth by the State Superintendent of Public Instruction (SSPI)
- the parent changes residency outside of California as reported by the parent.
- there is substantiated evidence of fraud that invalidates the initial certification, and the family is not otherwise eligible.
- when the family has "abandoned care"
- families disenrolled prior to the last day of the 24-month certification period

## **Family Required Reporting (CSPP)**

If income exceeds the State Superintendent of Public Instruction (SSPI), during the family's 24-month certification, it must be reported to the Center within 30 days, at which time Center Staff will reevaluate eligibility.

## **Reasons to Terminate Services**

Reasons that childcare services may be terminated include the following:

- An income-eligible family's adjusted monthly income changes and exceeds the state income guidelines.
- Not submitting complete medical information (immunization records, physician's report or other required documentation when due or when requested).
- Abandonment of Care (Not picking up the child after the session has ended or when the center closes)
- Repeatedly failing to complete Attendance Records (not signing in and out of childcare on a daily basis).
- Excessive absences from childcare and no contact from parent/guardian for 30 consecutive days.
- Activity or behavior that presents a risk to any child, parent, visitor or staff member (such as making threats, harassing an individual, endangering the safety or life of an individual, destroying property or behavior that violates the

## **Notice of Actions (NOA) (CSPP)**

Notice of Actions (NOA) are required by the Department of Education, Early Education Division to communicate and document changes to the family services including approving services, denying services, dis-enrollment from the program, change of schedule, change of family size, change in family fees, and annual certification. The Center maintains copies of all NOA's provided to parents in the child's file.

Types of NOA's required by Title 5

- NOA, Application for Services
  - o The Center's decision to approve or deny services will be communicated to the parent through a written statement referred to as a NOA within thirty (30) calendar days from the date the Application for Services (Form 9600) is signed by the parent(s).
- NOA, Recipient of Services
  - o If upon bi-annual certification or update of the Application for Services (Form CD-7617), the Center determines that the eligibility requirements are no longer being met, the Center will notify the family through a written NOA, Recipient of Services.
- NOA, Changes to the Service Agreement
  - o The Centers will complete a NOA, Recipient of Services when changes are made to the service agreement. Such changes may include but are not limited to:

- A change of childcare hours.
- Annual certification of eligibility.
- Dis-enrollment / Termination of service.

### **Parent Rights to Appeal an NOA (CSPP)**

If the parent(s) disagrees with an action, the parent(s) must complete the appeal information on the back of the Notice of Action (NOA). The parent(s) may file a request for a hearing with the Center within fourteen (14) calendar days of the date the NOA was given to the parent(s) or 19 days if mailed by the U.S. Postal Service. Upon the filing of a request for a hearing, the intended action shall be suspended until the review process has been completed.

### **Children's and Parents' Right:**

See LIC 613A and LIC 995 on the attachments page (last page of this handbook).

### **The Department of Social Service Rights §101200**

The Department has the authority to interview children or staff without prior consent. (1) The licensee shall ensure that provisions are made for private interviews with any children or staff members. The Department has the authority to inspect, audit, and copy child or childcare center records upon demand during normal business hours. Records may be removed if necessary for copying. Removal of records shall be subject to the requirements in Sections 101217(c) and 101221(d). (1) The licensee shall ensure that provisions are made for the examination of all records relating to the operation of the childcare center. The Department has the authority to observe the physical condition of the children, including conditions that could indicate abuse, neglect or inappropriate placement.

*NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73, 1596.852, 1596.853, and 1596.8535, Health and Safety Code.*

## Enrollment Process

To start the online registration process, families will go to the SYSD district's [Online Registration page](#). Review the information on Parent Vue and on the left side of the page, select Pre-K Required Documents. Follow instructions on the web page to start the registration process. You will receive a confirmation e-mail from [cdcregistrations@sysdschools.org](mailto:cdcregistrations@sysdschools.org) letting you know if your application is complete, if you are missing documents, or if additional documentation is needed. If you need assistance, please contact our main preschool office. Depending on the family's situation the parent/guardian is required to upload or provide copies of documents when returning the packet.

Income Documentation: State Preschool income eligibility is based upon family size and family's gross monthly income. The state income guideline is as follows and are subject to change (California Education Code, Section 8263.1 July 2022):

No. of Persons in Family	Gross Monthly Income	Family Yearly Income
1-2	\$8,071	\$96,854
3	\$9,159	\$109,904
4	\$10,612	\$127,338
5	\$12,309	\$147,712
6	\$14,007	\$168,086
7	\$14,326	\$171,906
8	\$14,644	\$175,726
9	\$14,962	\$179,547
10	\$15,281	\$183,367
11	\$15,599	\$187,187
12	\$15,917	\$191,007

At the time of preschool registration, the parent/guardian is responsible for providing all necessary documentation of the family's total income for all the individuals counted in the family size. The contractor is required to verify the information and determine the total, countable income. This includes, but is not limited to, gross wages or salaries, overtime, tips, cash aid, child support payments received, and portions of learner grants or scholarships not identified for educational purposes. If the family falls at or below the income guidelines, the family is income eligible. (Income documentation is for the month preceding certification. San Ysidro School District reserves the right to request additional documentation to assess income eligibility.)

- Employed Parent Documentation
  - Payroll check stubs or other record of wages issued by employer
  - Release authorization and letter from your employer
- Self-Employment Income - as many of the following types of documentation as necessary to determine income:

- Letter from source of income
- Copy of the most recently signed and completed tax return with a statement of current estimated income for tax purposes
- Other business records, such as ledgers, receipts, or business logs
  - Provide copies of the documentation of all non-wage income (cash aid, child support, etc.)
  - Provide self-certification of any income for which no documentation is possible

**Family Size Documentation:**

The size of the family, or composition of the family size, is initially determined by the number of adults and children that the applicant parent presents and who are identified on the application. "Family" means the parents and the children for whom the parents are responsible, who comprise the household in which the child receiving services is living. For purposes of income for eligibility, when a child and his or her siblings are living in a family that does not include their biological or adoptive parent, "family" shall be considered the child and related siblings.

● **Self-Certification, Absent Parent and Single Parent Status**

If only one parent has signed an application for enrollment in child care services, and the birth record information for the children counted in the family size indicates that there is a second parent who has not signed the application, the parent who has signed the application shall self-certify single parent status under penalty of perjury (Sections I and V, Confidential Application for Child Development Services and Certification of Eligibility). The parent who has signed the application shall not be required to submit additional information documenting the presence or absence of the second parent.

- Birth record for each child counted in the family size may be:
  - Birth certificate
  - Court orders regarding child custody
  - Adoptive documents
  - Records of Foster Care placement
  - School or medical records
  - County welfare department records
  - Any legal document that verifies child's name, date of birth and relationship to the parent/s.

● **Homelessness Documentation:**

- Written referral from an emergency shelter or other legal, medical, or social service agency or written parental declaration that the family is homeless and a statement describing the family's living situation.

● **Child Welfare (Protective) Services Documentation:**

- o Written referral, dated within six months of application for services and includes:
  - Statement from local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services and that childcare and development services are a necessary component of the CWS plan.
  - The probable duration of the need for childcare and development services.
  - Name, address, phone number and signature of the legally qualified professional.
- **"At Risk" Documentation:**
  - o Written referral, dated within six months of application for services and includes:
    - Statement from a legally qualified professional (someone licensed in the state to perform legal, medical, health or social services for the general public).
    - The probable duration of the need for childcare and development services.
    - Name, address, phone number and signature of the legally qualified professional.
- **Child with Exceptional Needs Documentation:**
  - o Copy of child's active Individualized Education Plan (IEP).
- **Free or Reduced-Price Meal (FRPM) Documentation:**
  - o Families must provide proof of residency within the attendance boundaries of a qualified FRPM elementary school to be eligible for enrollment. Acceptable documents may include:
    - Current utility bill
    - Current property tax bill
    - Current rental or lease agreement with Landlord's information
    - Current voter registration
    - Current government agency letter
    - Current employment pay stub; or
    - Any documentation that a contractor reasonably relies upon to prove a family's residency
- **Child's School/Medical Records Documentation:**
  - o Immunization record Children must have all immunizations current: 3  
Polio / 4 DTP / 3 Hep B / 1 MMR / 1 Varicela / 1 Hib
  - o Physicians Report: Child must have been examined within 12 months prior to first the day of school. The Physician's Report is due on or before your child begins school. This must be signed and dated by the physician (the preschool office will furnish you with the proper form).

- o TB Assessment: New students must provide a certificate or other documentation that a student has been assessed for risk of and/or provide proof of clearance for TB by a physician or other qualified health provider within the preceding 12 months and the student is free from communicable TB.
- o Families re-enrolling a child for a second year remain eligible for another year of service but will need to update information on file, such as emergency card information, immunization record, and annual physician report.

### **Wait List**

Once classrooms are full, a wait list of eligible families will be established. Students will be assigned placement as openings become available. Enrollment is continuous, so a person's spot on a waitlist may fluctuate depending on the priority of the families that enroll throughout the year. Because of this, a family's ranking on the waitlist will not be released.

### **Open Door Policy**

SYSD Preschool & Child Development Programs maintain an open-door policy. We welcome parents to visit our classrooms unannounced to observe their child at any time during program hours. Our programs are based upon a partnership with the parents of the children enrolled.

### **Visitors**

Any visitor to the classroom must follow district procedures. Visitors must register at the school office and receive a Visitor's Badge. To ensure minimum interruptions of the class, the visit should be arranged with the main preschool office and the teacher. If a conference is desired, an appointment should be made with the teacher before or after school. Visitors are limited to a 30-minute visit unless otherwise arranged with the director.

### **Nutrition Program for Preschoolers §18278**

Preschool children are served either breakfast or lunch at each site free of charge to the families. Menus are provided for parents to review each month on the district's website and are posted in each classroom. The district must follow the State's Nutritional guidelines established for all public schools (SB12 & SAB965). This policy requires that all foods served to students are of high nutritional value. This applies to foods from the school cafeteria or store-bought foods provided for special occasions by staff and/or parents.

Our program does not use food and/or beverages as a reward or a punishment and does not offer food to calm children or encourage appropriate behavior.



### **Drinking Water**

Potable drinking water will be accessible to all children and will be offered both inside and outdoors. In addition, students are encouraged to bring a labeled water bottle each day.

### **Physical Activity**

All children need enough active play time throughout each day to develop and practice gross motor and movement skills appropriate for their age. Active play includes moderate to vigorous activities such as rolling, crawling, scooting, running, climbing, dancing, hopping, galloping, skipping, and jumping. Staff should model healthy, active behaviors by participating in physical activity as much as possible.

Each day children will accumulate at least 30-45 minutes of unstructured physical activity. Other than mealtimes, small group activities, and nap (not provided in a 3-hour classroom), children do not sit for more than 15 minutes at a time. Staff will actively participate in physical activities with children. Children will not be denied scheduled physical education, physical activity or play as a punishment. Physical activity will not be used as a punishment.

### **Preschool Program Staff**

Every class is led by a qualified teacher and has a ratio of one adult for every eight students. Every teacher holds a Child Development Permit from the California Commission on Teacher Credentialing and the majority have 4-year college degrees. All instructional aides receive an orientation and professional growth opportunities. For the specific experience and education of your child's classroom staff, please refer to the documents on the parent bulletin board in the classroom. *As a state licensed early childhood program, our staff is mandated to report suspected child abuse or neglect to local authorities.*

### **Staff Development Program**

Ongoing staff development is provided to all preschool program employees. This includes, but is not limited to orientation for new employees, ongoing training and staff development on curriculum, instruction, and best practices for early childhood, coaching to meet individual needs, and regular evaluations per collective bargaining agreements. Each employee is supported through internal communication systems and individualized support to ensure all program requirements are met, and to ensure that quality care is provided to each child enrolled in the program.

All classroom staff receive annual or biannual trainings from the district on:

- Mandated Reporter: Child Abuse and Neglect
- Sexual Harassment Training
- Diversity, Equity and Inclusion Practices (Staff-to-Staff and Staff-to-Student)
- Bloodborne Pathogens safety (as elected) - including ensuring appropriate use of gloves, disposal, and handwashing.
- There are staff members at every site that are CPR/ First Aid trained.



## Policies and Procedures

### Communication

We value keeping our lines of communication open between home and school. To keep you informed, we ask that you follow these procedures:

- Children will have a cubby or file mailbox in their classroom, and **we ask that you check please check it daily**. We will keep you posted on school activities and events through our monthly calendars, newsletters, flyers, and emails.
- We ask that you do not use your child's cubby/mailbox as a means of communication with other parents regarding birthday invitations or personal messages.
- We want to be sensitive to you and your child's culture and home values. It is important to notify the teacher and the director whether you celebrate holidays or activities that may make you or your child feel uncomfortable. The teacher can adjust to include all children.
- We are here for your child and family. It is important to let your child's teacher know if your family is facing new challenges (moving, death of a family relative, friend or pet, changes in the household or a new baby). We will work as a team to give you support and/or referrals if necessary.

### Student Birthdays

Equal recognition is given to all children on each child's birthday. The San Ysidro School District has a Wellness Policy in place that states that **no food items** may be brought to school for birthday celebrations. You may bring a non-food treat for all children on your child's birthday. Examples: A book to donate in the child's name, baggies with pencil, stickers, toys, etc. Notify the teacher in advance and ask for the number of children in the classroom. We will not accommodate parties at school or party-like items/activities, such as balloons, candy, nor any food items.

### Toys/Share Items

Do not allow your child to bring toys, jewelry, tablets or other items not requested from your child's teacher. Your child's teacher will let you know when your child may bring a special item to share.

## Parent Orientation

All parents of preschoolers must attend a parent orientation meeting. The orientation is online (asynchronous). Parents will receive additional information about preschool policies and procedures and will answer an online survey verifying they have attended the online orientation and agree to the policies and procedures of the program.

## Attendance Policy

It is important that your child attend class every day so that they may take full advantage of what our wonderful program has to offer. Regular attendance will teach your child the importance of school and will help them develop good habits for future school years. **Please note the following:** **If your child will be absent, please fill out the health card on the Learning Genie App or call and notify the Preschool & Child Development Office at (619) 428-2352.**

- Parents must provide the specific reason for their child's absence.
- A doctor's clearance may be required when a child's illness exceeds **three** consecutive days.
- **Excused Absences** Include:
  - Illness or quarantine of the child
  - Illness or quarantine of the parent
  - Court ordered visitation (we must have a copy of the Court Order Visitation in your child's file)
  - Medical or dental appointments
  - Best interest of the child
- **For State Preschool Only:** Up to ten days per year can be used for "**Best Interest Days**". Examples are "Special Day" with a parent, vacation, severe weather conditions, transportation problems, work/school holiday for the parent scheduled on a day which differs from district's observance, traffic court, illness of sibling, or other family emergency. Absences for "Family Emergency" include death in the family, serious illness, or hospitalization of extended family, natural disaster, unforeseen event (e.g., burglary, auto accident, etc.), and non-recurring transportation issues.
- **Unexcused Absences** are defined as absences other than those mentioned above are considered unexcused. **An accumulation of five (5) unexcused absences or more than ten (10) "Best Interest" days will result in program termination.** A Notice of Action will be sent to families terminating services.

## Sign In/Out Procedures

- The State of California requires that you (**or a designated adult 18 years or older**) sign in by using your **FULL NAME** on the Learning Genie Parent App, which is a free App that you can download on your iPhone or Android mobile device.
- Be sure that the teacher acknowledges your child's presence before you leave.
- Please plan to be at school a little earlier than the official dismissal time to pick up your child. Children get anxious when their friends have gone home, and no one has come for them.
- **If you will be late, please call and notify the Preschool & Child Development Office at (619) 428-2352 or (619) 428-4476 ext. 3584.**
- Authorized adults must show proper ID when picking up your child from school.
- **No child will be released to a person that is not authorized on your Emergency Contact Release Form;** therefore, it is crucial to fill this form out completely. Please keep this information accurate and up to date.
- If someone other than yourself or those listed to pick your child up comes for your child, you must go to the main preschool office and add them to the Emergency Card in advance, and that person must show proper ID.
- Please drop off and pick up your child at the correct times. We are not able to provide additional supervision before or after your child's school session.

#### **Late Arrival/Late Pick-Up:**

We must ensure that children are picked up and arrive on time. Dropping off or picking up children late could be a stressful and traumatic experience for children; therefore, we request that you be on time. Students with three (3) tardies and/or late pickups in one month ~ the preschool director will meet with parents. Five (5) tardies and/or late pickups in one month ~ may result in termination from the preschool program.

#### **Late Pick-ups at Site:**

It is the parent's responsibility to ensure that your child is picked up on time every day at dismissal time. If you find that you will be late, you are required to make arrangements for an authorized adult (listed on the Emergency Card) to pick up the child. This person must be prepared to show proof of identification with a picture before the child will be released. Should you or your authorized adult arrive late to pick up your child more than five times in a 30-day period, services may be terminated. Please be considerate of our teaching staff.

#### **Children Unclaimed after Closing Time - IMPORTANT**

If, after site personnel have exhausted all known means to locate you or an authorized emergency contact to come for your child, and no one can be located after the better part of a half an hour after the program's closing time, Child Welfare (Protective) Services (CWS) will be called for assistance. CWS will call the police and transport your child to the Polinsky Children's Center. Please help us avoid this action.

## Court Orders and Custody

Our Program recognizes that in most situations both parents have a legal right to be part of their child's life. We will deny the parent access to their child **ONLY** if there is a legal document, which addresses those restrictions.

## Limited Term Service Leaves

If you have a family emergency that requires you to miss three or more days you can request a Limited Term Service Leave for the program to hold your spot.

## Dress Code

The students attending the San Ysidro School District abide by a uniform dress code. The uniform colors are white, navy blue, or red collar tops (polo style) and navy blue or khaki bottoms. Children should wear closed toe shoes and should always wear socks. We ask that you provide your child with an extra set of clothing (socks, underwear, pants, and shirt) to keep at school in case of an "potty accident" or messy art and/or outdoor play activities. Please send the change of clothing in a Ziploc bag with your child's name.

## Withdrawing Students from School

In the event you move out of the San Ysidro School District, please notify the Preschool Office at least 24 hours in advance. We will be happy to forward records upon request to your new school of residence.

## Parking

Each preschool site has parking areas for the delivery and pick-up of children. Each child is to be escorted to and from the classroom by an authorized adult, 18 years of age or older. Check with your teacher regarding specific procedures for parking. Please do not leave children of any age unattended in a parked vehicle. **Children must be placed in a proper car/booster seat before transporting children from the premises and never left alone in a car.** Teachers and instructional aides are mandated reporters and will notify authorities if they see any violations of the law relating to transporting children. Use precautions when driving in the parking lots and around schools ~ young children are hard to be seen. Park your vehicle only in marked stalls. Cars parked in the *handicap parking spaces must display their permits*. Do not double park or block other vehicles. Please do not park in red emergency zones.

## Gates/Doors to Preschool Sites:

Please make sure that gates/doors remain closed when you enter or leave the pre-school site. We do not want children running out into the parking lot or street. This is for the safety of all children. Please help us protect the children and to prevent accidents.

## Emergency Procedures

Many of our staff are certified in both First Aid and C.P.R. The office clerk, teacher, instructional aide, or office staff will handle minor injuries sustained during the school day. Ice, soap, water, and band-aids will be the extent of the first aid given. If your child is hurt while at school, an "Ouch Report" will be completed by the staff and placed on your child's sign-in sheet informing you what happened (these are for minor injuries, bumps, cuts, etc.)

It is essential that each child's **Emergency Information Card** be kept up to date, including numbers, addresses and a list of adults who may be contacted in case of an emergency. **If there is a change, you must make changes to the Emergency Card at the main preschool office** (Preschool & Child Development Center-CDC) and notify the teacher promptly. The listed procedures will be followed in the event of a medical emergency:

1. Staff will attempt to notify the parent by phone immediately.
2. If unable to locate parents, emergency contacts will be called.
3. Staff will attempt to contact the child's physician.
4. Necessary attempts will be taken to protect the life and health of the child, which may include:
  - a. Use of EMT and ambulance services.
  - b. Use of emergency medical care at a nearby hospital
5. If non-emergency situations, transportation to the physician or hospital may be provided by a staff member.

### **Emergency Preparedness/Response**

Each classroom posts information regarding Emergency and Disaster Preparedness and Response (earthquakes, fires, lock-down, etc.). Each preschool site follows the plan that has been developed at the elementary school site where they are housed. The plans are posted, and frequent drills are conducted to familiarize the children with the procedures at each site. In case of an emergency, the staff has access to emergency kits. Staff will stay with the children in emergency situations until the crisis subsides and will also make efforts to comfort children during these high-stress situations. Please be reminded that children will only be released to persons on the emergency card who present photo identification. Parents/guardians who retrieve children during an emergency/crisis will need to sign a release form indicating the time the child was picked up.



## MEDICAL & HEALTH INFORMATION

### Children's Immunizations & Physical Exam

SEE LIC 627 in Resources and Information Section at the end of this handbook for Medical Assessments and T.B. Requirements.

CALIFORNIA IMMUNIZATION REQUIREMENTS FOR	
<b>PRE-KINDERGARTEN</b>	
<small>(any private or public child care center, day nursery, nursery school, family day care home, or development center)</small>	
Doses required by age when admitted and at each age checkpoint after entry <sup>1</sup> :	
AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION <sup>2,3</sup>
2 through 3 months	1 Polio    1 DTaP    1 Hep B    1 Hib
4 through 5 months	2 Polio    2 DTaP    2 Hep B    2 Hib
6 through 14 months	2 Polio    3 DTaP    2 Hep B    2 Hib
15 through 17 months	3 Polio    3 DTaP    2 Hep B    1 Varicella
	On or after the 1st birthday: 1 Hib <sup>4</sup> 1 MMR
18 months through 5 years	3 Polio    4 DTaP    3 Hep B    1 Varicella
	On or after the 1st birthday: 1 Hib <sup>4</sup> 1 MMR

The immunization chart indicates the required vaccinations required to attend the program.

A complete physical exam is required for children at time of enrollment. The program will furnish a form for your child's doctor.

### Daily Health Checks

Our preschool staff continually strive to keep the preschool environment healthy and free of communicable disease. **Health checks** will be performed daily on each child. Please make your child's teacher aware of any injury or illness your child has. During drop off, we will look for the following:

- Tired, watery or glassy eyes
- Thick mucus from eyes or nose, especially green
- Low energy, fatigue or listlessness
- Lack of appetite or stomach upset
- Red cheeks, itchy scalp, or rashes
- Cuts or bruises

If a child becomes ill at preschool, the health clerk will see your child. If your child has a fever, is vomiting or has diarrhea, the parents/guardians will be contacted, and immediate arrangements must be made to pick up the child. Any communicable disease is a basis to keep your child at home until well.

A Physician's Report (child wellness exam) is due at time of enrollment. Services will not begin until the report is submitted to the preschool office.

### Medications:

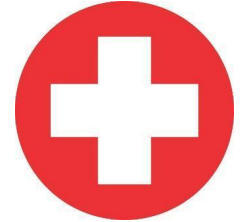
Since we are a part day program, our staff will not administer medications. Some exceptions may apply for children with special needs or chronic health conditions when a health protocol is in order. The following is required:

- Medical form with a written, detailed description of the condition including the name and dosage of each medication signed by the doctor.

- Written permission to administer the prescription on medication signed by the parent and the physician. Dosage and times that medication is to be administered must be included.
- Please come to the main preschool office (Preschool & Child Development Center-CDC) for the forms.
- If your doctor states that the child has a need for medication, you must bring the medications in its original container or sign a refusal to supply the medication to the school.

- **Allergies/Medical Conditions**

All diagnosed allergies and medical conditions must be documented in child's file, and each staff person responsible for supervising the child must be notified. It is the parent/guardian's responsibility to inform the staff at the time of enrollment and the child's teacher of any and all known (potentially harmful) allergies or medical conditions, i.e. asthma, diabetes, seizures, etc.



- **Specific Conditions**

The following is an outline of certain common illnesses and the approximate length of time a child must be excluded from the preschool:

IF I HAVE...	PLEASE KEEP ME HOME UNTIL...	IF I HAVE...	PLEASE KEEP ME HOME UNTIL...
1. Fever of 99.0 and above	24 hours after the temperature returns to normal without use of medication.	11. Viral or other Meningitis	Notify the Health Department as soon as informed of the case.
2. Vomiting and/or diarrhea	Child must be free of episodes for a minimum of 24 hours.	12. Bacterial Meningitis (H Influenza Type B)	Notify Health Department. Vaccine is available to present H Influenza Type B.
3. Cold involving thick, colored nasal discharge or chronic cough	Until condition clears discharge or constant, heavy cough that hampers the child's ability to participate in activities.	13. Pink Eye (Conjunctivitis) Bacteria	Exclude until all discharge and redness is gone.
4. Chicken Pox	Until seven (7) days after appearance of skin rash. Highly contagious.	14. Impetigo Contagious (Staph or Infection)	If a single lesion, under treatment and covered, may attend school. Otherwise, not until healed.
5. German Measles (Rubella)	Until recovery. At least five (5) days.	15. Ringworm	Condition is healed or, if single lesion, same as Impetigo.
6. Measles (Rubella)	Four (4) days from appearance of rash.	16. Scabies	Doctor's note.
7. Whooping Cough (Pertussis)	During early "cold" symptoms and for 21 days after	17. Hand, Foot & Mouth Disease (Coxsackie Virus)	Until temperature is normal for 24 hours.

	appearance of cough unless antibiotic is used.		
8. Mumps	Until swelling has subsided, but not more than nine (9) days.	18. Head Lice	Treated with recommended shampoo and cleared by clerk to return to school.
9. Strep Infection (Respiratory)	24-48 hours after start of antibiotics.	19. Pinworms	Doctor's note
10. Hepatitis A	Notify Health Department. Use careful hand washing to prevent spreading.	20. COVID-19	Symptoms are mild or improving. Temperature is normal for 24 hours.

**PLAN OF OPERATIONS**

**Incidental Medical Services To Be Provided/Available**

Classroom staff, in collaboration with a District RN, provide as needed:

- basic emergency treatment for anaphylaxis and asthma (utilization of EpiPen, nebulizer or inhaler)
- diabetes-related care; checking blood glucose levels, administering insulin as ordered by doctor.
- medication distribution
- health screenings (including screening for head lice)
- basic first aid and communication with parents related to injuries and illness
- ensures that medication, emergency medical supplies, and student information accompanies students on field trips, and any other reason that students are removed from the site including in case of a disaster (natural or otherwise). As well, ensures that an adult trained in use of EpiPens, medication administration, asthma-related care, and diabetic care (including administration of glucagon if necessary) accompanies any students requiring those services.

The classroom staff is also responsible for maintaining medical records including: written orders from doctors, medication distribution logs, health concern lists, injuries, services provided related to a child's health and well-being, records of staff training, immunization records.

The classroom staff is responsible for informing the parents/guardians the same day that a child receives services in the classroom due to injury, illness, medical procedure, or medication distribution. Parents/ guardians are to be informed in writing and by phone if parents have difficulty with written communication or if the situation requires emergent/rapid notification.

Medical documentation and records must be maintained in a way that respects HIPPA and FERPA regulations. All staff will annually review Bloodborne Pathogen safety, including ensuring appropriate use of gloves, disposal, and handwashing.

All medications must be kept out of reach of children and secured by a lock and an AED device is stored in the school's main office. The classroom staff will ensure that an emergency packet of medications and student information is available for each student for use in case of an emergency. Preschool health-related services follow the same guidelines as health-related services for students in the San Ysidro School District. Basic health and first aid supplies are available on all campuses in the classrooms.

In accordance with the student's individualized education program or written accommodation plan, trained and qualified personnel shall perform these services based on licensed physician's orders and trained by district nurses.

### **Reporting Requirements**

The Licensee/Director must report:

- Injury requiring medical attention
- Any unusual incident, such as a child missing for any reason, explosions, fire, etc.
- Death of a child for any reason
- Epidemics

The County Regional Office (DSS) will be notified within 1 business day and a written report will be submitted within 7 days of occurrence (LIC624).

Emergency Medical and Dental care will be delivered per the guidance on LIC 627 (see Resources and Information section at the end of the Parent Handbook).



## **PARENT INVOLVEMENT**

### **Parent Advisory Committee**

The Parent Advisory Committee (PAC) is composed of parents from each preschool site. This committee acts in an advisory capacity, providing assistance to the program. The committee members assist in planning, assessing, and evaluating the program. The Parent Advisory Committee meets once per quarter. One parent representative from each class or site is recommended. All interested parents are invited to attend. Parents are asked to convene to advise the SYSD Preschool administration (Director of Early Childhood Education) on issues related to services to families and children. Staff will help communicate the meeting dates/locations per the volunteer, parent lead of the PAC. SYSD Preschool administration recommends 3 meetings a year without SYSD staff present. A representative from the PAC will schedule a meeting with the administration to review input/feedback from the PAC.

## **Parent Volunteers**

Parents are partners in the education of their young children, so parent involvement is critical in order for your child to have a successful preschool experience. State and Federal guidelines promote parent participation in the preschool classroom. Upon enrollment you may indicate the specific day(s) you can participate and assist the teacher each month. Your child's teacher will schedule parents for their selected days and plan activities for them. Parents are encouraged to join the preschool's PAC committee.

Parent volunteers must have proof of recent DTAP, MMR, Influenza, negative TB test or chest x-ray result, and completed the SYSD Volunteer Handbook to participate in the classroom. In addition, volunteers must have a clearance according to Megan's Law Check, in accordance with SYSD board policy. Children not enrolled in the program are not permitted to remain in the classroom during class time per Community Care Licensing regulations. Parent volunteers may help prepare classroom materials at school or at home.

## **Parent Workshops and Trainings**

Parent education and workshops are offered throughout the school year. Workshops are intended to provide parents with knowledge of parenting and child development, parental resilience, an array of social connections, and concrete support in times of need. Parents are highly encouraged to attend workshops and trainings.

## **Parent Rights**

Our preschool program invites parents to drop in unannounced at any time to observe their child's classrooms. Parents/guardians, upon presentation of identification, have the right to enter and inspect the facility, in which their child is receiving services, without advance notice. Entry and inspection are limited to the normal operating hours while their child is in class and office staff may accompany. The district requires that all visitors check-in at the main school office and obtain a visitor ID to wear for identification purposes. The law authorizes the person in charge of the facility to deny access to a parent/guardian under the following circumstances:

The parent/guardian is behaving in a way which poses a risk to the children in the facility. The adult is a non-custodial parent and the facility has been instructed in writing through a court order to deny access to the non-custodial parent.

Please note that parents **do not** have the right to threaten, intimidate, or be disrespectful to staff. Parents **do not** have the right to engage in disciplinary actions with any child other than their own. District Grievance Procedures are listed in the Board Policy Handbook and are available for your review in the Preschool & Child Development Office.

## **Parent Meetings and Conferences**

The Preschool Program plans several meetings for parents each year including parent orientation. Conferences may be arranged at any time with the teacher or director as requested by parents. Bi-annual parent/teacher conferences are arranged in the fall and spring. Conferences will provide you opportunities to meet with the teacher to discuss your child's progress

## CHILD BEHAVIOR AND EXPECTATIONS

It is the goal of the Preschool & Child Development Programs at the San Ysidro School District to provide a safe and secure environment for all children and staff. The Teaching Pyramid Program provides environmental and behavioral support for every child to be successful within the classroom setting.

The preschool staff believes that systematic implementation of developmentally and culturally appropriate skills enable preschool-age children to develop the ability to manage their emotions, relate to adults, relate to classmates, and to feel good about themselves. Throughout the school year, your child's teacher will create and maintain a classroom environment which supports healthy social emotional development and will engage in specific teaching activities to assist students needing additional guidance.

### **Healthy Social Emotional Development includes:**

- A sense of confidence and competence
- Ability to develop good relationships with adults
- Ability to make friends and get along with peers
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings and emotions
- Ability to constructively manage strong emotions
- Development of empathy

### **Program-wide Expectations**

All the preschool classes have specific behavioral expectations for all children. They will learn to Be safe & healthy, Be respectful, and Be friendly, and to understand the meaning of these words. Classroom rules and redirection by teachers and staff will always be stated with positive words, helping children understand the classroom expectations. The teacher/staff may say, "Let's be safe and use walking feet."

### **Our Preschool Program Expectations:**

- We are safe & healthy.
- We are respectful.
- We are friendly.

**The Teaching Pyramid** approach is based on a pyramid structure of support. The base of the pyramid emphasizes the development of positive relationships with children and families. It also suggests typical good practice in social and emotional development such as making expectations clear and providing a balance between active and quiet times, and teacher-directed and student-directed activities.



The second level of the pyramid focuses on intentional teaching of social problem-solving strategies and other socially appropriate skills for students who are found to need this level of support.

The top of the pyramid includes more intensive support involving family members, school staff and experts whose efforts are targeted toward individual children with persistent behavior challenges.

### **Procedures for Working with Children who have Challenging Behaviors**

**Challenging behavior can be described as:**

- Any repeated pattern of behavior that interferes with learning or engagement in positive social interactions with peers or adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal or motor behavior, property destruction, self-injury and or injury to others, noncompliance and withdrawal.

The focus of our program is to prevent challenging behaviors. Teachers and preschool administration will work closely with families to address persistent challenging behaviors including behaviors that cause harm or injury to another student or staff, threatens harm or creates an unsafe environment for self or others. The following steps will be implemented after the teacher has documented the child's behavior and ensured Teaching Pyramid strategies are in place.

Step 1 The teacher and Program Supervisor will conference with the parent parent/guardian to identify strategies to guide the child towards desired behaviors and to maintain the child's safe participation in the program. If the child has an Individualized Education Plan (IEP), with written parental consent, Program Supervisor and/or Coordinator shall contact the agency responsible for the child's IEP, to seek consultation regarding behavior strategies.

Step 2 If the child's harmful behavior persists the Program Supervisor and/or Coordinator will hold a Student Study Team (SST) meeting with the teacher, parent/guardian, and support staff (psychologist, nurse, etc.) to review the behaviors and interventions. During the SST an Action Plan will be created to support the student. This may include a referral to the Behavior Consultation Team, a universal screening of the child, including, but not limited to, screening the child's social and emotional development, and/or a Behavior Support Plan created with the School Psychologist.

Step 3 If the child continues to display the same behaviors and the Action Plan has been fully implemented, the Action Plan will be modified to include new strategies which may include a referral to the Preschool Assessment and Consultation Team. Students who reside outside of the San Ysidro School District boundaries will be referred to the child's school district of residence.

Step 4 When steps 1-3 have been implemented and documented and the child's behavior continues, San Ysidro School District Preschool Program will make a determination, in consultation with parents or legal guardians of the child, the child's teacher, and if applicable, the agency responsible

for the implementation of the IEP, whether the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children. Upon such a finding, the child will be unenrolled and San Ysidro School District Preschool Program will refer parents or legal guardians to other potentially appropriate placements, the local childcare resource and referral agency, or any other applicable referral services available in the community. (California Education Code 8239.1) For the students with qualifying disabilities, the district shall adhere to the procedures outlined in the Individuals with Disabilities Education Improvement Act (IDEA) and the Act's accompanying regulations, to include, when appropriate, referring a student for an assessment to determine IDEA eligibility.

### **DISCIPLINE POLICY:**

Discipline provides an opportunity for growth and learning. SYSD Preschools use a variety of techniques to help the children resolve conflicts. These methods vary depending on the age of the child and the situation. All the teachers will stress problem solving skills and instill an intrinsically motivated sense of right and wrong. Teachers use the following techniques when dealing with conflict situations. The parents, teacher and center Director all agree that they will communicate and resolve any problems and or concerns that may arise. All parties will keep in mind that the best interest of the child will be the most important factor when making decisions.

#### ***Behaviors/Actions staff do not use:***

- Corporal punishment (no corporal punishment)
- Spank, shake, bite, pinch, push, pull, or otherwise physically punish a child.
- Make fun of, yell, threaten, make sarcastic remarks, use profanity or otherwise verbally abuse the children.
- We do not shame or punish for bathroom accidents.
- We do not deny food or rest as punishment.
- Relate discipline to eating, resting or playing outside.
- Leave the children alone, unattended or without supervision.
- Allow any discipline by another child.
- Allow any criticism of the child's parents, families or any ethnic groups.

### **EXPULSION/UNENROLLMENT AND SUSPENSION BASED ON BEHAVIOR**

Except in specific circumstances listed below in the "Directives for Implementation" section, per Education Code (EC) Section 8489.1(a) and (b), a program must not:

1. Suspend a child due to a child's behavior.
2. Encourage or persuade a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.
3. Expel or unenroll a child because of a child's behavior.
4. Persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

The district's child care and development program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: **In writing, inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher, and if available engage an early childhood mental health consultant, in an effort to maintain the child's safe participation in the program.**

1. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child.
2. If appropriate, consider completing a comprehensive screening to identify the needs of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program.

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local childcare resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. ( Assembly Bill (AB) 2806 (Chapter 915, Statutes of 2022); California Education Code (EC) sections 8243, 8489, and 8489.1)

A child shall not be suspended from the district's child care and development program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing all the following:

Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources

1. Developing a written plan to document the action and supports needed
2. Providing referrals to appropriate community resources
3. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child.

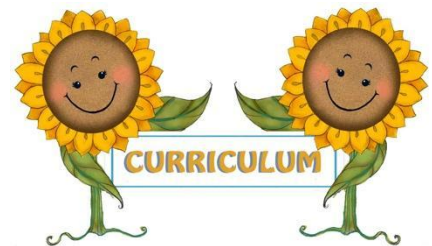
Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CSPP in the event of expulsion or suspension. If the district suspends or expels a child from the child care and development program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 18095, informing the parents/guardians of the right to file an appeal of the action directly with CSPP no later than 14 calendar days after receiving the notice by submitting a written request for an appeal hearing to [EEDappeals@cde.ca.gov](mailto:EEDappeals@cde.ca.gov).

If a child is suspected of having a developmental delay, disability, or mental health issue, the child's parent/guardian shall be referred, if appropriate, to the mental health system, the state's early intervention program, or the district's special education program regarding evaluation for services under the Individuals with Disabilities Education Act (IDEA). Children identified as having exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the IDEA.

### **Best Practices in Early Childhood Education**

Our preschool curriculum, Big Day for Pre-K, provides a wide variety of activities and techniques that enhance social skills, language development, and general problem solving.

The instructional program follows the State of California's Preschool Transitional Kindergarten Learning Foundations (PTKLF) and Framework to structure learning opportunities.



### **Early Childhood Curriculum**

Our early childhood curriculum addresses the developmental domains outlined in the PTKLF:

Approaches to Learning Social-Emotional Development	English Language Development	Motor Physical Development
Language and Literacy	Fine Arts	Health & Safety
Mathematics	Science	Social Studies

The California Preschool Learning Frameworks offers a curriculum framework that guides the overall approach for teachers to support children’s learning through environments and experiences that are:

- developmentally appropriate
- reflective of thoughtful observation and intentional planning
- individually and culturally meaningful
- inclusive of children with disabilities or other special needs

Learning and development activities are presented on themes of interest to preschool children. While attending, your child will be learning with his/her body and senses, memory, perception skills, and thinking skills. Your child's teacher will offer numerous opportunities to make meaningful connections between what is learned at school and family, home and neighborhood.

The teacher will regularly communicate with you regarding the theme/skills being presented and how you can support your child at home.

**Ages and Stages Questionnaire**

All children receive a developmental screening using the Ages and Stages questionnaire which is done with the parents. The results of the screening are shared by the teacher with the parent during the parent-teacher conference. For a child who may have a delay in an area of development, the teacher may make a referral to the District for consultation. Parents will be notified of any concerns.

## **Supplementary Services**

Supplementary Services such as, but not limited to, speech, occupational therapy, assistive devices and specialized academic services are provided as written in the IEP on site, in the classroom or in a pullout area (licensed space).

## **Desired Results for Children and Families**

Both the California Department of Education (CDE), Early Learning & Care Division (ELCD) and the Head Start Education Performance Standards require all programs to implement a research-based assessment. Desired Results Developmental Profile (2015) results document the progress made by children and families in achieving desired results, and provide information to help staff improve your child's instructional program

The Desired Results Developmental Profile is an observation tool for recording the achievement of "desired results" for children. It measures how well children are doing in meeting four broad desired results:

1. Children are personally and socially competent.
2. Children are effective learners.
3. Children show physical and motor competency.
4. Children are safe and happy.

## **CLASS (Classroom Assessment Scoring System)**

The classrooms participate in ratings to measure the classroom and outdoor environments and interactions teachers have with children which impact learning and development. These evaluations/ratings are completed by outside experts.

## **Parent Surveys**

Once a year you will be asked to complete the Desired Results Parent Survey and the First Five Parent Survey forms. These forms are very important in providing information to support the improvement of your child's program.

## **Annual Self-Evaluation Process** §18279

The preschool program participates in a self-evaluation process each year in order to review progress and set program goals for the following year. Student data, along with classroom data and parent survey results are used to identify areas of strength and need, and to identify program goals based on the California Early Learning Quality Systems. Members of the Preschool Parent Advisory Committee and preschool staff are instrumental in this process.

## **Family Support**

The Preschool Program strives to support families as we work together to prepare children for kindergarten and lifelong learning. At times, families may encounter circumstances that affect

their ability to support their child. Upon admission to the Preschool Program, every family is given a list of community agencies and service organizations that may assist in areas such as accessing health services or insurance, childcare, parent education, family or child counseling, homelessness, etc. In addition, families are encouraged to talk to their child's teacher or call the main preschool office for additional information on how to find support or resources through the school district or community. If you suspect your child has learning, behavior, or developmental concerns, the Preschool Program can arrange for you to meet with a school psychologist and or speech and language specialist to determine a plan to support your child in the classroom.

### **NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (cf. 1240 - Volunteer Assistance) (cf. 4030 - Nondiscrimination in Employment) (cf. 4032 - Reasonable Accommodation) (cf. 4033 - Lactation Accommodation) (cf. 4119.11/4219.11/4319.11 - Sexual Harassment) (cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave) (cf. 5131.2 - Bullying) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) (cf. 5146 - Married/Pregnant/Parenting Students) (cf. 6145 - Extracurricular and Cocurricular Activities) (cf. 6145.2 - Athletic Competition) (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education) (cf. 6164.6 - Identification and Education Under Section 504) (cf. 6178 - Career Technical Education) (cf. 6200 - Adult Education) District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

### **UNIFORM COMPLAINT PROCEDURE**

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

[San Ysidro School District Uniform Complaint Procedures web Page](https://www.sysdschools.org/Page/788)

<https://www.sysdschools.org/Page/788>

**DEPARTMENT OF SOCIAL SERVICES COMPLAINT RESOURCE:**

<https://cdss.ca.gov/inforesources/ccld-complaint-hotline>

## **PRESCHOOL LANGUAGE INFORMATION SYSTEM**

In August 2022, the Early Education Division (EED) at the California Department of Education (CDE) informed California State Preschool Program (CSPP) contractors of new requirements for identifying and collecting data on dual language learners, language characteristics of preschool programs, and language composition of program staff.

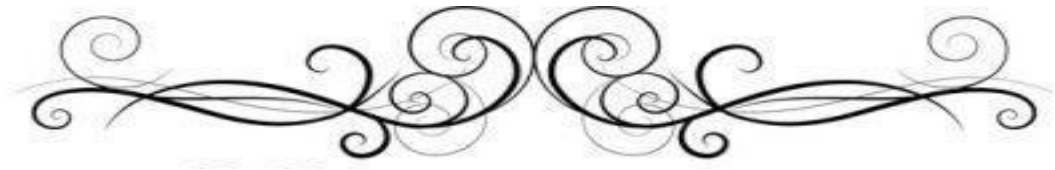
The parent or guardian of each child enrolled in CSPP must complete the Family Language Survey no later than upon enrollment.

## **LEAD SAFETY INFORMATION**

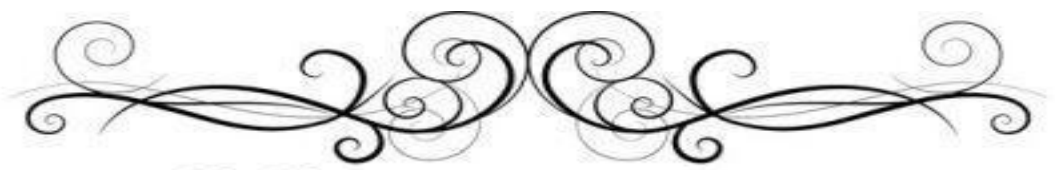
Effective January 1, 2019, AB 2370, Chapter 676, Statutes of 2018, requires all childcare providers, upon enrolling or re-enrolling any child, to provide the parent or guardian with written information including the following:

- Risks and effects of lead exposure.
- Blood lead testing recommendations and requirements.
- Options for obtaining blood lead testing, including any programs that offer free or discounted tests.

A 2-page pamphlet, written in partnership with the California Department of Public Health, has been added as a link at the end of the parent handbook.



# **Resources & Information**



## ***Emergency Crisis Numbers***

Police, Fire, Paramedics	911
American Red Cross	(800) 500-6411
CA Missing Children's Hotline	(800) 222-3463
Child Abuse Hotline	(858) 560-2191
Poison Center	(800) 222-1222
San Diego County Psychiatric Hospital	(619) 692-8200
Suicide Intervention	988
Women's Resource Center	(760) 757-3500

## ***Community Resources***

**2-1-1 San Diego** or <https://211sandiego.org/> 211 or (858) 300-1211  
211 is a free, 24-hour confidential phone service and searchable online database.

**YMCA Childcare Resource Service (CRS)** (800) 481-2151  
Supports families in their search for quality, affordable and convenient child care options.

**YMCA CRS Healthline** (800) 908-8883  
Offers free telephone consultations and resource referrals to parents and child care providers about physical and behavioral health concerns for children ages 0 to 5 years.

**Community Care Licensing** (619) 767-2200  
State government office that promotes the health, safety, and quality of life of each person in community care through the administration of a collaborative regulatory enforcement system. Provides licenses to operate a child care center.

**Exceptional Family Resource Center** (619) 594-7416  
Provide support, information and education for families of children with disabilities and the professionals who assist these families.

**Family Health Centers of San Diego** (619) 515-2300  
Provides affordable, high-quality health care and support services to all people, with a special commitment to the uninsured, low-income and medically underserved.

**Food Bank** (858) 527-1419  
Provides nutritious food to individuals and families in need in communities throughout.

**County of San Diego Information Line** (858) 694-3900  
Provides services for passports, birth certificates, marriage certificates, employment.  
[www.sandiegocounty.gov](http://www.sandiegocounty.gov)

**San Diego Housing Commission** (619) 231-9400  
Provides rent subsidies for low-income households in the City of San Diego.

**San Diego Regional Center** (858) 576-2996  
Offers services for persons with developmental disabilities and their families. SDRC is a private nonprofit organization and works for the California state government Department of Developmental Services.

## **Additional Required Licensing Forms:**

### [LIC 995 Notification of Parents' Rights](#)

<https://www.cdss.ca.gov/cdssweb/entres/forms/english/lic995.pdf>

### [LIC 613A - Personal Rights](#)

<https://www.cdss.ca.gov/cdssweb/entres/forms/english/lic613a.pdf>

### [LIC 700 - Identification and Emergency Information Child Care Centers/Family Child Care Homes](#)

<https://www.cdss.ca.gov/Portals/9/Additional-Resources/Forms-and-Brochures/2019/I-L/LIC700.pdf?ver=2019-10-24-143032-763>

### [LIC 627 - Consent for Emergency Medical Treatment](#)

<https://www.cdss.ca.gov/cdssweb/entres/forms/english/lic627.pdf>

### [LIC 702 - Child's Preadmission Health History](#)

<https://www.cdss.ca.gov/Portals/9/FMUForms/I-L/LIC702.pdf?ver=2017-07-16-155553-713>

### [LIC 701A - Physician's Report](#)

<https://www.cdss.ca.gov/cdssweb/entres/forms/english/lic701.pdf>

### [Effects of Lead Exposure Pamphlet.](#)

<https://www.cdss.ca.gov/Portals/9/Additional-Resources/Forms-and-Brochures/2019/M-P/PUB515.pdf>

LIC 995E - Caregiver background check process

<https://www.cdss.ca.gov/cdssweb/entres/forms/English/LIC995e.pdf>

# San Ysidro Preschool & Child Development Programs



## Preschool & Child Development Center

1880 Smythe Avenue, San Ysidro, CA 92173  
(619) 428-2352 \* (619) 428-4476 ext.3584

Office Hours  
7:30 a.m.-4:00 p.m.

## Our Preschool Sites

### ~Smythe CDC~ Preschool & Child Development Center~

*(Preschool Main Office located at this site)*  
1880 Smythe Avenue, San Ysidro, CA 92173

### ~Ocean View Hills Elementary~

4919 Del Sol Blvd., San Diego, CA 92154

### ~Sunset Elementary~

3825 Sunset Lane, San Ysidro, CA 92173

## Staff

*Julie Pretzer, Director of Child Development*

*Vivian Villanueva, Administrative Secretary II*

*Claritza Limon, Clerk*

*Sandra Ferguson, Resource Teacher*

*Claudia Uribe, Children & Family Project Facilitator*

*Esmeralda Quezada, CDC Head Start Family Support Technician*

*Rossana Balazetegui, Sunset Head Start Family Support Technician*