



EARLY LEARNING FAMILY HANDBOOK

On behalf of the
Pleasanton Unified School District
we would like to welcome your family to our
Early Learning Program.

This handbook was designed to assist families with
understanding the requirements to participate in a
State Preschool Full-Day program. We look forward to
serving you!

We are a public organization
funded by federal, state and local governments.

Pleasanton Unified School District



STEAM Preschool

Ages 2 - 5 years

Open Monday - Friday 7:30 AM - 5:30 PM

4667 Bernal Avenue

925-462-4700 (site phone)

License # 013422059



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WELCOME

The Early Learning Program is a state funded preschool program that provides subsidized full day services for eligible children ages 2 to 5 years. Our program is funded through the California Department of Education (CDE), Title 5; Early Education Division (EED). Therefore, it is our contractual obligation to follow the laws and regulations stipulated in California's State Preschool Program (CSPP) & Funding STEAM Preschool is referred to throughout the handbook as the "Early Learning Program" and is licensed through the California Department of Social Services; Community Care Licensing (CCL). All of our staff are required to understand and follow the required Health & Safety Codes, Title 22.

The rights of the licensing agency include:

- CCL has inspection authority to enter and inspect a facility without advanced notice.
- CCL has the authority to interview children or staff and to inspect and audit child or Child Care Center records, without prior consent.

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. The Early Learning Program does not discriminate in determining which children are served as defined by the Americans with Disabilities Act (ADA). The Early Learning Program welcomes and enrolls children with disabilities, makes reasonable accommodations, and works with the family to implement those accommodations for children with disabilities. This program refrains from religious worship or instruction.

The California State Preschool Program (CSPP) emphasizes inclusion, ensuring that all children, including those with disabilities, have access to high-quality, inclusive early childhood programs where they receive individualized support and can fully participate with their peers.

Specifically, high quality inclusive early childhood programs are ones that:

- Provide high-quality teaching and learning environments that support children's development and allow all children to meet high expectations;
- Intentionally promote children's participation in all learning and social activities, facilitated by individualized accommodations and differentiated interventions and instruction;
- Recognize families as collaborative partners, experts, and engaged decision-makers in their children's lives and value and treat children with disabilities and their families with respect.

Children with an IEP that outlines Specialized Academic Instruction at the PUSD IPal Preschool who have a need for full day/ full year care may be co-enrolled in STEAM Preschool. Transportation may be provided between the programs

PROGRAM OVERVIEW



Mission: Our mission is to strengthen the family unit through supporting family stability & making decisions based on the best interest of the child.

Philosophy: The Early Learning Program recognizes the importance of play in the learning process for young children. We also recognize that parents are the primary caregivers and educators of their children.

We work to empower children, promote individuality and develop strong partnerships with families while creating an environment that helps young children attain physical, cognitive, social, language and emotional achievements to be prepared for school.

Group Sizes: Adult to child ratios are planned for in advance and followed for each age group based on the Title 5 regulations.

STEAM Preschool

Room 1: 1:8
Room 2: 1:8

Confidentiality: The use or disclosure of any information maintained in the basic data file concerning children and their families is limited to purposes directly connected with the administration of the program.

Equal Access/Non-Discrimination Statement: No person will be subjected to discrimination, or any other form of illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request.

PROGRAM OVERVIEW

Dual Language Policy: Teachers use developmentally appropriate and culturally responsive instructional strategies to support the English acquisition skills of Dual Language Learner children.

- Teachers will individualize their instruction in support of the acquisition of the home language and English.
- A home language survey will be administered during enrollment to determine the child's home language and proficiency in English.
- In the classroom setting, a teacher who speaks the home language will be paired with that child at different parts of the day to support the learning, when possible.
- Depending on the age and level of development of that child would be the percentage of time teachers use the child's home language in their instruction.



Guiding Principles:

- **Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners.
- **Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.
- **Families are children's first and most important caregivers, teachers, and advocates.** Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.
- **Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.
- **Teaching must be intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.
- **Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

PROGRAM OVERVIEW

Children's Rights: The Early Learning Program is proud to support these rights for each of our students. Each child receiving services from the Early Learning Program shall have rights which include, but are not limited to, the following:

- To be accorded dignity in his/her personal relationships with staff and other persons.
- To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- To be free from corporal or unusual 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 of shelter, clothing, medication or aids to physical functioning.
- To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. Decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s) or guardian(s) of the child.
- Not to be locked in any room, building, or facility premises by day or night.
- Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

Family Engagement and Strengthening: Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

Opportunities to participate include, but are not limited to:

- Parent/Teacher conferences are held twice per year. Conferences provide an opportunity for parents to collaborate with the teacher to develop goals for their child .
- Reading to children during drop-off/pick-up.
- Assisting with meal preparation.
- Parent Education Events-Meetings provide an opportunity to learn about child development, share topics identified in the parent survey, and parenting strategies. This is a great time to network with Program staff and other parents.
- Quarterly Parent Advisory Committee meetings provide an opportunity for parents to provide input on the nature and operation of the program.
- Participating or helping at family events.
- A parent board for most up to date information including menus, schedules, disaster plans, rights and PUSD information.
- Resource information and newsletter sent monthly.
- Ready Rosie Parent Engagement Program.

PROGRAM OVERVIEW

Health & Social Services: Our goal is for families to know where to access community health and social services to meet their unique family needs.

A Family Social Service Need Request & Referral form is completed at the time of enrollment and annually thereafter. This form helps to identify the needs of both the child & family, so that the child may be successful in care and school.

Based on the results, staff provide parents with referrals to other agencies in the community. In addition, staff follow-up with parents to ensure their needs have been met.

Education Program: Our goal is to ensure all children are making progress in the domains of physical, cognitive, language and social-emotional development. Our goal is to provide a program approach that is developmentally, linguistically and culturally appropriate. A program that is inclusive of children with special needs.

We use a tool called the Desired Results Developmental Profile (DRDP) to support every child's developmentally appropriate participation in the program.

The first DRDP assessment instruments must be completed within 60 calendar days of the child's first day of enrollment in the program and every six months after that. Completing the DRDP (rating the child's development on the DRDP measures) is usually completed over two weeks; however, teachers and caregivers are expected to record observations and gather evidence on an ongoing basis.

- Assessed within 60 to 90 days from the first day of attendance & every 6 months
- Parent's input is a necessary component of this assessment
- Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children



Physical development is supported by:

- Promoting physical activity and maintaining practices that are healthy and safe
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a timely, predictable and unhurried manner
- Help children develop emotional security and facility in social relationships

Cognitive & Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play and exploration
- Providing opportunities for creative self-expression through activities such as art, music, movement and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development

PROGRAM OVERVIEW



Environment: Our goal is for each of our classrooms to provide a safe, healthy and welcoming environment that supports the broad development needs of children. We use the California Assessment Scoring System (CLASS). CLASS is an observational instrument that captures the quality of the teacher-child interactions in a classroom. In addition, we also use the CLASS Environmental tool, which focuses on whether specific items in the learning setting are present. It looks at the classroom arrangements, displays, and materials. Based on the assessment outcomes, action steps are taken for continuous quality improvement. In addition, our environments are set-up using our adopted curriculum. Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.



Nutrition Services: We are proud to partner with School Foodies to provide a daily lunch for all children enrolled in the Early Learning Programs. Meals and snacks contain food components and quantities established by the U.S. Department of Agriculture guidelines. Foods purchased and prepared at the center promote healthy choices, such as the reduction of salt, sugar, and fats, and increase of grains, fruits, and vegetables. Children are encouraged to serve themselves and try all new foods, but are never forced to eat. Active involvement in table set up and clean up allows your child to be included in all aspects of mealtime. Menus are posted in all Early Learning Centers for parents to review. Food substitutions may occur, depending on the season and availability. Substitutions will be noted on the menu. Parents, whose children have food allergies or special nutrition needs, should notify the site lead or the Family Services Specialist either at the time of enrollment or when the allergy becomes known. A Meal Accommodation Form, signed by a physician, is required for all special diets. After the Meal Accommodation Form is completed and signed, it is forwarded to the main office for approval. After the approval process, the Meal Accommodation Form is forwarded to School Foodies and substitutions will be provided by the center. In case of religious preference, the parent will complete the Meal Accommodation Form and return it to the Family Services Specialist, where it will be forwarded to the meal ordering staff for appropriate substitutions. This should be done at the time of enrollment. It is at the Program's discretion to provide meal modifications if the request for the modification is not related to a disability.

PROGRAM OVERVIEW

Food Allergy Action Plan: The Pleasanton Unified School District requires that any child with a documented food allergy have a Food Allergy Action Plan (FAAP) on file. This may include allergies that require an EpiPen prescription. PUSD must have a copy of this form in the child's file to uphold the plan. Regulations require the form to be updated annually and/or whenever a child's condition or the terms of the FAAP change. Also, you need to have a physician complete a Medical Statement to Request food accommodations.

No Outside Food: There are many children who have serious food allergies. In order to maintain a safe environment, we ask that families do not send prepared baked goods to share from home.

Staff Qualifications & Development: Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry out his or her assigned duties.

Every Early Learning Staff member holds one of the following Child development permits issued by the California Commission on Teacher Credentialing:

- Program Director
- Site Supervisor
- Teacher
- Associate Teacher

Our program makes professional development a priority. All staff attend ongoing trainings related to child development.

Continuous Improvement: Our goal is to implement an effective annual program self-evaluation process to support continuous improvement.

The process includes:

- Assessment of the program by parents using the Desired Results Parent Survey
- Assessment of the program by staff and board members using the Program Monitoring Instrument, Desired Results Developmental Profile, CLASS tools, and California's Quality and Improvement System

Based on the results goals and action steps are developed and implemented.



GENERAL POLICIES

Code of Ethical Conduct: All families must commit to demonstrate the following core standards/values during all interactions while enrolled in our program:

- Communicate effectively in a calm manner
- Be courteous
- Maintain order
- Show respect of others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each individual present in the program
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect



Violations of this code of behavior may lead to immediate termination from the program.

Safe School & Harassment Policy: These guidelines are put in place to ensure a safe and conducive learning environment for all children. Any violations of these policies will be addressed promptly and with appropriate consequences.

Zero Tolerance for Threatening Behavior: Any behavior that poses a threat to the safety, welfare, or morals of others will not be tolerated.

Strict Policy on Substance Use and Possession: No child will be released to anyone suspected of being intoxicated or under the influence of illegal substances.

Prohibition of Weapons and Dangerous Objects: The possession of any weapon, including look-alike weapons or objects designed to eject projectiles, whether functional or not, is strictly prohibited.

Condemnation of Destructive Behavior: Any behavior that involves or leads to damage of personal or real property or harm to individuals through arson, burglary, extortion, theft, vandalism, physical assault, harassment, sexual harassment, sexual intimidation, hazing, or any other form of endangerment or embarrassment, will result in severe disciplinary action.

Ban on Obscene and Profane Language: The use of obscene or profane language is not permitted within the school environment. Such language undermines the values of respect and decency that we uphold.

The Early Learning Program requires the parents of enrolled children at all times, to behave in a manner consistent with decency, courtesy, and respect. One of the goals of our program is to provide the most appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment is not only the responsibility of the employees of the Early Learning Program but is the responsibility of each and every parent or adult who enters the site. Parents are required to behave in a manner that fosters this ideal environment. Parents who violate the Parent Code of Conduct will have their care terminated.

GENERAL POLICIES

Suspected Child Abuse: Our staff are mandated reporters. The safety and well being of your child always comes first. State law requires that staff report known or suspected instances of a child abuse to Child Protective Services or to local police officials. This abuse includes physical abuse, sexual abuse, emotional abuse or neglect.

Per Department of Social Services, Community Care Licensing, Title 22 regulations, a child's file is available for review by the Department of Social Services and that representatives from these agencies may privately interview a child without prior parental/guardian permission. In addition, law enforcement may request information listed in a child's file and may privately interview that child if necessary.

Clothing & Items from Home: Your child will be very active during classroom activities and should dress in comfortable and washable clothes. Shoes must be worn at all times and athletic shoes are highly recommended.

Each child has a cubby with his/her name on it. Please label all your child's jackets, bottles, water bottles, and anything else personal. Please send a change of clothes for your child in case of a spill or accident.

Please discuss your ideas for sharing home materials with us ahead of time. Toy guns and knives are not allowed in the program. We are not responsible for any lost or damaged personal items.

Telephone Calls: In the event you need to contact STEAM, please call the main phone number at (925) 462-4700. Please feel free to leave a message if no one is available.

Biting: Biting is very common among groups of young children, for various reasons. Understanding why the young child bites is the first step in preventing biting as well as teaching the child alternatives to biting.

The following steps will be taken if a biting incident occurs at school:

1. The biting will be interrupted if possible, with a calm, firm, "Biting hurts. We do not bite people."
2. The child who was bitten will be comforted. The wound will be cleansed with soap and water and ice will be applied.
3. The child who bit will be reminded that biting hurts. When developmentally appropriate, the staff will help the child empathize with the hurt child by saying things like, "Look your friend is crying/hurt: let's get an ice pack to make him/her feel better."
4. The family of both children will be notified in writing of the biting incident. One copy of the Incident Report will be kept in each child's file. The names of the children involved will be kept confidential.

If you or someone in your family wants to learn different ways to guide and discipline your child or to handle anger without hurting your child, please talk to us.



GENERAL POLICIES

Open Door Policy: You may visit your child's classroom unannounced to observe your child at any time during operational hours. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program.

If you plan to volunteer, you will be required to fill out a PUSD Volunteer Clearance Form. Parents volunteering in the center must have a recent tuberculosis clearance, immunization & background clearance on file.

Child Supervision: Staff actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.

Supervision is everyone's responsibility, so in addition to our staff, parents must also use active supervision techniques to ensure our environments are safe.

Discipline & Guidance: Rules and limits are set to keep the children safe and help them get along with other children and adults. Positive methods of guidance and re-direction is used with a big focus on social-emotional development to help children gain social skills that allow them to relate and communicate with others in a healthy way.

Our staff works to build a positive relationship with every child. Every effort will be made to handle discipline problems through redirection, problem solving, re-arrangement of the environment, and staff - parent collaboration. Open-communication with each other is key. Additionally, a child's developmental level will be a significant factor in determining the appropriate method of guidance. In guiding a child to develop self-control, staff gives special consideration to reinforcing the child's self-esteem through positive affirmation of each child's unique qualities. The teachers and staff set reasonable limits for indoor and outdoor play.

Toileting: If your child is not independently toileting, when developmentally appropriate, our staff will work with you to set bathroom goals, expectations and routines. In partnership with you, we work toward getting your child to be independent in the bathroom. If an accident occurs, we will support them to change into clean clothing. Please make sure that you bring a fresh change of clothing the day after an accident occurs in class.

Parents must:

- Ensure gate and door is closed and secured.
- No Cell Phone policy when dropping off/picking-up your child. This can be distracting. Give your child your undivided attention.
- Ensure your child is signed in and out every day with your **full legal signature** and exact time.
- Hold your child's hand in the parking lot.
- Encourage children to follow safety rules.
- Report safety and supervision concerns to staff immediately.

There are three basic guidelines we use in all situations:

- We are safe in our play and interactions.
- We are respectful of each individual and the environment.
- We are friendly.

There will be no use of corporal punishment or violation of personal rights. We do not spank, punish or threaten our students. Children are not allowed to hurt themselves, staff, or other children.

GENERAL POLICIES

Daily Health Screening & Exclusion: In order to help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival. No child shall be accepted without contact between staff and the person bringing the child. The person bringing the child must remain until the health check has been completed and the child is accepted. Children will be excluded from the program if:

1. Gastro-intestinal nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
2. Throat and neck redness, spots, sore throat, infected tonsils, swollen glands
3. Eyes discharge and/or redness
4. Skin rashes, spots, eruptions, etc.
5. Areas of live lice on the scalp.
6. Nose and ears discharge with symptoms such as fever, coughing or other symptoms
7. Temperature fever over 100 degrees F within the last 24 hours
8. The child is lethargic or appears generally unwell
9. A child with certain communicable diseases (examples: Measles, Streptococcal Infections, Polio, Impetigo, Scarlet Fever, Scabies, Whooping Cough, Ringworm) must be kept at home. Parents should notify the program if their child has been exposed to a contagious disease. Likewise, the program will notify parents in the event of exposure via the program.

A doctor's note may be needed **if** the child's illness is particularly severe or contagious. Your child will not be allowed to stay at school if he/she does not have a clearance note.

If a child is sick, the parents/guardians will be called by the program and asked to pick up their child. Sick children are to be picked up within 45 minutes of notification by the program. Sick children will be isolated from the other children until they are picked up. It is required that children remain at home at least 24 hours after their fever has broken without the use of medication to reduce the fever or relieve symptoms of the fever.

Chronic Health Conditions: The Pleasanton Unified School District requires that any child with a chronic health condition work with District nurses to determine a Health Plan. Such conditions include asthma, diabetes, and/or any chronic illness that has been diagnosed by a licensed health care practitioner.

Medication: In the event that your child needs to take medication, a staff member may only give it to your child if your doctor provides written instructions. If your child is taking prescribed medications that must be given during class, you and your doctor must complete and submit an authorization form first. Please see the Pleasanton Unified School District Website for a copy of the Prescription or Over the Counter Medication Consent Form.

Medications must be in the original container with your child's name on the pharmacy label. Always give medications directly to the staff and do not leave it in your child's bag.



GENERAL POLICIES

Children with Disabilities /IEP/ IFSP Compliance:

The Early Learning Program is committed to providing disabled children with the opportunity to participate in, and benefit from, the program. In compliance with its obligations under Section 504, the Program does not discriminate against otherwise qualified disabled children in the provision of its program. The Early Learning Program will make reasonable accommodations to its program to accommodate otherwise qualified disabled children, unless such accommodations would impose an undue burden on the operation of the Program, or would alter the fundamental nature of purpose of the Program.

Insurance: The Early Learning Program takes appropriate steps to protect your child from injuries. Even so accidents can happen while participating in normal activities that take place at the program.

The District does not provide insurance to cover student accidents or injuries while the student is at school, going to or from school, or while attending District-sponsored activities. Optional insurance may be purchased by parents/guardians through an independent provider.

Custody Matters: The Early Learning Program offers support to all of our students and their families. Custody disputes between parents over children will be handled with the safety and well-being of the children involved as the priority at all times.

Court Orders: The Early Learning Program staff are prohibited from keeping a biological parent away from a child without a court order. Signed and endorsed field court orders, visitation schedules or any other court document must be provided to the Family Services Specialist prior to the first day of attendance. The Family Services Specialist will determine procedure and then inform the staff. Our staff can only adhere to the last document received from the parents. If there is a dispute regarding pick-up or the order, we will attempt to call each parent/guardian first before involving local authorities.

Outside Consultants: The program does utilize the support from a variety of outside consultants. The consultants provide specialized training for the site staff. Consultants have included Early Education Pyramid Model Coaches and Inclusion Specialists

Additionally parents who have privately contracted with specialized therapists i.e. speech and language therapist, ABA aide, behavior therapists (BTs), may arrange these services including observations and therapies to be provided onsite as needed. Please contact the program director to make these arrangements.

Photography: The Early Learning Program takes photos and or videos during special events and to document a child's developmental process. If for any reason, you have a concern regarding your child's picture/video, please talk with the Site Lead.

Holiday Celebrations: Our holiday policy encourages an enhanced understanding of and respect for different cultures and beliefs of children, families, staff, and community We offer meaningful and age-appropriate celebrations that provide the opportunity to learn about the diverse cultures in our community. We know that families can be overwhelmed by the excitement and pressure of holidays; therefore, we emphasize calm, understated expressions of celebration. We hope to give families some respite from the commercialism which has grown up around some major holidays. We know that most cultures celebrate similar milestones at similar times of year; therefore, we focus on balancing dominant and non-dominant celebrations and traditions, which enriches children's awareness of their world. We are an inclusive community where every family is welcome to celebrate together.

GENERAL POLICIES

Sun Protection: Excessive sun exposure as a child can lead to skin cancer later in life. Avoiding sunburn lowers the risk of skin cancer now and in the future. To limit your child's exposure to harmful UVA and UVB rays, we recommend that parents:

1. Complete the "Permission to Use/Apply" form at enrollment.
2. Apply a broad-spectrum sunscreen to all exposed skin before bringing your child to school - remember to apply sunscreen to the scalp, ear tips, the tops of the feet and the back of the neck.

Air Pollution: If the Bay Area Air Quality Management District notifies us that there is a smog or air pollution alert, we will limit children's outdoor and physical activity as a precaution or as recommended.

Adverse Weather / Temperature Policy: A draft-free temperature of 68°F to 75°F will be maintained at thirty to fifty percent relative humidity during the winter months. A draft-free temperature of 74°F to 82°F will be maintained at thirty to fifty percent relative humidity during the summer months. All rooms that children use will be heated and cooled to maintain the required temperatures and humidity.

Playing Outdoors: Children will play outdoors when the conditions do not pose any concerns for health and safety such as a significant risk of frostbite or heat-related illness. Educators must protect children from harm caused by adverse weather, ensuring that children wear appropriate clothing and/or appropriate shelter is provided for the weather conditions. Weather that poses a significant health risk includes wind chill factor below -15°F (-26°C) and heat index at or above 90°F (32°C), as identified by the National Weather Service (NWS). Weather-related and air quality conditions will be monitored through several media outlets, including local e-mail and text messaging weather alerts.

Field Trips: Field trips have an educational purpose that are incorporated into the classroom activity plans prior to going on the trip as well as after the field trip occurs. Children are only allowed to participate in field trips with parent's written consent. We walk when it is short distances. Notice and a "Route Map" will be posted and staff will carry a cell phone. In all cases some staff and children will remain on site. Parents are always welcome to join us on walks. Ratios are always maintained when walking with the children.



GENERAL POLICIES

Birthdays: We will always recognize your child on their special day, if a birthday celebration is your family's custom. A typical birthday celebration could involve child created birthday cards, a birthday crown, singing during snack time, and other recognition. While we do not allow outside food, you may bring a small goodie bag or trinket. Pencils, erasers, stickers are always enjoyed. Please note, should you want to bring goodie bags, you must bring one for every child enrolled at the site. Please consult with the site lead who can provide the enrollment number and give suggestions.

Birthday Invitations & Social Events

To foster an inclusive environment and minimize classroom disruptions, staff members are not permitted to distribute or assist with the delivery of birthday party invitations or other personal social announcements. We strive to ensure every child feels included during the school day, and distributing invitations in class can unintentionally lead to hurt feelings for those not invited. We appreciate your cooperation in keeping our learning environment focused on education and ensuring that every student feels like a valued member of the Kids Club community.

Guidelines for Families

Off-Campus Distribution: All invitations should be handled outside of school hours and off school property. This includes digital invitations, mail, or hand-delivery at a student's home.

Privacy Matters: To protect family privacy, the school cannot provide class lists, home addresses, or parent contact information for social purposes.

Inclusive Invitations: Even if you are inviting an entire class or a specific group (e.g., all boys or all girls), we ask that you still use private channels for distribution rather than bringing materials to the classroom.

GENERAL POLICIES

Emergencies/Accidents: Staff are trained to administer CPR and First Aid. If your child is hurt during the day, staff will administer first aid and provide an injury/incident report.

We have to know how and where to reach you at all times. In the case of an accident, emergency numbers are accessible to all staff. In case of injury to your child, the information on your child's emergency form will direct us on what to do. Please keep the information current. It is the parent's/guardian's responsibility to update emergency form information when there are changes. This information can be updated at ANY time on the the parent's HUBBE account. Please refer to <https://alameda.sishubbe.com/Parents/PUSDEE>.

In the event that the parents or emergency contacts cannot be reached, the child will be taken to the closest hospital for immediate attention. Continued efforts will be made to reach parents and emergency contacts

If a parent or emergency contact is unavailable for transport, transportation for the child will be by ambulance. Staff cannot transport children under any circumstances. Transportation by ambulance will be the financial responsibility of the parent/guardian.



Disaster Preparedness: Safety is our first priority. An emergency plan is posted in the classroom and emergency drills are conducted monthly. In the event of a major catastrophe, (i.e. earthquake, fire) the children will be evacuated (when it is safe) to the school field. After the children are accounted for, it will be determined whether the building is safe for occupancy. If the children and staff are ordered to go somewhere else for safety, notes on their location will be posted.

In case of a major disaster, parents should know:

1. All staff will remain with children.
2. Staff have current First Aid and CPR training.
3. An updated emergency plan is posted at each location and is reviewed on a regular basis.
4. Programs have monthly drills – fire, earthquake, or intruder/lockdown.

PROGRAM OVERVIEW

Daily Schedule: The Early Learning Program schedule is posted on the Parent Information Board in each classroom. Below is a Sample Daily Schedule for a full day at **STEAM Preschool - Room 1**.

7:30 - 8:30	Children arrive & teachers greet families
8:30 - 9:00	Free choice - indoor/outdoor curriculum
9:00 - 9:30	Morning snack offered
10:00 - 10:30	Morning group gathering
10:30 - 11:30	Small groups, creative curriculum based activities
11:30 - 12:30	Outdoor Play
12:30 - 1:00	Lunch Time
12:45	Nap/rest time begins
12:45 - 2:00	Non-nappers quiet activities offered
2:45 - 3:30	Rest time ends - afternoon snacks and small groups
3:30 - 4:15	Afternoon group gathering
4:15 - 5:00	Together time, all STEAM outdoor activities
5:00 - 5:30	Clean up & goodbye

Each day a variety of indoor/outdoor activities are offered, including, but not limited to;

- block building and creating, science and explorations,
- Imaginative play, child-directed art,
- outdoor play,
- sensory activities,
- cooking projects.

Children are also free to play on their own, look at books, enjoy quiet time, or just sit alone.

Children are checked, diapered or use the potty according to each child's individual needs throughout the day.

Children lay down for a nap when they finish lunch.

Handwashing occurs upon entering the class each morning, after each bathroom check, before and after each meal, upon returning to the class from outside play, as well as whenever else necessary.

PROGRAM OVERVIEW

Daily Schedule: The Early Learning Program schedule is posted on the Parent Information Board in each classroom. Below is a Sample Daily Schedule for a full day at **STEAM Preschool - Room 2**.

7:30 - 8:30	Children arrive & teachers greet families
8:30 - 9:00	Morning Group gathering
9:00 - 9:30	Free choice - indoor/outdoor curriculum
9:30 - 10:30	Morning snack, small groups, creative curriculum based activities
10:30 - 11:30	Outdoor Play
11:30 - 12:00	Lunch Time
12:15	Nap/rest time begins
1:30	Non-nappers quiet activities offered
2:30 - 3:30	Rest time ends - afternoon snacks and small groups
3:30 - 4:15	Afternoon group gathering
4:15 - 5:00	Together time, all STEAM outdoor activities
5:00 - 5:30	Clean up & goodbye

Each day a variety of indoor/outdoor activities are offered, including, but not limited to;

- block building and creating, science and explorations,
- Imaginative play, child-directed art,
- outdoor play,
- sensory activities,
- cooking projects.

Children are also free to play on their own, look at books, enjoy quiet time, or just sit alone.

Children are checked, diapered or use the potty according to each child's individual needs throughout the day.

Children lay down for a nap when they finish lunch.

Handwashing occurs upon entering the class each morning, after each bathroom check, before and after each meal, upon returning to the class from outside play, as well as whenever else necessary.

SELECTION & ENROLLMENT PROCESS

Waiting List:

The program has limited openings for eligible families. The first step to access center-based program services is to be placed on our waiting list. Children with disabilities are encouraged to apply.

Families are placed on a waitlist for services and are enrolled following admission priorities outlined by the California Department of Education.

Child Admission Priorities for Full Day CSPP:

5% of preschool enrollment is set aside for children with disabilities.

- NOTE: A family must also meet the need criteria. Only the child in the family who has a disability may be enrolled within this enrollment category.

For 95% of preschool enrollment when an opening is available, we access the waiting list and contact families based on the following program Admission priorities:

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.

Second: Once the needs set-aside is filled, children with disabilities from income eligible family AND family meets a need criteria. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten AND family meets need criteria. Prioritize children with the lowest income ranking first. If 2 or more children are within the same ranking, prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Family income is not more than than 15% above income threshold AND family meets a need criteria (limited to 10% of funded enrollment, excluding children with disabilities) Prioritize as follows: children with disabilities in income ranking order, then children in income ranking order

Fifth: Family meets eligibility criteria, but does not meet a need criteria. Prioritize based on income ranking order.

Sixth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

Maximum Monthly Income for 2nd, 3rd and 5th Priorities:

Family Size	Total Countable Monthly Income
1-2	\$8,376
3	\$9,476
4	\$11,337
5	\$13,151
6	\$14,965
7	\$15,305
8	\$15,645

Maximum Monthly Income 4th Priority

Family Size	15% Above SMI
1-2	\$9,632
3	\$10,897
4	\$13,308
5	\$15,124
6	\$17,210
7	\$17,601
8	\$17,992

SELECTION & ENROLLMENT PROCESS

Step 1: Learn How to Apply

Please contact the Family Services Specialist at enrollment-eel@pleasantonusd.net or call (925) 462-0830.

Families screened & selected for potential enrollment from the waiting list will be asked to complete the orientation process and submit documentation to verify eligibility for services.

Step 2: Complete Documentation

Complete forms, gather documents listed on the checklist & complete documentation. The enrollment analyst will schedule an appointment with you once your documentation is complete.

Note: If you do not contact us within 2 weeks of being screened from the waiting list, you will not be eligible to apply for this enrollment period.

Step 3: Verify Eligibility

Attend in-person appointment with Enrollment analyst. Please note that you will be turned away if your packet/information is not complete at the time of your appointment.



PARTICIPANT QUALIFICATIONS & CONDITIONS

Certification of Eligibility:

Enrollment into the preschool program is determined by specific family eligibility criteria. In addition, a child's parent must live in California. Family's complete a certification process at initial enrollment and remain eligible to receive services for not less than 24 months.

If the eligibility period ends before the end of a program year, services will be extended until the start of kindergarten, as long as the child is age-eligible.

Family Data File: A family data file is maintained for each family receiving services. When a child's residence alternates between the homes of separated or divorced parents eligibility must be determined separately for each household in which the child is residing during the time services are needed.

Proof of Residency

Determination of eligibility shall be **without regard** to the immigration status of the child or the child's parent(s), unless under a final order of deportation from the United States Department of Homeland Security.

- Must live in California
- Families experiencing homelessness shall submit declaration that they reside in California
- Any evidence of a street address or post office address in California, including the 4 digit zip code extension

If enrolled as residing in an approved neighborhood school boundary, Proof of Residency is required:

- Verified residency within approved neighborhood school boundary
- Utility bill
- Property tax bill
- Voter registration
- Government agency letter
- Rental or lease agreement with Landlord's info
- Employment pay stub
- Documentation that a contractor reasonably relies upon to prove a family's residency

Family Language Survey

Identification of your child as a dual language learner in CSPP means that your child will benefit from additional support from the program in order to develop their home language and English language skills. This identification will serve them only in preschool and is different from any identification process or program supports a child might receive as an English learner in Transitional Kindergarten or Kindergarten.

Child with Disability

If your child has a disability, the file must contain the following documentation in order for us to best serve your child:

- Individualized Education Program (IEP)
- Individual Family Service Plan (IFSP)



PARTICIPANT QUALIFICATIONS & CONDITIONS

Eligibility Criteria:

Participants must provide documentation of eligibility in 1 or more of these eligibility categories:

Child is Recipient of Child Protective Services or Child Identified as At-Risk

- Self-Certification of Income **AND**
- Referral Letter

Child with Disability

- Self-Certification of Income **AND**
- Individual Family Services Plan (IFSP) **OR**
- Individualized Education Program (IEP)

Family Experiencing Homelessness

- Self-Certification of Income **AND**
- Referral Letter **OR**
- Parental Declaration of Homelessness

Approved Neighborhood School Boundary

- Self-Certification of Income **AND**
- Verification of Home Address (Example: Utility bill | Property tax bill | Voter registration | Rental/lease agreement | Government agency letter | Pay stub)

Receiving Benefits from Governmental Program

CalWORKS, Medi-Cal, CalFresh, California Food Assistance, California Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Food Distribution Program on Indian Reservation, Head Start or Early Head Start.

- Enrollment Documentation, such as Notice of Action | Receipt of Aid | Verification of Benefits **AND**
- Copy of Governmental Program Application **OR**
- If not available, Self-Declaration of Income as declared on the program application

Income Eligibility:

Guardian or Foster Parent(s):

- Documentation of Monthly Income (For child and their related siblings)

Biological or Adopted Parent(s):

- Authorization to Release Employment Information (if applicable) **AND**
- Parent Notification: Requirement to Report Income Over Threshold
- Documentation of Monthly Income (ALL sources for ALL parents in family)

Regular & Steady Income: Total countable income from either month of the 2-month window immediately preceding certification

Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding certification



Participants whose eligibility is based on income must notify our office **within 30 days** if income, at any time exceeds the maximum income threshold

Family Size	CSPP 100% of SMI	CSPP 15% above SMI
1-2	\$8,376	\$9,632
3	\$9,476	\$10,897
4	\$11,337	\$13,038
5	\$13,151	\$15,124
6	\$14,965	\$17,210
7	\$15,305	\$17,601
8	\$15,645	\$17,992
9	\$15,985	\$18,383
10	\$16,665	\$18,774
11	\$16,325	\$19,165

PARTICIPANT QUALIFICATIONS & CONDITIONS

<p>Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.</p>	<p>Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.</p>
<ol style="list-style-type: none"> 1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain 	<ol style="list-style-type: none"> 1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants 19. Basic Allowance for Military Housing (BAH) when part of compensation. (Note: Contractor must obtain written approval from the Department prior to waiving)

Note: Verified child support payments paid by the parent whose child is receiving child development service may be subtracted from family's countable income

PARTICIPANT QUALIFICATIONS & CONDITIONS

Need for Services:

In addition to meeting the eligibility criteria, for Full-Day programs most Parents must meet at least 1 need criteria, with the exception of a few scenarios.



Need Exceptions:

State Preschool child enrolled within the 5th or 6th admission priority is not required to have an established need for services

Need Forms:

<https://alameda.sishubbe.com/Parents/PUSDEEL>

Need Criteria:

Based on the following need criteria, **see the applicable Need Form for further guidance** on what documentation is required:

- Child Protective Services Referral Letter
- At Risk Referral Letter
- Employment Verification
- Declaration of Self-Employment
- Request & Plan to Seek Employment (Max 5 days per week, for less than 10 hours per day)
- Training Verification (Training leading to a vocational goal & must make adequate progress. In addition, services are limited for up to 6 years from the date participant starts classes or until participant reaches 24 units after the attainment of a bachelors degree)
- Educational Program Verification (English Language Learner, High School Diploma or High School Equivalency Certificate. In addition, services are limited for up to 6 years from the date participant starts classes)
- Request & Plan to Seek Permanent Housing (Max 5 days per week, for less than 10 hours per day)
- Homelessness Referral Letter (Max 5 days per week, for less than 10 hours per day)
- Statement of Parental Incapacity (Max of 50 hours per week)
- No Established Need: Parent Request form (For a child enrolled within an admission priority) that does not require a parent to have an established need for services. 10 hour per day limit)

PARTICIPANT QUALIFICATIONS & CONDITIONS



Determining a Child's Schedule:

Services are available when:

- Parent meets a need criteria that precludes the provision of care & supervision of their child for any part of the day
- No parent in family available & capable of providing care during time care is requested
- 2 parent family – Care is approved when neither parent is available to care for the child
- Supervision of the child is not otherwise being provided during scheduled time at:
 - School-age public educational program
 - Private school
 - Early learning & care services

Services will be approved based on verified need documentation and/or the program limitations, whichever is less.

- **Consistent Schedule:** Certified schedule will be based on the verified number of days & hours, or total number of hours parent consistently or expects to work each week
- **Variable Schedule:** Certified schedule will be based on the highest number of hours worked in any given week within the two-month window preceding certification, OR if there is no work history, the highest number of total hours per week the employer expects the parent to work

Travel time only applies to parents who are working or in school. Our agency requires a written request for any travel time beyond 30 minutes before and after. To determine the maximum authorized drive time, divide the work or school hours day by 2. Travel time can not be more than 4 hours/day (2 hours each way). And, not more then the time from the child's care site to work or school and back.

Sleep time is available for parents who work between the hours of 10 PM and 6 AM. The allowed sleep time can be equal to the authorized work and travel time between 10 PM and 6 AM. Please note that sleep time is not automatic and must be requested in writing.

PARTICIPANT QUALIFICATIONS & CONDITIONS

Right to Voluntarily Report Changes:

Once eligibility & need have been established a participant may keep their current service level, no matter if there are changes in their family. The only exception is if a participant's eligibility is based on income & the family's income exceeds the maximum income threshold for ongoing eligibility (See Eligibility section for maximum)

If a participant needs to change their service level during their certification period the following must be submitted:

- Request to Change Services Form **and**
- Documentation to support the request

After receipt of this form & documentation to support the requested change, our office will issue a Notice of Action within 10 business days indicating the outcome of your request.

No other changes will be made to your service agreement, other than the requested change(s).



REQUEST TO CHANGE SERVICES: CENTER-BASED

This form is used for the purpose of voluntarily reporting changes during a family's certification period.

Note: After receipt of this form & documentation to support the requested change, our office will issue a Notice of Action indicating the outcome of your request. No other changes will be made to your service agreement, other than the requested change(s).

REQUEST TO CHANGE SERVICES

I am voluntarily reporting changes in order to:

- Reduce my family fees
- Disenroll from the program due to no longer needing services
- Change my service schedule (days and/or hours of service) as follows:

Effective Date:	Child(ren):
Days & Hours Requested	
Consistent or Variable Child Schedule:	
Child Non-School Days & Hours:	
Child School Days & Hours:	

REASON FOR REQUEST & SUPPORTING DOCUMENTATION

Change in Income Income documentation (all sources): <input type="checkbox"/> Regular & Steady Income: Total countable income from either month of the 2-month window immediately preceding <input type="checkbox"/> Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding <input type="checkbox"/> Employment Income Verification Release	Change in Family Size <input type="checkbox"/> Increase in family size: Documentation connecting the parent to the new child, such as a birth certificate <input type="checkbox"/> Decrease in family size: In writing, indicate the individuals first & last name, along with reason-
Change in Need Employment Verification Training Verification, including Class Schedule Educational Program Verification, including class schedule Request to Actively Seek Employment Statement of Incapacity Request to Seek Permanent Housing	Child Started/Changed School In writing, indicate the child(ren) name, school name & school hours -
Disenrollment of Services In writing, indicate the reason for disenrollment, name(s) of child(ren) that no longer need services & the last day services are needed -	

My signature below, acknowledges my right to voluntarily report the change(s) listed above & that I understand I have the right to continue bringing my child to care based on the original certified service level. If I am requesting a decrease to my certified schedule, I understand the new schedule would replace my current schedule, and if I choose to increase my certified schedule at a later time, I will be required to provide additional documentation. I swear under penalty of perjury, to the best of my knowledge, that the above information is true & correct.

Parent/Guardian Printed Name _____ Signature _____ Date _____

Courtesy of MonarchLink.com

Please notify your Enrollment Specialist if your address or telephone number changes at anytime to ensure we are able to contact you.

Family Fees:

Some families enrolled in the program may have a family fee based on their total countable income, family size and certified hours of care. Fees are determined using the family fee schedule approved by the California Department of Finance.

Family fees are assessed according to the child who uses the most monthly hours of care regardless of the number of children enrolled on the program.

Assessment:

Family fees are only assessed at:

- Initial Certification
- Recertification
- Voluntarily request to have fees re-assessed
 - **Decrease:** Effective on the first day of the month that follows the NOA issue date
 - **Increase:** No increase during certification

Full-time monthly fee when services are approved for 130 hours or more per month

Part-time monthly fee when service are approved for less than 130 hours per month

Fees CANNOT, under any circumstances, be recalculated based on a child's actual attendance.

Exemptions:

The following are exemptions:

- A family, whose income level is less than the first entry on the family fee schedule
- Families with children receiving child care and development services from Part -Day State Preschool (CSPP) or severely disabled CHAN programs
- Families receiving CalWORKs cash aid
- Families with children that have been identified as being at-risk or who are receiving Child Protective Services may be exempt from paying fees for up to 12 months if the referral determines the fee waiver to be necessary

PARTICIPANT QUALIFICATIONS & CONDITIONS

Payment:

Payments are due by the 15th of the month in advance of services. Family fees may be paid via Hubbe.

When the program cannot meet all of a family's needs for child care, families may receive a credit for payment made for child care services to another service provider. To receive credit, submit within 30 days of making payment:

Payment record (receipt or cancelled check) that includes:

- provider's name
- child name
- total paid
- payment date
- rate of payment, &
- dates of services provided

NOTE: Fee credit is applied to next fee billing period. In the event that payment to the other service provider is more than the fee amount, the remaining amount will NOT carry to the next billing period

NOTES: When a family's child is assigned both a School & Vacation schedule, families will be assessed both a monthly part & full time fee.

Delinquent Fees:

Family fees are considered delinquent after 15 calendar days from the due date and a Notice of Action is sent at that time. Families with a delinquent fee plan from previous past due fees must continue to make payment according to their Plan for Payment of Delinquent Fees in addition to their current fees.



We can accept a REASONABLE REPAYMENT PLAN from the CSPP participant for payment of delinquent fees.

We will continue to provide services to the child, provided the participant pays current fees when due & complies with the provisions of the repayment plan.

ATTENDANCE

Attend today, achieve tomorrow
Your child's regular attendance matters...



Infant/Toddler

Time to develop stable, nurturing relationships. A healthy attachment base is the cornerstone for life long learning.



Preschooler

Time for building the social, emotional, cognitive & language skills necessary for school readiness.



Elementary

Time to develop reading skills needed to transition from "learning to read" to "reading to learn"



Middle or High Schooler

Time to develop strategies to become independent, build future dreams & habits for college and/or the workforce.



Adult

Time to land a great job. Good attendance, dependability & work ethic are valued above all other soft skills.

Absent 2 days per month = Absent 24 days per year
= Your child's learning is 1 month behind their peers!

Don't let your child miss-out on the skills needed to be successful in school & life

Attendance Expectations/Policy:

Children are **expected to attend child care based on their certified schedule** determined at certification. Your child must arrive at or after your contracted hours.

A family may be disenrolled from the program for abandonment of care.

Regular and consistence attendance is important. It allows the family to maximize the benefits of the child's early learning and care experience.

Unnecessary disruptions in services can stunt or delay social-emotional & cognitive development while safe, stable environments allow young children the opportunity to develop the relationships & trust necessary to comfortably explore & learn from their surroundings.

By making your child's attendance a priority, you will be taking an important step in supporting your child's school success, and setting a good example.

Attendance



Program Operating Dates and Closures

The Early Learning Program operates a twelve month, year-round program. Enrollment is continuous until such time services are terminated or the child ages out of the program. Families will be notified of any change in this schedule with 30 days written notice.

The Early Learning Program closes on scheduled holidays in accordance with the District's operating calendar. A schedule of dates the Program will be closed is provided to enrolled families each year via email. In addition the program will post a reminder notice, and the calendar is available at any time on our website.

Here is a list of the days we are generally closed:

Independence Day Holiday	Depends on day of week for July 4th
Labor Day Holiday	Monday in September
Veteran's Day Holiday	Depends of day of week for November 11th
Thanksgiving Holiday	Generally the Wed-Fri of Thanksgiving Week
Winter Holiday	Usually the week in between Christmas and New Year's, but depends on the days of the week
Martin Luther King Jr. Holiday	Monday in January
Lincoln's Day Holiday	Monday in February
President's Day Holiday	Monday in February
Spring Break Holiday	Changes every year according to CSEA Negotiations
Memorial Day Holiday	Monday in May
Juneteenth Holiday	Day in June

ATTENDANCE

Sign In & Out Procedures: Parents or authorized adults must sign their child in and out every day, using their **full legal signature**. Arrival and departure times are also required daily. Each child must be accompanied into the room by an adult.

Staff will only release children to adults listed on the Emergency Card listed in HUBBE unless the parent has notified the staff in advance and **in writing** that another adult is authorized to pick the child up. If a parent or legal guardian requests that one of the child's parents not be allowed to remove their child from the center, a court order will be required. Otherwise, all parents who can provide proper identification will be allowed to pick their child up from the center.

Reporting Absences & Late Arrivals: When a child is absent from regularly scheduled care at any time during the month the participant or staff member must record on the attendance record the date(s) of absence, description of absence, and sign sheet with **full legal signature**. This must be done in writing and include child's name, date of request, date(s) of absence and reason for absence.

Planned: In the event that a child has a planned absence or late arrival advance notice is required to be given to the staff.

Unplanned: In the event that a child is absent or will be late on a contracted day, parent/family is responsible to contact the center by 8:00am.

Absence Policy:

Best Interest Days (maximum of 10 days per program year between July 1-June 30; except for children enrolled due to protective services or at risk)

Parent determines that another activity is better for the child to attend, such as:

- Visiting relative or close friend
- Vacation time with family
- Child attending a party
- Family moving
- Religious observance, holiday or ceremony
- Personal or family business

Unexcused Absences (maximum of 3):

- Didn't feel like coming to school
- Sleeping in (Parent or Child)
- 10 Best Interest days have been used up
- After 3 unexcused absences your child will be terminated from the program

Excused Absence:

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
- Appointment due to illness of child or parent/guardian, which includes doctor, dentist, mental health
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Absences related to a child's disability, including services outlined in the child's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)

ATTENDANCE

Family Emergency:

A family emergency is defined as an unplanned situation of a temporary nature that may prevent a child from attending the program. Acceptable circumstances include, but are not limited to:

- Court appearance
- Death, accident or hospitalization of a family member
- Illness or quarantine of sibling
- No transportation
- Utility emergencies impacting the household (e.g., loss of power, water, or gas)
- Severe weather conditions or disasters directly affecting the household, including fire, flood, or shelter-in-place orders
- Extreme family crises, including but not limited to: Loss of housing, domestic violence, being a victim or witness to a crime, or community concerns that make it unsafe for the child to participate in the program

Abandonment of Care:

The program does not allow families to be enrolled in a program if they are not using services. Your child(ren) will be disenrolled when there has been no communication with the center for 30 consecutive calendar days.

Late Pick-Up Procedure: Late pick-ups are assessed according to your Service Agreement times. When a parent finds it impossible to pick up his/her child(ren) by their scheduled pick-up time, it is the parent's responsibility to:

- Contact an authorized adult designated on the emergency card.
- Inform the authorized adult that the child must be picked up.
- Notify the Early Learning Program of the action taken.

Parents should list a minimum of two people who are in our local area that they authorize to pick up their child(ren) from the program on their child's Emergency Form.

Only three late pick-ups are permitted in any 12-month period. A late pick-up may happen occasionally, but we do not expect it to become a regular occurrence. After three late pick-ups have been documented, we will have a meeting with your family, the Early Education Lead, and Family Services Specialist to brainstorm alternative pick-up options. After these options have been implemented, and a child is still picked up after their contracted times, Early Learning Program services may be terminated.

After Center Closure Late Fee:

The late fee is \$5.00 within the first five minutes of arriving after the 5:30 pm center closing time. After the first five minutes, the fee will be \$2 per minute. This fee will be charged to your HUBBE account. The late pick up fee is charged on a per child basis.

If we have been unable to reach a parent/guardian or the emergency contacts you have listed and your child has not been picked up by 6:00 p.m the Early Learning Program will call the Pleasanton Police Department and the Child Protective Services of Alameda County.

DISENROLLMENT

Family Request to Disenroll:

When a family chooses to disenroll from the program, they are required to notify the program in writing at least 2 weeks in advance of the last day of attendance.

Agency Disenrollment Policy:

Families will be issued a notice at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program. **The program may deny services or disenroll a family without two weeks written notice for any of the following reasons, which include, but are not limited to:**

- Falsification or providing misleading information or inaccurate documentation
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive
- Failure to provide current and correct information at the time of certification or recertification
- Failure to complete the recertification process within the designated 50 day recertification period
- Family income exceeds the maximum income threshold
- Parent changes residency outside of California as reported by the parent
- Non-compliance of agency policies. Parent must follow their specific issued schedule on NOA. Failure to follow schedule may result in disenrollment.
- Abandoned child care for 30 consecutive calendar days without notice
- Failure to complete or falsification of sign-in/out sheets accurately and on a daily basis
- Threatening, yelling, cussing or acting unethically towards any staff member.
- Violation of the Safe School & Harassment policy. Our office and centers are alcohol, drug and weapon free zones
- Unavailability of program funds. If it is necessary to displace families due to funding, families will be displaced in reverse order of Enrollment priority.



GRIEVANCE / COMPLAINT PROCEDURES

Complaints Regarding Program Staff:

Program staff work to ensure that you and your family have a positive experience in the program. If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws/regulations and would like to make a complaint, please follow the escalation process, so that concerns can be addressed and resolved in the correct manner.

Level 1:	Complaint is brought to the attention of the Site Lead
Level 2:	If complaint is not resolved by the Site Lead, it is brought to the attention of the Program Director
Level 3:	If complaint is not resolved by Program Director, it is brought to the attention of the CDE

Uniform Complaint Procedure:

Complaints of unlawful discrimination and alleged violations of federal or state laws, or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Procedures. The uniform complaint procedures form is available [here](#).

Program Decision Complaints (Appeal Process):

Parents enrolled in state subsidized programs have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

Step 1: Request for Appeal Hearing

Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, phone number, full address, explanation why parent disagrees with the agency's action and date the request is signed. The request for hearing may be submitted by mail, in person, phone or e-mail to the CDE.

Step 2: Schedule Hearing

Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to re-schedule the hearing date 1 time.



GRIEVANCE / COMPLAINT PROCEDURES

Step 3: Conduct Hearing

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of documentation. The hearing will be recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that they disagree with the proposed action indicated by the referenced NOA should not be carried out.

This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being ended and the contested action being taken. A parent designating an Authorized Representative to be present must inform the agency in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. No children are allowed to be present during the hearing.

For failure to appear, it will be deemed that parent has abandoned the appeal and care ends immediately.

Step 4: Agency Hearing Decision

Hearing officer will send notification in writing, of decision within 10 calendar days after hearing.

Step 5: If Parent Disagrees with Hearing Decision

If parent disagrees with the written decision, they have 14 days from date of the written decision to file an appeal with the appropriate agency. The appeal(s) must include a written statement specifying the reasons parent believes the agency decision was incorrect, a copy of the decision letter and a copy of both sides of the NOA.

For California State Preschool Programs (CSPP) submit appeal to:

Mail:

California Department of Education (CDE)
Early Education Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

Email: ELCDAppeals@cde.ca.gov

Telephone: 916-322-1273

Fax: 916-323-6853

Step 6: CDE/EED Hearing Decision

Within 30 calendar days after the receipt of the appeal, CDE/EED will issue a written decision to the parent and the agency. Once CDE/EED has rendered a decision, the decision is final.





**Program Handbook
Acknowledgement of Receipt of Written Policies
and participation in a Family Orientation**

My signature below acknowledges that I have received a copy of or have chosen to access online the program handbook. I acknowledge that I have read, understand and agree to abide by these guidelines. I understand that I may be dis-enrolled from the program if I do not follow the program policies.

Child(ren)s Name: _____

Parent/Guardian Printed Name: _____

Legal Signature: _____ Date: _____