

FAMILY HANDBOOK



CYPRESS SCHOOL DISTRICT STATE PRESCHOOL

8710 Moody Street, Cypress, CA 90630

(714) 220-6752

Welcome to the Cypress School District State Preschool Program. We are committed to providing quality early education services which support and encourage the social, emotional, cognitive, and physical development of each child. We understand the importance of partnering with our families to create a positive experience for all students.

In this classroom handbook, you will find information about our State Preschool Program, our goals, and philosophy as well as classroom information, communication, and parent information. This handbook is available online and in a printed copy at the request of parents, as families, you are the primary educators of your child. It is essential that you take time to read the contents so you will be informed about the specific State Preschool program in which your child is enrolled. The Table of Contents will be a helpful guide in finding specific information, which should answer many of your questions.

We look forward to providing quality Early Education for your child and hope that you will enjoy being part of the State Preschool family.

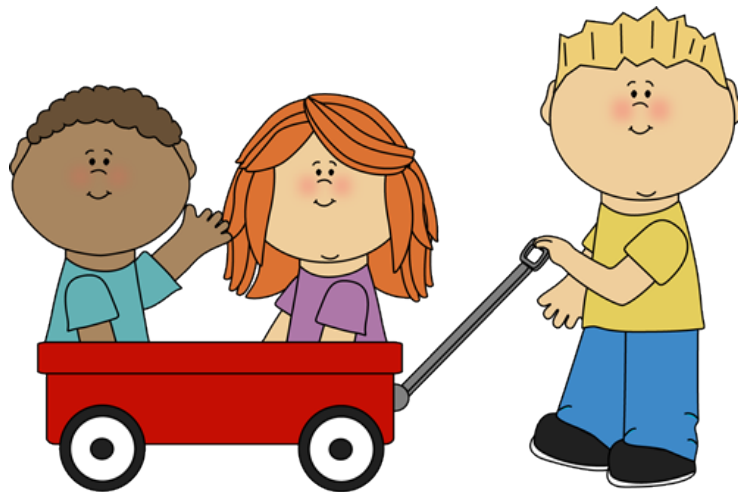


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Mission _____

We inspire and empower . . .
Every student,
Every moment, for
Every opportunity!

Vision _____

Engaging in dynamic learning for success
in an ever-changing world.

Core Values _____

In the Cypress School District,

- We work with respect and integrity;
- We embrace innovation and diversity;
- We model compassion, resilience, and perseverance

PROGRAM PHILOSOPHY

We Believe

- Learning happens in an environment that encourages hands-on experiences through activity and play
- Students learn best when given opportunities to participate in activities and games that involve concrete physical and social experiences
- Teachers are role models that guide students in a safe and secure environment
- In providing students with a wide range of activities to choose from such as music, art, free play, math, science, outdoor play, drama, and games that support fine and gross motor skills as well as social communication and speech and language skills
- In each child's learning style and ability and we work closely with the families to ensure students have the necessary skills to be successful as they enter kindergarten

Goals and Objectives

1. Provide comprehensive, well-rounded, and engaging educational experiences to all students
 - To prepare students to enter kindergarten with all of the skills necessary to be successful lifelong learners by providing a balance of educational, social, and physical opportunities
 - To provide a developmentally, culturally, and linguistically appropriate educational program that is inclusive of all students, including those with exceptional needs
 - To routinely assess and evaluate students to plan and conduct age and developmentally-appropriate lesson plans and activities
 - To invest in staff by identifying and providing training and professional development opportunities
 - To provide a safe, high-quality, nurturing, and stimulating environment for all students to learn and develop
 - To routinely and not less than once per year, complete a State Preschool self-review and make necessary improvements in each classroom and outdoor space by using the Environment Rating Scale
 - To provide wholesome, nutritious snacks and/or meals that meet the Federal Child Care Food Program guidelines and are culturally and developmentally appropriate
2. Provide a wide variety of family and community involvement opportunities with open and transparent communication to assure accurate, timely information
 - To establish partnerships with families, which include opportunities for families to provide input and feedback, and actively participate in all aspects of the program
 - To partner with the community to support best practices for early education and to provide information to the community regarding services available through our Cypress School District State Preschool Program
 - To identify and refer students and families to appropriate agencies in the community based on health or social service needs

CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

The Cypress School District operates a State-Funded Preschool program. The program is open to age and eligibility requirements. The program is half-day, with morning and afternoon sessions, and follows the district's traditional school calendar.

Preschool Classes

The Cypress School District recognizes the importance of including all children in our State Preschool program.

Child/Teacher Ratios

Our CSD preschool program operates with a minimum classroom ratio of 8 to 1. A California licensed program is required to have a minimum child to adult ratio of 12 to 1.

Location & Contact Details

The Early Learning program is located at Clara J. King Elementary School:

Address: 8710 Moody Street, Cypress, CA 90630
Office Hours: 7:00 a.m. – 4:00 p.m., Monday – Friday
Email: Preschool@cypsd.org
Phone: (714) 220-6752

PROGRAM ENROLLMENT

Enrollment and Waitlist

State Preschool families first complete an Eligibility Questionnaire, which the preschool office reviews and determines if the family meets program requirements. Families are placed on a waiting list and ranked by the eligibility categories listed below. Parent/guardians are contacted in order of the waiting list as space is available. For detailed information including enrollment priorities in the preschool/early childhood education, please refer to [board policy 5148.3](#) and [administrative regulation 5148.3](#).

Eligibility

To be eligible for the California State Preschool Program, you must meet one of the criteria below:

1. A current aid recipient
2. Income eligible
3. Homeless
4. One whose child(ren) are recipients of child protective services, or have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited
5. One whose child(ren) has exceptional needs, as defined in Education Code 8205
6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by the California Department of Education (CDE)

Children must be 3 years old by September 1 of the current school year to enroll and attend. Children who turn 3 years old after that must wait until closer to their 3rd birthday to enroll and may only attend after they are 3 years old.

The parent/guardian shall also provide the names of the parent/guardian *and* the names, gender, and birthdates of the children under 18 identified in the family. The parent/guardian shall provide supporting documentation regarding the number of students and adult family members in the household. The number of children shall be documented by providing at least one of the following documents, as applicable:

- | | |
|--|---|
| a. Birth Record | b. Court orders regarding child custody |
| c. Adoption documents | d. Records of Foster Care placements |
| e. School or Medical Records | f. County welfare department records |
| g. Other reliable documentation indicating the relationship of the child to the parent | |

Single Parent Household

When only one parent/guardian has signed the application, and the information provided indicates the child(ren) in the family has another parent, then the presence or absence of that parent shall be documented by specifying a single parent/caretaker on the enrollment form.

Enrollment Process

When preschool openings are available, preschool staff will refer to the waiting list and contact families according to the selection guidelines. Families are contacted by e-mail. Families have 48 hours to respond to the notification to either accept or decline the preschool seat. Families are required to complete the preschool

registration process within five (5) days of the notification of the preschool opening. The child is not permitted to start unless the enrollment packet is completed and accurate. It is the parent's responsibility to keep all information current and updated.

Aeries Parent Portal

After enrollment, families are required to complete the data confirmation in the Aeries Parent Portal.

For pre-enrolled students, this access information is sent in mid-July. All other families receive this information during the school year. To access your parent account, you will need the following:

- Internet-connected desktop/laptop computer (Smartphones will not work). If you need access to a computer, one can be provided for you in our preschool office.
- Access to the portal website: <https://cypressesd.asp.aeries.net/student/LoginParent.aspx>.

Go to the Parent Portal, and log in using your username and password sent to you in an email from AeriesReports@aeries.com. There are also step-by-step instructions on the login page of the website on how to complete the Data Confirmation.

All families use our Aeries Student Information Parent Portal to access and update their student's information and view attendance.

Notice of Action (NOA)

The "Notice of Action" CD 7617 is a written notification of a status change for California State Preschool Subsidized Families. A Notice of Action (NOA) is issued by staff to the parent/guardian upon approval, denial, termination, or change of services. The NOA provides a summary of the family's application information and an explanation of the action taken about child care services.

Changes Affecting Services (EC 8261, 8263(c); 5 CCR 18119): The preschool office shall complete a NOA, Recipient of Services when changes are made to the service agreement. Such changes may include, but are not limited to, an increase or decrease in the amount of services, or termination of services. The office will mail or deliver the NOA to the parents at least 14 calendar days before the effective date of the intended action. (If the NOA is mailed, the 14 calendar day period is extended by 5 calendar days, which establishes a presumption that the parent received the NOA.

To promote the continuity of State Preschool and care services, a family that no longer meets a particular program's income, eligibility, or need criteria may have their services continued if the office is able to transfer that family's enrollment to another program within the same contracting agency or to another agency that administers state or federally funded State Preschool and care programs

Notice of Action Appeals Process

Whenever there is a change in service, including the termination of a child from the California State Preschool Program, the enrolling parent is issued a Notice of Action (NOA), which describes the action and why it was made. If you disagree with the action set forth on the NOA, you may appeal it to a hearing officer, who shall be higher in authority than the person issuing the NOA. Your request for a local appeal hearing must be received by the agency by the deadline written on the NOA. If you file an appeal, the intended action will be suspended, and any services you currently receive will continue until the review process is completed. If you do not submit an appeal request before the deadline listed, you will lose your appeal rights and the action will become effective on the date listed on the reverse side of this NOA.

STEP 1: To request a local appeal hearing, please fill in the boxes located on the second page of the Notice of Action.

STEP 2: Make a copy of the page and fax, mail or hand deliver to the agency as follows:

**Cypress School District
California State Preschool Program - Program Manager
8710 Moody Street, Room 9, Cypress, CA 90630
Fax: (714) 220-6988
Email: preschool@cypsd.org**

Please keep a copy of both sides of this form for your records.

STEP 3: The agency will notify you of the time, and location of your hearing within ten (10) days of your request. If the time and place of the hearing are not convenient for you, please contact the agency immediately to reschedule. If you do not get written notification of the date, time and location of your appeal hearing within ten (10) calendar days of submitting your request, please contact the local agency listed above immediately.

STEP 4: Arrive at the scheduled hearing at least 10 minutes in advance. You shall have an opportunity to explain the reason(s) you believe the NOA was incorrect. If neither you nor your authorized representative appears at the time and location of the scheduled hearing, you will be deemed to have abandoned your appeal, the intended action on the NOA will no longer be suspended, and the action will become effective.

STEP 5: Within ten (10) calendar days after your local appeal hearing, you will be issued a local hearing decision letter. If you do not receive the decision letter, please contact the local agency listed above immediately.

STEP 6: If, after your local hearing, you disagree with the local hearing decision letter, you may ask for a review by the Early Education and Support Division (EESD). To request a review, write a letter explaining why you believe the local agency's decision letter is incorrect.

Your request must include:

1. Your letter
2. A copy of the NOA
3. A copy of the agency's decision letter

You may contact the EESD at (916) 322-6233 for additional assistance.

The EESD must receive the request within fourteen (14) calendar days from the date on the written decision letter. Mail or fax your appeal to:

**California Department of Education
Early Education and Support Division
1430 N Street, Suite 3401
Sacramento, CA 95814
Attn: Appeals Coordinator
Fax: (916) 323-6853**

Termination of Services

Failure to comply with any policies, procedures or regulations set forth by Cypress School District's California State Preschool Program or the California Department of Education (CDE) may lead to termination of services for a minimum of one year from the date of termination. Reasons for termination include but are not limited to the following:

- Child's immunizations are not kept up to date
- Current, signed physical is not on file
- Parent/guardian provides fraudulent information
- Parent/guardian or designated adult fails to sign in and sign out daily
- The child has a pattern of inconsistent attendance of an unexcused nature
- Parent/guardian exhibits volatile, hostile, or aggressive adult behavior that disrupts school/office operations or threatens the health and safety of children and adults
- Parent/guardian no longer meets eligibility requirements as determined by the CDE during certification or recertification

Every effort will be made to develop a plan with a family who is at risk of termination of services. In the event that the plan is not successful, a Notice of Action will be sent to the parent before the child is released from the program.

Withdrawal from the Program

Families need to notify their child's teacher or the preschool office of their intention to withdraw as soon as possible. We ask that you give the state preschool office two (2) weeks' notice.

OUR STAFF

Professional Qualified Teaching Staff

The Cypress School District hires qualified staff to be a part of our team. All staff members hold appropriate permits required by the State of California. All Cypress School District state preschool teachers are required to possess a Child Development Teacher Permit issued by the California Commission on Teacher Credentialing, which authorizes them to teach in state-funded early care and education programs. Classrooms that serve children with IEPs will also have a Credentialed elementary teacher in the room.

All Early Learning staff are fingerprinted, and have a comprehensive background check conducted by the California Department of Justice (DOJ) and the Child Abuse Central Index (CACI), tuberculosis (TB) clearance, a pre-employment physical examination, and a thorough reference check before employment. All staff are required to show proof of immunizations as required by SB792 and the California Department of Public Health (CDPH).

Staff Development

Staff members are provided with orientation on their first day, are provided with multiple development opportunities throughout the school year, and participate in annual evaluations. Additionally, staff members are provided with professional development activities based on professional goals. An ongoing plan for professional development is developed for each staff member ensuring the minimum number of professional development hours per year for the Child Development Teacher permit is met.

Through our partnership with the Children and Families Commission of Orange County, staff may attend workshops that help to raise the quality of their classroom environments and interactions with students and families. Staff also participates in community workshops that are offered to keep current in the field of early care and education. Internal communication mechanisms include email, phone, and newsletters to provide staff with information necessary to carry out their respective duties.

INSTRUCTION, CURRICULUM, & ASSESSMENT

The preschool program uses Benchmark Ready to Advance, a research-based curriculum for early learners. This curriculum emphasizes students' individual goals based on a developmental continuum of thirty-eight (38) developmental learning objectives. These objectives are aligned with the California Preschool Learning Foundations. The curriculum places a high priority on creating a classroom environment where students experiment, explore, and pursue their interests through studies and investigations, commonly known as active learning.

The curriculum is linked to the assessment tools used in the preschool program and is inclusive of all learners, including students with exceptional needs. The curriculum also supports English language development in English language learners. The individualized instruction, ongoing observations, and child assessments are based on eleven domains of development: language, literacy, math, science, approaches to learning, social-emotional, physical/health, social studies, logic and reasoning, creative arts, and English language development.

The instruction includes active learning experiences, building on success and previous knowledge as students develop skills necessary for a successful entry into kindergarten. During the five (5) day school week, the instruction is designed to develop students' abilities to follow routines, work in a cooperative environment, follow health and safety rules, and successfully function in individual, small-group, and large-group settings.

The curriculum meets the standards for the child development and education program component as outlined in the *California Code of Regulations Title 5. Education – 1827*.

The standards for the education program component shall include but are not limited to the following:

- a. The program approach addresses equity, diversity and is developmentally, linguistically, and culturally appropriate.
- b. The program is inclusive of children with exceptional needs.
- c. The program encourages respect for the feelings and rights of others.
- d. The program uses information derived from data collected in the Desired Results Developmental Profile to plan activities that support individual, classroom, and program goals.
- e. The program supports children's social and emotional development by:
 1. Building trust;
 2. Planning routines and transitions so they can occur in a timely, predictable, and unhurried manner; and
 3. Helping children develop emotional security and facility in social relationships.
- f. The program provides for the development of each child's cognitive and language skills by:
 1. Using various strategies, including experimentation, inquiry, observation, play, and exploration;
 2. Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
 3. Promoting interaction and language use among children and between children and adults; and
 4. Supporting emerging literacy and numeracy development.
- g. The program promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
- h. The program promotes and maintains practices that are healthy and safe.

- i. The program uses data from the Desired Results Developmental Profile to support every child's developmentally appropriate participation in the program.

Play-Based Learning

Play-based learning has been linked to the development of learning skills such as collaboration, communication, critical thinking, creative innovation, and confidence, as well as social and emotional development, language development, and math outcomes. Throughout the day, students have opportunities for free play, guided play, and games:

1. Free Play: The teacher supervises with the child taking a self-directed, free choice play.
2. Guided Play: The teacher takes on a more active role. Teachers ask probing questions and introduce new resources to support exploration and investigation. The purpose is to advance learning.
3. Games: This play is largely teacher directed, as teachers select games that target specific skill development.

Children have 120 minutes of developmentally appropriate play built into their daily schedule, both inside and outside the classroom.

Daily Schedule

The daily schedule establishes a balanced routine for children consisting of teacher-directed and child-initiated indoor/outdoor activities and meals. The monthly activity plan, daily routines, and other important postings related to the state preschool program can be found on the family bulletin board. Family bulletin boards are located in your child's classroom. All families are asked to check family bulletin board on a daily basis.

Enrichment Activities, Events, and Field Trips

We may offer special enrichment activities throughout the year that enhances the learning and understanding of a theme or area of interest the students have. Our primary emphasis is bringing experiences to our center. All activities or "field trips" take place on campus. We may offer a variety of special visitor talks, such as the fire department comes to talk about safety with the students. We will communicate these events through flyers and newsletters.

Celebrations

No more than two school-identified celebrations/parties per classroom may be held each year. One party per class may be held during the final days of the school year. Special parties for birthdays or other reasons are not permitted. If you prefer your child does not participate, please inform the Program Manager and work with the classroom teacher.

Refrain from Religious Instruction (BP 6141.2)

The Cypress School District Board Policy states: Staff shall not endorse, encourage or solicit religious or anti-religious expression, worship, or activities among students during class time. As part of their official duties, staff shall not lead students in prayer or other religious activities. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

Program Self-Evaluation

The preschool program conducts an annual self-evaluation of the program to ensure that it is effectively meeting the needs of students and families and to promote continuous quality program improvement. The program self-evaluation components are:

- An assessment of the program by parents using the Desired Results for Children and Families Parent Survey
- An assessment of the program by staff and board members, as evidenced by written documentation
- An analysis of the Program Instrument review findings
- A written list of tasks needed to modify the program in order to address all areas that need improvement, as indicated in the analysis of the findings, *and*
- Procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards, and areas requiring modification are addressed in a timely and effective manner

Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System (CLASS) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions that capture more specific details about teachers' interactions with children. CLASS data is used by CSPP programs to inform professional development, coaching, and other continuous quality improvement efforts.

Child Assessments

The preschool program utilizes two developmental assessment tools, the Desired Results Developmental Profile (DRDP 2015), and the Ages and Stages Questionnaire (ASQ).

The DRDP 2015 is a tool developed by the State of California to assess students' development and to guide the planning of a curriculum that meets the needs of individual students in all areas of development (cognitive, social-emotional, physical, etc.) This assessment instrument was designed to measure developmental outcomes for the individual child and to provide teaching staff with the information needed to support the development of students in their care and to improve their classrooms and programs as a whole. A DRDP 2015 will be completed within 60 days of your child's enrollment and again every six months thereafter. Parent input is a necessary component of this assessment.

The Ages and Stages Questionnaire (ASQ) is a parent-completed screening tool that is completed within the first 60 days of a child's enrollment. The ASQ questionnaire is used to assess a child's general development. The results help determine if a child's development is on track in the areas of communication; gross motor, fine motor, problem-solving, and personal-social skills. If needed, teaching staff will make referrals to outside agencies to help students in areas of need. Most areas of concern are improved by regular attendance and individualized curriculum to support the child's individual needs and to work with the classroom teacher.

CHILD GUIDANCE

Classroom Expectations

The following rules are designed to help students participate in the classroom's positive behavior program. The rules are developmentally appropriate for preschoolers and will assist in helping them make a smooth transition to kindergarten.

1. Be kind.
2. Be safe.

3. Be a friend.

Behavior Management and Discipline

All teachers manage behavior in their classrooms in a non-punitive, age-appropriate manner. State law prohibits the use of corporal punishment for disciplinary purposes without exception. All staff receives ongoing training in the areas of discipline and behavior management. They are trained in the positive discipline process, which instructs students as to what they should do rather than telling them what not to do. For example "we walk inside the building" rather than "no running."

Teachers assist in pointing out the logical consequences of both positive and negative behavior. Staff uses positive reinforcement while supervising students, encouraging them to cooperate and continue using appropriate behaviors. Students are redirected to an alternate activity if their behavior is inappropriate. An example is when a child is doing something that could hurt others, themselves, or destroying property and choosing not to use problem-solving techniques. Teachers will continue to be active listeners and support the child with conflict resolution.

Families will be notified of the behavior management strategies used in the classroom. If a child's behavior is unmanageable within a group setting, families may be required to be involved in developing and implementing an individual behavior plan for the child. Family cooperation and participation and support of the behavior management plan are crucial to the success of students' behavior plans.

Developmental Concerns

If you have any concerns about the overall development (e.g. vision, hearing, speech, motor, social, language, behavior) of your child, please talk to your child's teacher, the Program Manager, and/or the Executive Director, Educational Services.

Health and Social Services

The preschool program offers a health and social service component for all enrolled families. Upon enrollment, families will be given the Family Community Assessment form to identify any family needs. The family resource assistant will review the form and will assist in accessing referrals and community services that the family may need. If your family has health and/or social service needs, we encourage you to discuss those needs with your child's teacher, our family resource assistant, the program manager, and/or Executive Director, Educational Services. Preschool staff will provide families with referrals to appropriate community agencies, based on specific needs, and will follow up to ensure that the families' needs have been met.

FAMILY COMMUNICATION

Parent Advisory Committee

An advisory committee for families in the state preschool program is convened in the fall and is open to all families. Meetings are held at least four times a year. The purpose is to advise the preschool program on issues related to services to families and students and to provide input on the planning, development, and evaluation of the program.

Classroom Family Information Board

In each classroom, teachers have a family information bulletin board. The teachers will post about classroom activities, information about parent education workshops, special preschool events, information about holidays, and fees with due dates. All licensing and other valuable information will also be posted. Families are encouraged to review the family board when picking up or dropping off their children.

Family Education

At the Early Learning program, we believe families are their child's first teachers and that an informed parent/family is a great partner with our programs for supporting a child's preschool experience. Studies have shown that students make more significant gains in their education when family members participate in school activities and family workshops.

We offer family education opportunities for families and caregivers to learn about, and promote the social, emotional, physical, and cognitive development of students at varying stages of life. Family education classes will be listed in the monthly take-home calendar and posted in your child's classroom.

Goals for Family Education

- To give the families a better understanding of child growth and development.
- To provide information relating to parenting skills.
- To assist families in understanding the importance of parent involvement.
- To support families and provide an opportunity for interacting with other families.
- To include activities to promote social interactions among families and staff.
- To assist families in successfully transitioning their child to Kindergarten.

Parent Teacher Conferences

We believe that the teacher conference is an integral part of the partnership between the preschool program and families. We believe that one of the goals of a teacher conference is to include families in the shared responsibility for the education of their children. It is in the best interest of your child that families and teachers freely communicate. It is essential for staff to understand situations at home that may influence the child's ability to learn or participate.

Conferences are scheduled in the fall and spring. Teachers will post sign-up sheets for individual appointments. It is vital for families to note their appointment time and make arrangements to keep the appointment. We endeavor to provide a variety of times to meet the needs of families. If a family needs to reschedule the conference, the family needs to inform the classroom teacher or preschool office.

Families are strongly encouraged to participate in a conference with the child's teacher to support the child's progress through the child's social-emotional, physical, and cognitive development. Families are encouraged to discuss with the teacher, Program Manager, and/or Executive Director of Educational Services anything which will help make your child's time with us a pleasant and rewarding experience. When talking informally with a teacher about your child, please be sensitive to what your child is hearing.



HEALTH AND SAFETY

Child's Health

All students' health and safety are important to us! A student may not attend the preschool program if the child is ill. When each child arrives at school, a brief health check is conducted at the door. Families are to remain with their child until the child is greeted, a well check is completed and they are admitted by program staff.

A CHILD WILL NOT BE ADMITTED IF ANY OF THE FOLLOWING SYMPTOMS OF ILLNESS ARE PRESENT:

- Fever of 100° F or higher by thermometer within the past twenty-four (24) hours
- Unusual behavior such as irritability, extreme tiredness, persistent crying, difficulty breathing, loss of appetite, or general discomfort
- A runny nose with thick or colored secretions and/or coughing that disrupts the students ability to participate in activities at school
- Diarrhea, defined as an increased number of bowel movements that is very loose or watery compared with the child's normal pattern
- Vomiting within the past twenty-four (24) hours
- Unusual spots, rashes, or bruises not associated with injury
- A sore throat or difficulty swallowing
- A headache, fever, and stiff neck
- Varicella, or chicken pox, until six (6) days after onset of rash or until all lesions have dried and crusted
- Red, cracking, or oozing areas of skin that may be infected
- Earache
- Head lice until nits, or eggs, on the hair shaft are treated

Children who are ill at school will be removed from the group and a parent/guardian will be contacted. If a parent/guardian cannot be reached, within 30 minutes the school will contact an authorized person from the child's emergency card. Children must be picked up within one hour of the phone call. Families are asked to keep addresses and phone numbers current on the child's emergency card. We will make every effort to contact the child's parent and, if unavailable, the first noted emergency contact(s) will be called. By staying home to rest, the development of a more serious illness or the spread of contagious illnesses may be prevented.

Families are to notify the teacher immediately if their child has a communicable disease (Corona Virus, mumps, chicken pox, lice, conjunctivitis, strep throat, any rash, etc.). If appropriate, the preschool will send a note home to families giving the date of the exposure and the condition. Before returning to school after an absence, the child must have been free of symptoms and fever for at least 24 hours. Some illnesses may require a release from the doctor or additional quarantine.

Incidental Medical Plan

Under California Department of Social Services, Title 22, Cypress School District State Preschool Program chooses to provide Incidental Medical Services to students in our care and we identify those services in an Incidental Medical Plan in our Plan of Operation.

Prescription Medication and Incidental Medical Services

In the necessity for the administration of incidental medical services, such as an Epi-Pen or Inhalers, the following requirements will be met prior to the child beginning the program:

- Written instructions to be supplied by the child's physician (to include dosage, frequency and specific directions on how to administer medication).
- Families will meet with the district nurse and go over the care plan.
- Families are required to provide a completed [Request for Administration of Medication](#) form completed by both the parent and a physician.
- The Program Manager will meet with the classroom teachers to review the care plan and ensure staff is trained in the required procedures outlined in the care plan.
- All medication will be stored in the preschool office and have the child's name unless the physician has requested the medication to remain in the classroom.
- All medications requiring refrigeration will be stored in the refrigerator in the preschool office.
- All staff will be trained to administer the above-mentioned medications in accordance with the dosage and directions provided by the child's physician. Training will be provided online through the district or other staff as needed. Training may include:
 - Medication administration.
 - Safety procedures (use of gloves and washing of hands before and after the medication is administered)
 - Disposal of used, disposable administration devices
 - Storage requirements for refrigerated and non-refrigerated medications
 - Disposal of empty medication containers
 - Documentation of medication administration
- Staff will record each dose administered with date, time, and staff signature on the Parent Consent for Administration of Medication LIC922 form.
- The preschool will require that at least two (2) staff be present at all times who are trained to administer the above-mentioned medication.
- All staff will be trained to recognize the signs of the following medical events and to administer the above-mentioned medications in the event of a medical emergency. This will include (but not limited to):
 - Asthma attacks
 - Allergic reactions
- In the event of a disaster, the preschool office staff will be responsible for retrieving the medications from the first aid cabinet. These medications will remain in possession of the preschool office staff in an emergency situation. If the preschool staff member becomes unable to maintain possession, they will be given to a trained staff member.
- If a child requires administration of the Incidental Medication Services plan, the following procedures will be followed:
 - The appropriately trained staff will be contacted and will provide incidental medical services.
 - The preschool office staff will be notified in the case of any administration of an epi-pen. The office will immediately notify the appropriate district staff members and EMTs, if necessary.

- The parent will be provided with a copy of the Parent Consent for Administration of Medication LIC9221 which shows the date, time, and staff member information for the administration of the medication.
- An Incident Report will be completed for the child with the description of the medical event that triggered the need for the administration of the medication. A copy of this form will be provided to the parent at the time of pick up on the day of the incident.
- If any child requires additional medical care after the administration of medications, an *Unusual Incident / Injury Report* (LIC624) form will be completed and submitted to the Department of Social Services on the day of notification from the parent that medical care was provided.
- Used Epi-pens will be returned to their original case and packaging, placed in a sealed plastic bag, and returned to the locked cabinet unless given to emergency medical professionals. When the parent arrives for pick up, staff will return the used Epi-pen to the child's parent. Parents will be asked to replace it the next time the child attends school.
- Any changes made to the Cypress School District Incidental Medical Plan will be submitted to the Department of Social Services.

Medications Due to Illness

It is vital for all students to be healthy since healthy students are best able to reach their full potential. Cypress School District establishes procedures and routines throughout the program to ensure that participating students are healthy and safe while in school. Because of this, all health requirements for your child are due prior to your child's start date.

If your child has an allergy or is recovering from an illness (and is no longer contagious) but still requires medication, it may be given at school if:

- Medicine is in the original container and is accompanied by a medication form (available in the office) filled out by the parent and doctor:
 - Giving the school permission to administer medicine.
 - Giving the amount and time of each dose (a specific hour must be given – not, for example, "every 4 hours.")

Tylenol and aspirin are not administered in schools because it masks the symptoms of illness unless required by a physician. No other over-the-counter medication will be given unless accompanied by a doctor's release stating the name of the medication, the amount to be given, the time to be administered, and possible side effects. Families must deliver all medications to the classroom in their original container.

Sunscreen

Sunscreen will be considered a non-prescription medication which will require a consent form signed by the parent. This consent form will give the staff permission to administer the sunscreen while under the care and supervision of the preschool program staff. Please apply any sunscreen needed for the day prior to dropping your child off in their classroom.



Common Communicable Illnesses

The following is a breakdown of many of the common communicable diseases preschoolers may come in contact with and some general information regarding these diseases. If you have any further questions, please contact your physician.

Disease	Incubation Period	Contagious Period	Exclusion from School	Symptoms
Chickenpox	2-3 weeks, commonly 13-17 days.	As long as 5 days, usually 1 to 2 days prior to the eruption of first vesicles and not more than 5 days after the eruption of first vesicles.	5-7 days after the first vesicles appear and until vesicles become dry and scabbed over.	Slight fever. Crops of red raised eruptions that change to vesicles and then form scabs.
Measles (Rubeola)	10-14 days	4 days before and 4 days after the rash.	4 days after onset of rash.	Three to 4 days of cough of varying degrees, fever, Conjunctivitis and sensitivity to light. The red- raised rash becomes blotchy.
Measles (Rubella/ German Measles)	14-23 days	About 1 week before and 4 days.	7 days after onset of rash.	Fever. Fine pink rash, enlarged glands.
Hand, Foot & Mouth Disease (Coxsackie virus)	Usually 3-5 days	During the acute stage of illness. The virus may remain in the stool for 2-3 weeks.	During the acute stage of illness. If a child has lesions not accompanied by symptoms of acute illness, there are no restrictions.	Fever, malaise, sore mouth or throat, or not eating well. Papulovesicular lesions in the mouth, on palms, fingers, and/or soles of feet.
Fifth Disease (Erythema infectiosum)	4-20 days	Greatest before the onset of rash and probably not communicable after the onset of rash.	During acute illness.	Redness of cheeks (slapped-face appearance), lacy-like rash on trunk and extremities which fade but may recur on exposure to sun or heat.
Strep Throat and Scarlet Fever	1-3 days	From the onset of illness until 24-48 hours after appropriate treatment started. Usually up to 21.	48 hours after appropriate antibiotic therapy started and until fever is gone.	Fever, sore throat and swollen/sore glands in the neck. Sandpaper-type rash with scarlet fever.
Impetigo	1-3 days with streptococcal 4-10 days with staphylococcal	24-48 hours after appropriate treatment started.	48 hours after appropriate treatment started.	Begins usually as a blister-like eruption, becomes pustular in appearance and spreads. Most commonly found on the face.
Ringworm - body or scalp	Scalp is 10-14 days Body is 4-10 days	During the course of active infection.	After appropriate treatment started. Active lesions should be covered when possible with clothing.	Lesions tend to be circular with central healing. In the scalp, there tends to be hair loss.

Accidents and Injuries

The staff members of the preschool program will respond to and document all injuries and accidents that occur at school that need medical attention. Students are little and are frequently moving in and around their environment. Knowing this, we make every effort to protect your child but accidents may occur. Teachers will administer first aid for all minor injuries (such as scrapes, simple cuts, and minor bruises). This will consist of washing the affected area and, if needed, covering it with a bandage. After any injury, an Injury Report will be sent home with your child noting the injury, and any treatment or care administered and a copy will be placed in their file signed by the teacher.

In the case of a more serious accident or injury, we will make an immediate attempt to contact a parent, in addition to contacting 911, if necessary. If we cannot reach the parent, we will contact the persons listed on the child's Emergency/Medical Form. Any needed first aid will be administered by our staff. Please make sure emergency numbers are always current on the Emergency/Medical Form on file in our office and in the classroom.

Emergency Preparedness

Each month we have either a fire, lockdown, or earthquake drill according to state regulations. In the event of an earthquake, a supply of emergency food is kept on hand at all times and our comprehensive disaster plan would be implemented in the classroom. Students would be kept in the classroom until notified by emergency personnel to relocate to a safer location or the families pick them up.

Each classroom posts information regarding disaster preparedness and response (earthquakes, fires, floods, etc.). In the case of an emergency, the staff has access to personal emergency kits. Staff will stay with the students in emergency situations until the crisis subsides, and will also make efforts to comfort students during these high-stress situations. Please be reminded students will only be released to persons on the emergency card who present photo identification.

Families that retrieve their child during an emergency/crisis will sign out the student with full signature and the time the child was picked up.

Restroom/Toileting

To ensure safety and compliance with state law, children are actively supervised at all times by employees. This includes when they are using the restroom facility. It is the parent/guardian's responsibility to inform preschool staff at enrollment if their child is not independently using the restroom.

- Children will be encouraged to manage their toileting needs with minimal adult assistance. This will increase autonomy and independence in the young child.
- The preschool program acknowledges that toilet learning is developmental, and children will enroll at various levels or abilities of toileting independence.
- The preschool program partners with families to teach children toileting independence utilizing developmentally appropriate practices such as: restroom breaks embedded in daily routing, visual cue cards in the restroom, and practicing daily health and hygiene.
- Children will remain under full supervision of staff and will be accompanied to the restroom in the classroom or outside of the classroom utilizing the licensed restroom facility. All children and adults will wash their hands before exiting the restroom.
- It is recommended for a change of clothing, including shoes and socks, to be kept at the school for your child to change into in the event of a toileting "accident" or soiling clothes during the day.
- Children are assisted in changing their soiled clothing. Preschool staff will communicate with parents when a change of clothing occurs.

School Clothing

Please send your child to school in comfortable play clothes that can get dirty. Our children play in sand, water, paint, and other fun, messy materials as part of their daily learning experiences. No necklaces or objects around the neck as they pose a choking hazard in the play yard.

Recommended attire:

- Closed-toe shoes that fasten or tie
- Clothes that they can run, jump and climb safely
- Dressing layers of a shirt and light jacket or sweater will ensure their comfort as the temperature changes throughout the day

Each child is assigned a personal cubby space for his/her use. Families need to provide a change of clothes, including socks and underwear for the child to keep in the cubby. All clothes should be marked with the child's name. Occasionally (when a needed change of clothing is unavailable), a change of clothing will be provided from the school supply. These will be marked CSPP on the inside tag. Please be sure to launder and return all school clothing as soon as possible.

NUTRITION

It is our goal to provide a variety of healthy and acceptable meals that are nutritious for children attending our state preschool. If applicable, meals are provided free of cost for all students in the preschool program. Although all students will receive meals at no cost, families may be required to complete the Child Nutrition Services application for free or reduced-priced meals. No outside food or drink is allowed in the classrooms.

Menus

Our menus feature wholesome meals that meet federal and state requirements and guidelines established by the United States Department of Agriculture (USDA). A copy of the menu is posted on the parent bulletin board and available online at www.cypsd.org.

If your child requires a special diet provided daily by the school cafeteria, a [Medical Statement to Request Special Meals and/or Accommodations](#) form must be submitted. The form must be filled out and signed by a licensed physician, physician's assistant, or nurse practitioner. To request a milk substitution due to a medical or other special dietary need, please complete the [Parental Request for a Fluid Milk Substitution](#) form.

OPERATIONAL POLICIES

Absence Policy

According to state licensing and program regulations, students in the state-subsidized preschool programs are allowed ten (10) “Best Interest” days per program year (July 1 – June 30) for vacation, family visits, etc. Students who are absent for five (5) consecutive days due to illness must have a medical clearance/doctor’s note prior to re-admittance.

All preschool families are expected to notify the preschool office of an absence before their contracted hours. Voicemail is available during the hours the center is closed.

Abandonment of Care

In the state-subsidized preschool program, the program shall issue a notice of action to disenroll the family on the basis of abandonment of care when there has been no communication with the provider or the contractor for a total of 30 consecutive calendar days, as outlined in the *California Code of Regulations Title 5. Education – 17819.5*.

Excused Absences

- Illness or quarantine of student or parent
- Court appearance
- Medical/dental appointment
- Court-ordered visitation (court order must be on file)
- Active military; called to or on leave from deployment
- Family emergency: is defined as an unexpected emergency requiring the family member’s action.
 - Examples of Family Emergency:
 - Illness of sibling
 - Death of an immediate family member
 - Natural disasters
 - Transportation issue
 - Severe weather conditions

Best Interest Days (10 per year: July 1– June 30)

- Family vacation
- Special events for the child
- Cultural or religious celebrations
- Enrichment opportunities

Unexcused Absences - Unexcused absences are absences not listed above and may include:

- Personal family business
- Unverified absence (parent did not call the office to report absence)

- The child did not feel like coming to school
- Any absence not in the excused absence category
- Any absence beyond the ten (10) day “best interest” limit

Recording/Verifying Absences

State Preschool families are required to call or email the preschool office the day a child is absent from school to ensure that the absence is recorded as “verified” and “excused.” Families must be specific when calling or emailing reasons for a child not attending preschool. Authorized parents/guardians must provide a full signature in the sign-in book next to the “absence” date, to verify absence and provide supporting documentation, if necessary, about the absence to ensure proper categorization in their child’s family file.

Attendance: Signing in and out of State Preschool

Each child must be signed in and out of the center with a full legal signature by a parent/guardian or designee each day. For your child’s protection, he/she will be released only to authorized individuals designated on the emergency card that is over 18 years old with valid photo identification. For children riding the bus, the designated individual will be a Cypress School District preschool staff member.

Upon Arrival at the Center

- Every child must be accompanied to the classroom by their parent/guardian or authorized designee.
- A parent/guardian or authorized designee over 18 must sign the child in with a classroom staff member using a full legal signature and the exact time of arrival (in ink).
- Parent/guardians or authorized designee bringing the child to class must ensure that the child has been greeted by a staff member prior to leaving.
- Classes begin at the posted time. Students must be dropped off on time to avoid disrupting the classroom’s routine.
- For the safety of all, students must be next to a supervising adult at all times prior to the preschool doors opening and after class.

Upon Departure from the Center

- Every child must leave the center with their parent/guardian or authorized designee.
- A parent/guardian or authorized designee must sign the child out with a classroom staff member using a full legal signature and the exact time of departure (in ink).

Legal documents delineating your child’s custody or release must be on file at the center and updated as needed.

Late Pick-Up

It is very difficult for students who are left at school after their normal pickup time. The following policies will be in effect when a child is picked up after their contract hours:

- The first and second time a child is picked up at school more than fifteen (15) minutes after their contract hours, a *Late Notice* will be issued. The parent or designated representative and the Program Manager must sign the Late Notice.
- After failure two times to adhere to scheduled hours, a conference with the Program Manager will be required to determine if an adjustment to contract hours is necessary.

- The third Late Notice may result in a *Notice of Action* for termination of child care services.

Late pick-ups (non-compliance to contract hours) are accumulated from July 1 through June 30.

Transportation is not provided unless part of the student's individual education plan (IEP).

Classroom Volunteer Policy

All volunteers who wish to volunteer in the preschool classroom must satisfy the following requirements:

- Complete a Cypress School District Volunteer Registration Program form
- Have a current TB test performed not more than 60 days prior
- Show proof of immunizations, including influenza, pertussis, and measles

Visitors

Cypress School District utilizes a Visitor Management System by Raptor Technologies to screen all visitors and volunteers on campus. During school hours, ALL visitors, including parent volunteers, must check in at the main office and present valid government-issued identification. The system scans the ID, checks it against the Megan's Law Registry, and issues a personalized visitor or volunteer badge. It is the policy of the preschool program that all families or caregivers wear a badge whenever on the school campus outside the preschool classrooms. Visitors will be escorted by preschool staff while on campus. When leaving visitors and volunteers must check out and exit through the preschool office or be accompanied through the gates. To ensure the safety of all students and staff, all visitors/volunteers are required to schedule their visit/ volunteer time and receive approval from program staff, unless as stipulated by Title 22 regulations.

Licensing and Regulations

Some Cypress School District State Preschool classrooms may be licensed by the State Department of Social Services, and Community Care Licensing and follow Title 22 regulations which establish health and safety standards for child care centers. A licensing analyst has the authority to inspect the facility and interview students in care. The findings of each visit are posted on the parent bulletin board or a copy can be requested from the Program Manager, Early Learning. In addition, we abide by the California Department of Education mandates according to Title V regulations.

You have the right to receive the license name, address, and phone number of the local licensing office.

Licensing Office Name:	Community Care Licensing
Licensing Address:	750 The City Drive, Suite 250, Orange, California 92868
Licensing Office Phone:	(714) 703-2800

Concerns

It is our desire to share in a mutually respectful relationship to help ensure your child's success in our preschool program. If an issue or concern arises, preschool staff, including the Program Manager and/or the Executive Director, Educational Services will be able to assist families with most questions related to the program, including, but not limited to:

- Behavior concerns
- Schedule changes
- Program concerns

Our staff will work closely with families to ensure a positive preschool experience. If, after working with your teacher or Program Manager, Early Learning you are unable to reach a satisfactory resolution to a concern, please contact the Executive Director, Educational Services, at the Cypress School District main office.

Parent/Guardian Rights – Open Door Policy

Families, upon presentation of identification, have the right to enter and inspect the licensed child-care facility, in which their child is receiving care, without advance notice. Entry and inspection are limited to regular operating hours while their child is receiving care. Visitors and families will be escorted by preschool staff while on campus and in classrooms. California Code, Health, and Safety Code – HSC § 1596.857: Upon enrollment parents/guardians were provided with their rights to enter and inspect the facility.

The Cypress School District requires that all visitors check in at the elementary school's main office and obtain visitor identification to wear for identification purposes.

Parent/Guardian Conduct Expectations

Families are always welcome and we enjoy their participation in our program. However, families and visitors are expected to be a positive presence and conduct themselves appropriately. The following behaviors are unacceptable and visitors will be asked to leave if the following behaviors are being exhibited:

- Disciplining any child in front of the other students, either verbally or physically.
- Talking “negatively” about a student in her/his presence.
- Smoking on the school grounds, including the parking lot and in cars.
- Custody and visitation disputes.
- Rude and/or malicious actions toward program staff, other families, or students, including the use of profanity.
- Causing injury threatening to do so to another child or staff member, or
- Violations of the California Education Code regarding firearms, alcohol, drugs, physical altercations, theft, destruction of property, immoral conduct, etc.

Firearms/Weapons on Campus

California's Gun-Free School Zone Act prohibits a person from possession or discharging a firearm in a school zone. An area is considered a school zone if it is within 1,000 feet of public or private school grounds. Under the California Gun-Free School Zone Act, a “firearm” means “any device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of any explosion or another form of combustion. If an individual meets the requirements of an exception to this Act, they are required to communicate with school administrator prior to accessing campus. Per Board Policy 3515.7, no students are allowed to have firearms or weapons on campus.

Media Release (EC §48907, 49073)

District representatives will, from time to time, use still photography or videography for the purpose of highlighting student achievements or chronicling classroom/school activities. Those images may be used in informational newsletters, school brochures, class pictures/yearbooks, and other printed material; posted on the school and/or district websites or social media websites; or submitted to the news media for possible publication. To restrict the district from using your child's image, you must submit a request in writing.

Methods of Communication (BP 1100)

The Cypress School District utilizes a variety of communication methods in order to provide the community with access to information. Such methods may include, but are not limited to, district and school newsletters, websites, social networking pages or other online communications technologies, direct email communications, mailings, notices sent home with students, and recorded telephone messages for parent/guardian information. Families/guardians may submit a written request to opt out of any of the abovementioned communication methods.

Student Accidents

Student safety is one of our most important concerns. Even so, accidents do occur, and the resulting medical treatment (ambulance transport, treatment, surgery, hospitalization, etc.) can be very expensive. Cypress School District does not assume responsibility for these costs. However, as a service to you and your child, we do offer families access to low-cost, voluntary-purchase student accident/sickness insurance. Information regarding this coverage is available [online](#).

School Emergency Procedures

It is extremely important that your student's emergency contact information be kept up to date. In the case of an accident, injury, or other emergency, students will only be released to a person designated as an emergency contact. If an emergency contact person is unknown to staff, photo identification will be required.

During an emergency, you may not be able to reach the school by telephone as staff will be involved in caring for students. In the event of a school emergency or local disaster, you will receive notification from the school or district via telephone or text message. Information may also be provided on the district's website and/or social media sites. Non-district social media sites are not official or reliable sources of information.

Security Cameras

Security cameras are utilized in select areas throughout the district to protect district property, facilities, and equipment from vandalism and theft. Cameras are not placed in areas where students have a reasonable expectation of privacy, and only specific district personnel have access to the video recordings. These recordings may be used in disciplinary proceedings or referred to local law enforcement as appropriate. In the event of an accident involving injury to persons or loss of property, a copy of the video recording will be preserved. Otherwise, recordings are allowed to expire. Unless otherwise required by law, requests for access to video recordings will be denied.

Vandalism

Students/parents are financially responsible for damage to school property, whether it is an accident or malicious vandalism. This also includes damage to or loss of textbooks and library books checked out by students.

Uniform Complaint Procedures (5 CCR §4622)

The Cypress School District has adopted policies and procedures for the filing, investigation, and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination. Visit the district website at www.cypsd.org for more information.

Families also have the right to appellate or submit a complaint to the State Department of Education/Child Development Division if they feel they have been discriminated against by the Department of Child Development Services. The complaint must be in writing to the following address:

**Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 9581**

Statement of Non-Discrimination (*EC §§200, 220; Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973*)

The Cypress School District does not discriminate on the basis of race, color, national origin, ethnic group identification, religion, sex/gender (gender identity, gender expression) physical/mental disability or immigration status. Your child has a right to a free public education, regardless of immigration status. Please refer to attachment 6 “Know Your Educational Rights” related to immigration. Additional resources for immigrant students and family members developed by the California Attorney General are accessible at <http://oag.ca.gov/immigrant/rights>. The district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. Complaints alleging noncompliance with the district’s policy of nondiscrimination should be directed to the Executive Director of Educational Services at (714) 220-6900. A copy of the district’s nondiscrimination policy is available from the Cypress School District main office.

Sexual Harassment Policy (*EC §§231.5, 48980; 5 CCR §4917*)

The Cypress School District’s written sexual harassment [board policy 5145.7](#) is available from the main office.

SAMPLE PRESCHOOL SCHEDULES

Morning Part-Day Class 8:30 a.m. to 11:30 a.m.

8:30 – 8:50	Greetings/Breakfast/Free Play
8:50 – 9:15	Whole Group/Literacy
9:15 – 10:00	Small Group Instruction/Work Stations
10:00 – 10:40	Outdoor Classroom
10:40 – 11:15	Small Group Instruction/Work Stations
11:15 – 11:30	Whole Group Instruction/Goodbyes

Afternoon Part-Day Class 10:30 a.m. to 1:30 p.m.

10:30 – 10:50	Greetings/Lunch/Free Play
10:50 – 11:15	Whole Group/Literacy
11:15 – 12:00	Small Group Instruction/Work Stations
12:00 – 12:40	Outdoor Classroom
12:40 – 1:15	Small Group Instruction/Work Stations
1:15 – 1:30	Whole Group Instruction/Goodbyes

