



CALIFORNIA STATE PRESCHOOL PROGRAM PARENT HANDBOOK

Welcome



**Embracing each child's uniqueness through
caring connections and developmentally
appropriate practices**



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

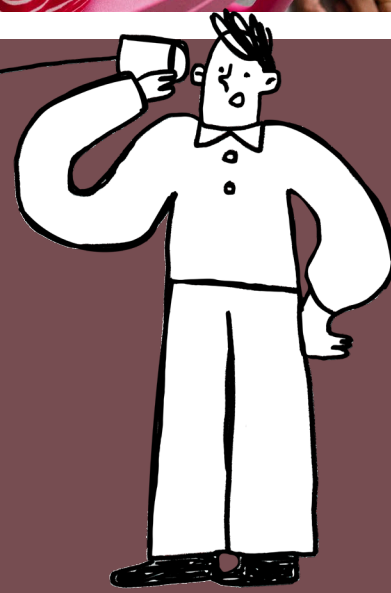
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Governance Structure

The Fontana USD Board of Education has the authority to establish and maintain a preschool program
Fontana USD Board Approval – August 2026





Program Design | 4

- Mission
- Days & Hours of Operation
- Locations
- Open Door Policy
- Group Size
- Age Group Served
- Refrain from Religious Instruction
- Equal Access/Non-Discrimination Statement
- Preschool Inclusion
- Confidentiality

Program Philosophy, Goals & Objectives | 7

- Philosophy
- Family Engagement & Strengthening
- Health & Social Services
- Education Program
- Environment
- Nutrition Services
- Curriculum & Preschool Learning Foundations
- Wellness & Nutrition
- Staff Qualifications & Development
- Continuous Improvement

General Policies | 13

- Signing In and Out Procedures
- Restricted Campus & Visitors
- Authorized Pick Up
- Celebration & Seasonal/Holidays
- Donations & Gifts
- Code of Ethical Conduct
- Photography & Video
- Safe School & Harassment Policy
- Suspected Child Abuse
- Clothing & Items from Home
- Toileting
- Child Supervision
- Discipline & Guidance
- Daily Health Screening & Exclusion
- Allergies
- Restrictive Injuries
- Seizures
- Child Injury & Medical Emergencies
- Medication
- Parent Guardian Email
- Emergencies



Selection & Enrollment Process | 20

- Waiting List
- Child Admission Priorities
- Steps for Enrollment

Participant Qualifications & Conditions | 22

- Certification of Eligibility
- Family Data File
- Proof of Residency
- Exceptional Needs Child
- Health & Emergency Information
- Court Order & Custody
- Proof of Family Size
- Eligibility Criteria
- Countable and Non-countable Income
- Immunizations and Physicals

Attendance | 27

- Importance of Attendance
- Attendance Expectations/Policy
- Absence Policy
- Abandonment of Care
- Late Pick Up Policy
- Reporting Absences & Late Arrivals
- Emergency Closures

Disenrollment | 30

- Family Request to Disenroll
- Family Request to Transfer or Session Change
- Agency Disenrollment Policy
- Suspension or Expulsion

Program Compliance | 32

- Regulations and Monitoring

Grievance/Complaint Procedures | 33

- Complaints Regarding Program Staff
- Uniform Complaint Procedure
- Food & Program Non-Discrimination Statement & Complaint Procedure
- Program Decision Complaints (Appeal Process)

Community Care Licensing | 36

- Caregiver Background Check Process
- Child Care Center Notification of Parents Rights
- Personal Rights Child Care Centers
- Effects of Lead Exposure Brochure
- 2025-26 School Calendar



The mission of Fontana Unified School District is to ***empower every student to reach their highest potential.***

At FUSD, we believe that every student has limitless potential, and our commitment is reflected in our focus on the following key areas:

- FUSD has a laser-like focus on **powerful academic outcomes for all students.**
- Without fail, FUSD will implement a **persistent focus on safety and well-being for students and staff.**
- FUSD will build relationships with **proactive communication and community engagement.**
- FUSD will be good stewards of public tax dollars through the **purposeful use of public resources.**

Part Day California State Preschool Program (CSPP)

Children Served: 2 - 5 Years of Age

Days: Monday - Friday

School Hours: 3-hours in the AM or 3-hours in the PM

Locations

Fontana Unified School District

Almond Elementary State Preschool	Beech Avenue Elementary State Preschool
Canyon Crest Elementary State Preschool	Citrus Elementary State Preschool
Cypress Elementary State Preschool	Date Elementary State Preschool
Dorothy Grant Elementary State Preschool	Hemlock Elementary State Preschool
Juniper Elementary State Preschool	Locust Elementary State Preschool
Mango Elementary State Preschool	Maple Elementary State Preschool
Oak Park Elementary State Preschool	O'Day Short Elementary State Preschool
Oleander Elementary State Preschool	Palmetto Elementary State Preschool
Ted Porter Elementary State Preschool	South Tamarind Elementary State Preschool
Early Explorers Academy	Tokay Elementary State Preschool
District Office State Preschool	

San Bernardino County Superintendent of Schools

Live Oak Elementary State Preschool
Redwood Elementary State Preschool

California PreKindergarten and Family Literacy Program

Canyon Crest Elementary State Preschool
Citrus Elementary State Preschool
Tokay Elementary State Preschool

PROGRAM DESIGN

Open Door Policy You may visit your child's classroom unannounced to observe your child at any time during operational hours, please refer to the campus/visitor information for district policy. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program, please refer to the parent volunteer information on page #7.

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



Preschool (24 Months to 36 Months)

1 adult for every 4 preschoolers

Preschool (36 Months to Kinder)

1 adult for every 8 preschoolers

Refrain from Religious Instruction

Our program refrain from religious instruction and worship.

Equal Access/Non-Discrimination Statement

The Fontana USD is committed to providing equal opportunity for all individuals in childcare programs and activities. Childcare programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; reproductive health decision making; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; veteran or military status; or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Title IX Coordinator, Craig Baker, Associate Superintendent, Student Services (909) 357-5000 ext. 29194.

Preschool Inclusion

Our program is fully accessible. Some of our classrooms share the campus with special needs preschool children and participate in mainstream activities, such as outdoor play or indoor play. Inclusion experiences for children promote a sense of belonging and membership, build positive social relationships and friendships. Planning meetings will be held between the state preschool teacher and the special education preschool teacher to reassure all student's individual needs are met for development and learning within a safe and nurturing environment.

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.

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.

Philosophy

The Fontana Unified School District 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.

Family Engagement & 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 Orientation** are held before your child's first day of school
- **Parent Child Interactive Learning Activities (PCILA)** are held four times a week for 15 minutes. PCILA provides guided activities with parents and children to develop foundational literacy and social-emotional skills.
- **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
- **Parent Surveys** are sent on an annual basis to gain input on how our program can improve.
- **Parent Advisory Committee (PAC)** meetings provide an opportunity to learn about child development, share topics identified in the parent survey, provide input on the nature and operation of the program parenting strategies. A great time to network with other parents.
- **Parent Workshops/Trainings** are offered throughout the school year such as nutrition education trainings and physical activity materials throughout the school year.

Each family brings a history of life experience and cultural heritage that is respected and valued within our program. Partnerships between families and the teachers are essential to the growth and development of each individual child.



Our goals and objectives
are reflected within each
of the quality program
components

Note: Parents volunteering in the center must have a recent tuberculosis clearance, immunizations; measles, pertussis and influenza, as required by SB 792. Also, must complete the mandated reporter training. To become a volunteer, please go to www.fusd.net/earlyed or call the Early Education Office.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES



Health & Social Services- Ages and Stages Questionnaire (ASQ)

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

Parents/guardians are the best source of information about their child because you see when your child passes milestones like talking and crawling, or later, walking and playing. Developmental screenings can help parents and doctors know that a child is meeting these growth milestones.

Each parent/guardian will complete ASQ screenings throughout the year.

As you know your child best, please inform the teacher of any concerns with your child's development. Please complete a Family Needs Assessment form and give it to the teacher to obtain community resources. Resources are posted at www.fusd.net/earlyed and through Parent Square. If you need assistance, please inquire with the teacher, or contact the Early Education Department at (909) 357-5000 ext. 29226.

If you believe your child may need assessment for additional educational services, please inquire with the teacher to begin the Student Success Team (SST) process. School districts identify and evaluate children who may be eligible for additional services (EC 56300-56302)

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.

We use a tool called the **Desired Results Developmental Profile (DRDP)** to assess the development of children

- Assessed 60 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
- 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 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
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES



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.

CLASS 2nd Edition and CLASS Environment tools implementation to support continuous quality improvement and enhance classroom interactions and children's learning and development.

Curriculum & Preschool Learning Foundations

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.

Play as an integral part of the curriculum that includes purposeful teaching to help children gain knowledge and skills. **The California Preschool/Transitional Kindergarten Learning Foundations and The California Preschool Curriculum Frameworks** draws from research that many children learn by participating in high-quality preschool program that offer environments and experiences that encourage active, playful exploration and experimentation.

Nutrition Services

Our goal is to ensure children have balanced nutritious meals or snacks during their time in the program at no cost. Meals and snacks that are culturally and developmentally appropriate and meet the federal Child Care Food Program nutritional requirements. Monthly menus are posted on the bulletin board.

Mealtime is a learning experience for our children. It's a time for talking about color, taste, texture and the name of foods. It is an opportunity for practicing manners by watching adults and socializing with other children.



If your child has any food allergies, or can not eat certain foods for religious or personal reasons, please notify the teacher immediately.

We enhance our curriculum with **Footsteps2Brilliance** provides opportunities for preschoolers to engage in literacy activities to develop early writing. Interactive reading and writing activities are engaging for preschoolers and support language and literacy skill acquisition and build an effective school-to-home connection.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES



Wellness & Nutrition

The State Preschool program will meet all children's nutritional needs for the duration of the program by providing a well-balanced breakfast, lunch, or snack. Meals, foods, and beverages served meet the state and federal requirements which are based on the USDA Dietary Guidelines. Items must be commercially prepared, and stable temperature must be maintained until children are served. The program provides children with access to a variety of foods that meet the health and nutritional needs of children.

Children are provided access to drinking water throughout the day, including during mealtimes and/or snack time and outdoor play. Children will have access to drinking fountains and/or hydration stations throughout the school site. Staff will ensure that the drinking fountains and drinking areas are clean, properly maintained and are lead-free.

Any school site that participates in the National School Lunch Program (NSLP) requires a meal form for each child. The meal form requires total household for the person signing the form. If the preschool child does not meet the income guidelines for the school district, the district will cover the cost of the meals.



PROGRAM PHILOSOPHY, GOALS & OBJECTIVES



Wellness & Nutrition (Cont.)

We promote non-food items for celebration purposes such as a reward for children's accomplishments or classroom behavior.

Staff will encourage all children to participate in physical activity for a minimum of 30 minutes per day and avoid playing elimination games. Structure play and physical activity are designed to accommodate all children's varied skills and levels.

To promote and support nutrition and physical activity, staff are provided with professional development workshops, conferences, and resources related to the subject. The information and resources are shared and presented to parents and families to increase their knowledge of appropriate nutrition and physical activity for their children's learning at home.

The CalFresh Healthy Living program at San Bernardino County Superintendent of Schools provides the State Preschool program educational material, technical assistance, trainings, and resources which allow for opportunities to practice and implement nutrition education and physical activities.

Physical Activity

- **Coordinated Approach to Child Health** creating and implementing physically activities in the classroom, outdoors, and at home with families. Teachers will provide children with opportunities to receive at least 30 minutes of age-appropriate physical activity, during class sessions.
- **Playground stenciling** to encourage a variety of movement during outdoor play

Staff Qualifications & Development

Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry assigned duties, such as monthly teacher meetings and an annual staff development day.

Upon hire, each employee is provided with an orientation and an annual back to school orientation. Our program makes professional development of individuals working with children and families a priority. All teachers hold the appropriate child development permit and attend ongoing trainings related to child development.

Every employee is evaluated per their bargaining agreement timelines.

Continuous Improvement

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

We participate in **Quality Start San Bernardino County (QSSB)** to maintain a high-quality early learning experience and ensure that children get early and specialized support if needed which makes a lasting difference to prepare children to succeed in kindergarten and beyond.

Our program at Mango, Palmetto and Oak Park Elementary Preschool Programs is assessed, and each site is given a rating, ranging from 1 to 5. These ratings are based on what research shows are the key components of quality early care, including adult-child interactions, learning environments and appropriate learning activities. Families may more information at the website; <https://qualitystartsb.org/>



GENERAL POLICIES

Signing In and Out Procedures

Children in the State Preschool program need to be walked to and picked up from the classroom designated sign-in area during the scheduled program hours Monday through Friday.

You will receive a school year calendar showing the days in session and the dates of no school.

Children must arrive on time while the gates are still open, or you will have to enter through the office to check in and follow the district policy.

Classroom tablets will be available to access your eSignature Portal via LEARNING GENIE. Each authorized individual will be provided with their own personal PIN number. A full legal signature is required. LEARNING GENIE will automatically timestamp arrival and departure times.

A child must be signed in at the beginning of the class by the parent, or other adult who brings the child, thereby giving responsibility of your child to the FUSD State Preschool staff. When the child is picked up at the end of the day, the parent or authorized individual signs the child out, assuming responsibility for the child at that time.

Restricted Campus & Visitors

Classes located on local district campuses follow policies of that school. Any non-student who wishes to enter the campus must obtain clearance from the office before entering the campus. All visitors must check-in at the office and sign in and out with the receptionist.

We ask that all families follow school site parking procedures. Please obey all traffic laws and signs including crosswalk laws. All parents and caregivers must park in designated areas only. If you do not have a handicap placard or sticker, please do not park in the handicapped spaces.



Authorized Pick Up

Anyone who picks up your child must be an adult 18 years of age or older. Your emergency contacts were entered when you completed your initial family application. If you have authorized the emergency contact to pick up your child, they must show a legal and valid picture I.D., such as a CA Driver's License, State Identification card, Military ID, or a Passport.

To prevent the child's legal parent from dropping off/picking him/her up, the District must have a court order on file.

Parents are expected to update any changes in contact information such as parent phone numbers, emergency contacts phone numbers, parent email, court documents, etc. These changes must be done by visiting the Early Education Department, Building #16 at 9680 Citrus Avenue, Fontana. Open Monday-Friday from 7:30- 4:00 pm.

GENERAL POLICIES



Celebrations:

We value the inclusivity of all students including honoring family religions and cultures. Upon parent request, we will acknowledge students' birthdays with a nonfood and party favor celebration. Please inform the staff if your religious beliefs do not permit your child to participate and will provide your child an alternative activity.

We offer children a variety of diverse appropriate activities and experiences throughout the year only for your child/children and follow an anti-bias curriculum.

We implement culturally responsive instruction by:

- Integrate cultural traditions of all families throughout your school year
- Add classroom visuals reflecting the racial and ethnic diversity of the classroom
- Incorporate books with multicultural themes and different perspectives into classroom readings
- Integrate ethnic art, music, and games into classroom activities
- Seek various representatives to show the diversity within a common group

Donations & Gifts:

Parents may take the initiative to lead the collection of donations through the Parent Advisory Committee. However, staff members are prohibited from soliciting and collecting cash or in kind, additional payments from the families of the children enrolled.

Any collection of donations must be pre-approved from the Early Education Administration department.

The State Preschool Program
will refrain from any religious
instruction or worship.

California Code of
Regulations Title 5, §17789

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
- Show respect of others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each individual present at the center
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Photography & Video:

Fontana USD may use your photographs, video camera recordings, and interview comments for educational and promotional purposes unless reflected differently on the *Annual Notification for Parents* form.

These items may be distributed to individuals, groups, and the news media and published in, but not limited to, advertisements, news releases, newsletters, slide shows, video presentations, and the World Wide Web.



Safe School & Harassment Policy:

The following behaviors will not be tolerated and are **prohibited** at any of our facilities:

- Behavior which threatens the safety, welfare or morals of others
- Under the influence of and/or possession of alcohol, marijuana or drugs
- The possession of any weapon, look alike weapon (toy), or any object which ejects whether functional or not
- Behavior which would cause, attempt, threaten, or conspire to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others.)
- Use of obscene and profane language, including yelling.

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.

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 your child's teacher.

There are resources available to help you, at no charge.

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 all time. Each classroom seeks to maintain a positive learning environment where mutual respect and high personal standards are established. Students have the right to dress in accordance with their gender identity and gender expression, pursuant to any dress code adopted on a school site.

Please send a change of clothes for your child in case of a spill or toileting accident.

For social-emotional support children may bring a stuffed animal, blanket, or other special items at the beginning of the school year while the child is adjusting to the classroom environment. Please discuss your ideas for sharing home materials with your child's teacher ahead of time. Toy guns and knives are not allowed at school. The classroom is not responsible for any lost or damaged personal items.

Toileting:

Children will be expected to manage their toileting needs with minimal adult assistance. To ensure safety and compliance with state law, children will be always visually supervised including when they are using the restroom facility.

If your child is not able to manage their toileting needs with minimal adult assistance, we recommend a classroom with an *attached* bathroom inside the classroom. If the school site that you are enrolled in does not have a preschool classroom that has an attached bathroom, you will be offered the opportunity to transfer to a school site that does.

If a child wears disposable potty-training pants, such as Pull-Ups, parents are expected to provide and maintain at least 5 additional disposable potty-training pants in the classroom to assist with their child's daily toileting needs

To meet health and safety regulations, in the event of a toileting accident, a staff person will immediately assist and guide the child into a clean set of clothes and/or disposable potty-training pants. A child is not permitted to be left in soiled clothing or disposable potty-training pants; therefore, a parent may not be called to assist as a child is left waiting to be changed. Once a child is changed, if the child requires further hygiene such as bathing, the parent and or emergency contacts will be notified. The soiled clothing will then be sent home in a sealed plastic bag due to health regulations and limitation on resources in facility.



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.

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.
- Hold your child's hand in the road and parking lot
- Encourage children to follow safety rules
- Report safety and supervision concerns to staff immediately

Discipline & Guidance:

Expectations and limits are set to keep the children safe and help them have a good relationship 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.

Staff work 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.

Continued teaching, re-teaching, and reinforcing of these expectations and social skills throughout the year will occur. In addition, when misbehavior occurs, we provide feedback, support and interventions to help students learn appropriate behavior. Together, through family and school collaboration, we can create a positive, consistent environment in which students succeed and thrive. If positive behavior intervention and techniques are not effective, a behavior support plan will be developed with the teacher, supervisor and include the parent's collaboration and input.

There will be no use of corporal punishment or violation of personal rights.

Our program does not have an assigned staff person to work one-on-one for behavior management or health needs. The child's IEP or IFSP would indicate 1:1 support is provided by the district or by the parent.



GENERAL POLICIES

Daily Health Screening & Exclusion:

To help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival at the center. No child shall be accepted without contact between center staff and the person bringing the child to the center. The person bringing the child to the center must remain until the health check has been completed and the child is accepted.

Allergies:

The staff must be notified if a child has any type of allergies. Notification must be in writing from a physician (LIC 701) and must include instructions on how to avoid incurring an allergic reaction and what to do in the event a reaction does occur.

Restrictive Injuries:

If a child receives an injury that restricts their regular activity in the classroom as well as outdoor activity, such as a broken bone, has a cast, has stitches, needs to use crutches, needs to use a wheelchair, etc., or is hospitalized for any reason or a visit to the emergency room, for the safety of your child a doctor's clearance is requested before a child may return to school.

We can reasonably accommodate with alternative activities outdoors, but we cannot restrict children from active gross motor play.

1. **Illness** that prevents the child from participating comfortably in activities that results in a greater need of individual care.
2. **Gastro-intestinal** nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
3. **Throat and neck** redness, spots, sore throat, infected tonsils, swollen glands
4. **Eyes** discharge and/or redness
5. **Skin** rashes, spots, eruptions, etc.
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. **Communicable disease** are reported to the teacher and the child may return on the quarantine end period or return to school medical note.

If a child becomes ill during the day, he/she will be isolated from the other children and the parent will be contacted with the request to pick up early.

Seizures:

If a child has uncharacteristic, severe and/or successive seizures, or if the seizure lasts longer than 5 minutes or if the child has trouble breathing, 911 will be called.



GENERAL POLICIES

Child Injury & Medical Emergencies

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.

In the event of a medical emergency and if the student must be transported to the hospital a school employee must accompany the child. If the parents have not been reached before the pupil is taken to the hospital, the teacher will continue to make every effort to contact the parents. This may involve requesting assistance from the Sheriff or Police who may authorize transporting the pupil.

Your authorization for the program to contact your family physician and to take whatever emergency treatment necessary is on your child's emergency card.

Medication:

If a child is on antibiotic therapy and the doctor advised that the child is to remain home for a specific number of days, a doctor's clearance with a return date must be presented to the teacher before child can return to school.

A child on an antibiotic or medication may attend school. If your child needs to take medication during school hours, please contact the Early Education Health Assistant for the appropriate paperwork. Please return all medication paperwork and properly labeled medication(s) to the Early Education Department.

The medication paperwork must be approved before medication can be administered at the school site.

Parent/Guardian Email:

Our program uses the following communication and learning applications in our program. It is important to have an up to date, reliable parent/guardian email address on file with us to ensure you receive all communications related to your child's education.

- Parent Square
- Learning Genie

Emergencies:

Each classrooms emergency plan is posted in the classroom, and emergency drills are conducted monthly. In the event of a major disaster or unusual emergency, Parent Square communication system will be used to notify you of the most up to date information regarding the emergency.



SELECTION & ENROLLMENT PROCESS

Waiting List:

If the school site that you prefer is not available, you may be placed on the Waiting List. When a space becomes available, families will be contacted in the Child Admissions Priority order.

Child 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, child with exceptional needs from income eligible family. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten. 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 15% above income threshold (limited to 10% of funded enrollment excluding children with disabilities). Prioritize as follows:

- 1) Children with disabilities income ranking order
- 2) Children in income ranking order

Note: If 2 or more children are within the same ranking, admit the child who has been on the waiting list for the longest time

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

Sixth: Children enrolling in CSPP to provide expanded learning & care to Transitional Kindergarten or Kindergarten pupils (must meet an eligibility criteria)

Non-Prioritized Families (after all applicable families have been prioritized)

- 1) Children with disabilities from families with income above 15% of the income threshold who were not enrolled within the set-aside.
- 2) Early enrollment children enrolling in a CSPP operated by the school district or charter school, regardless of income

Set-aside 5% of CSPP funded enrollment is reserved for Children with Exceptional Needs. Only the child in the family who has exceptional needs may be enrolled under this eligibility criteria and must have an active individualized education program (IEP).

The parent is responsible to provide up to date copies of the IEP or IFSP to the teacher.

(subject to change)

Maximum Income for 2nd, 3rd & 6th 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
9	15,985
10	16,325

Maximum Income for 4th Priority:

Family Size	Total Countable Monthly Income
1-2	9,632
3	10,897
4	13,038
5	15,124
6	17,210
7	17,601
8	17,992
9	18,383
10	18,774

Families screened & selected

Families are selected for State Preschool programs through Enrollment Priorities defined by the California Department of Education.

THE STATE PRESCHOOL ENROLLMENT STEPS:

STEP 1: Gather the mandatory documents needed for enrollment

Enrollment Packet can be printed by going to www.fusd.net/earlyed. Pick-up also available at Enrollment Center (Bldg.. A) or Early Education Department #16, Monday - Friday 7:30am - 4:00pm. Please make sure to fill out and read all forms.

Step 2: Book an Appointment Online

Book an Appointment Online by selecting the link for appointments. Appointments are available Monday – Friday 7:30 a.m. – 3:00 p.m. at FUSD Enrollment Center.

Step 3: Complete the Enrollment Packet

Please make sure to fill out and read all forms. Arrive at the District Office Building A, Enrollment Center 10 minutes before your appointment to check-in.

For questions or packet verification, please contact Early Education Department at (909) 357-5000 extension 29226.



PARTICIPANT QUALIFICATIONS & CONDITIONS

Certification of Eligibility:

Enrollment into the preschool program is determined by specific family or child eligibility criteria. In addition, a child's parent must reside in California. Families complete a certification process at initial enrollment and remain eligible to receive services for the remainder of the program year and for the following program year, 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 parent's 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 reside 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.

Exceptional Needs Child

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

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

PARTICIPANT QUALIFICATIONS & CONDITIONS



Health & Emergency Information

Participants must provide child health & current emergency information, along with current immunization records for enrolled children.

Court Order & Custody

Parents are required to provide copies of any court orders that may impact childcare services. These documents must be included in the family data file to ensure the program complies with legal requirements.

Parents are asked to make every effort to avoid involving staff in custody-related issues. This helps maintain a focused and safe environment for all children.

In the event of any disruption at the school, law enforcement will be contacted to provide legal assistance and ensure the safety of all students and staff.

Proof of Family Size:

Biological/Adoptive Parent: “Family” shall be considered the parents & the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

Guardian/Foster Parent: “Family” shall be considered the child & related siblings.

Participants must provide the names of the adults & the names, gender & birthdates of the children identified in the family.

At least one document for **ALL** children counted in the family size must be on file & indicate the relationship of the child to the parent.

- Birth Certificate or other live birth records
- Child Custody Court order
- Adoption documents
- Foster Care placement records
- School or Medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

PARTICIPANT QUALIFICATIONS & CONDITIONS

Eligibility Criteria:

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

1. Family is a current aid recipient

- Enrollment Documentation, such as Notice of Action | Receipt of Aid | Verification of Benefits

2. Family is income eligible

- Documentation of Monthly Income

3. Family Experiencing Homelessness

- Documentation of Monthly Income **AND**
- Parental Declaration of Homelessness
- Referral Letter dated within three months prior to the application for services

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

- Documentation of Monthly Income **AND**
- Referral Letter dated within six months prior to the application for services

5. Receiving Benefits from Governmental Program

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.

- Copy of Governmental Program Application **OR**
- If not available, Self-Declaration of Income as declared on the program application

6. Child has Exceptional Needs

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



After all, otherwise eligible families have been enrolled, a part-day CSPP may enroll:

- **Income Eligibility** (Income eligible & 15% above income threshold)
 - Self-Certification of Income
- **Approved Neighborhood School Boundary**
 - Documentation of Monthly Income **AND**
 - Verification of Home Address (Example: Utility bill | Property tax bill | Voter registration | Rental/lease agreement | Government agency letter | Pay stub)

NOTE: 5% of CSPP funded enrollment is reserved for Children with Exceptional Needs

PARTICIPANT QUALIFICATIONS & CONDITIONS

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET (CSPP Program)

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.	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.
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	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 QUALIFICATION & CONDITIONS



Immunizations & Physical:

Your child must have verification of a physical examination and TB clearance status within the last 12 months, including all required immunizations admission to the program, including all required immunizations. Otherwise, the family will be placed back on the eligibility list.

Upon a file review and if it is discovered the child has already started without a physical, TB and are not up to date on immunizations a Notice of Action Termination is issued immediately. The documentation must then be submitted within the appeal deadline due date, although services may continue during the appeal period.

On Condition allows children can be admitted “on condition” that they receive the next shots due as they age into new requirements. It is the responsibility of the parent to meet the deadline date and submit immunizations to the teacher. If the parent does not submit documentation showing the child has received the doses due, the law requires that the child (unless exempt) be *excluded* from further school/childcare attendance until proof of adequate immunization is presented. If the required dose(s) are not given within the due date a Notice of Action Termination is issued.

Medical Exemption describes a child whose California-licensed physician decides to postpone one or more immunizations because of a physical condition or medical circumstance may be admitted “on condition” that the needed dose(s) be obtained and an updated immunization record for the needed doses be submitted by the time the exemption expires. Medical exemptions can only be issued through the California Immunization Registry through the Medical Exemption website [CAIR-ME](#) by physicians licensed in California. Schools may only accept from parent's medical exemptions that are issued using CAIR-ME.

If after later discovery that a conditionally admitted student has not complied in meeting the conditional admission requirements and previously had not been appropriately notified, the school or childcare may allow up to 10 school days after notification to receive all vaccines currently due and provide documentation of these doses before excluding the student. A Notice of Action Termination will be issued.

McKinney-Vento Homeless Assistance Act is the federal act requires schools to enroll new students who are homeless even if their immunization records are missing or unavailable at the time of enrollment. California law requires schools to immediately enroll foster children.

Importance of 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 school Monday – Friday for 3 hours a day.**

A family may be disenrolled from the program after 10 unexcused absences.

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.

ATTENDANCE

Planned Absence:

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

Unplanned Absence:

In the event that a child is absent or will be late on a contracted day, parent/family is responsible to contact the center before the start time.

In the event that a child has an absence, please contact the teacher to report all absences. Please enter the reason for absence via *Learning Genie* App. If the absence is due to illness, please specify whether the illness is affecting the child or the parent.

When a child is absent from regularly scheduled care at any time the staff must ensure the absences are recorded accurately.

The parent/caregiver is responsible to enter the reason of absence and sign for the absence/s with a full legal signature.

Excused Absence Policy:

Excused Absences Include the Following:

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization, mental health
- Appointment of child or parent/guardian, which includes doctor, dentist, counseling, developmental assessment, IEP meeting or therapy
- Religious observance, holiday or ceremony of child's religion
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Government or self-imposed quarantine of the child or parent/guardian due to potential or actual exposure of a contagious disease
- Absence to accommodate the needs of a child with a disability, including services received as part of the Individualized Education Program (IEP) or Individual Family Service Plan (IFSP)
- Days related to a family's participation in a due process or appeal process when the child's space must be held by the program.

Emergency Closures

In the event of an emergency due to weather, fire, flood, utility problems, or other issues that will necessitate

the immediate closure of the state preschool classroom all parents will be notified as soon as possible. This

would be considered an excused absence due to unforeseen conditions.

Unexcused Absence Policy:

An absence is considered unexcused when it does not meet one of the excused absence reasons.

Unexcused absences are limited to 10 days per program year. If a child accumulates more than 10

unexcused absences during the program year, the program is required to begin the disenrollment process.

To ensure absences are recorded accurately:

- Notify the program as soon as possible when your child will be absent.
 - Provide the reason for the absence.
- Stay in communication with program staff if attendance challenges arise.

We value our partnership with families and encourage you to contact us whenever attendance concerns or family circumstances may affect your child's participation. Our goal is to work together to support your child's continued enrollment and success in the program.

ATTENDANCE

Family Emergencies are defined as unplanned, temporary situations that may prevent a child from attending the program and are considered Excused Absences. Acceptable circumstances include:

- Lack or disruption of transportation that impacts the child's participation in the program
- Court date or court-ordered appointment for any person living with the child
- Family moving to another home
- Illness, quarantine or hospitalization of a sibling
- Severe illness, death, or funeral of a relative
- Utility emergency impacting the household (e.g., loss of power, water, or gas)
- Severe weather conditions or disasters directly impacting the household, such as weather alerts, disasters, or fire
- 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, as determined by the parent

Best Interest of the Child Days (maximum of 10 days per program year between July 1-June 30. No limit for child enrolled due to protective services or at risk, experiencing homelessness or has an incarcerated parent)

Parent determines that another activity is in the best interest of the child or family to attend, such as:

- Parent/Family vacation or day off work
- Child is tired/unable to participate in classroom activities
- Sibling field trips
- Visiting with a family member
- Family bonding
- Other reasons the parent deems to be in the child's best interest

Chronic Absenteeism

We know that regular attendance is important for your child's learning and success. When children miss school, even for excused reasons, they can fall behind and miss valuable experiences. Our goal is to work together with families to support consistent attendance.

Together, we can find solutions that make it easier for your child to attend preschool every day.

Our Attendance Support Process

When unexcused absences occur, program staff will reach out to families using phone calls, emails, text messages, or other communication methods to:

- Check on your family's well-being
- Discuss any barriers affecting attendance
- Share resources and support when available
- Develop strategies together to improve attendance

Written Attendance Notifications

Families will receive written notice when a child

reaches:

- 3 unexcused absences
- 6 unexcused absences
- 9 unexcused absences

These notifications will include the number of unexcused absences accumulated and information about the importance of maintaining regular attendance.



ATTENDANCE

Late Pick Up Policy

It is important to pick up your child on time every day. Staff must follow the regulation established by the CA Dept. of Social Services and Community Care Licensing. The regulations state that all children must be picked up from the classroom by the end of the licensee's posted hours. All children must be picked up by the end of the three-hour session.

If a child is not picked up on time, the following specific rules and procedures regarding late pick-up will occur:

- 1st Occurrence: Parent will receive a written warning late pick-up notice
- 2nd Occurrence: Parent will receive a 2nd. Formal written warning late pick-up notice
- 3rd Occurrence: A late pick-up review meeting will be scheduled with the teacher and a supervisor to review the program handbook to discuss the program late pick-up policy and develop an action plan to avoid future late pick ups

When children are not picked up at the end of class, immediate attempts to contact the parent/guardian and/or emergency designee(s) will be made by the preschool teacher or staff.

When children are not picked up within 30 minutes after the end of their class, and no contact has been made with or received from the parent/guardian or other emergency card designee, this will constitute an "emergency situation." The preschool teacher or supervisor will take appropriate steps to ensure the safety of the child; this may include contact with Child Protective Services and/or the local police authority



Family Request to Disenroll:

When a family chooses to disenroll from the program, they are required to notify the program prior to the child's last day of attendance. The teacher will submit the necessary paperwork to the Early Education Department to disenroll your child.

If you would like to discuss other possible solutions, please contact the Early Education Department to arrange a meeting time to discuss your specific situation with an Early Education representative. Let's talk it out and see if we can find a solution that keeps your child participating in exploration and joyful learning.



Family Request to Transfer or Session Change

When a family requests to transfer their child into a different State Preschool classroom or into a different session (AM or PM), please follow our transfer policy:

Preschool Student Transfer forms are available at the Fontana Unified School District Early Education Office, Building 16, Monday - Friday from 7:30 a.m. – 4:00 p.m. (except Holidays).

- Parents can turn in the Preschool Student Transfer forms into Early Education, Building 16 after November 1st
- School site and/or session transfers will be filled as space becomes available beginning mid-November
- Parents are allowed one school site and/or session transfer per school year
- Parents will be contacted by an Early Education Staff member when an opening at the requested site or session becomes available



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 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, this includes, but is not limited to, eligibility documents, immunizations, physician report and other requested documentation.
- Parent changes residency outside of California as reported by the parent
- Non-compliance of agency policies (Board Policy, Community Care Licensing, CDE)
- Abandonment of Care occurs when there has been no communication with the contractor for a total of 30 consecutive calendar days.
- Failure to complete or falsification of sign-in/out sheets accurately and daily
- Failure to keep appointments for conditional status immunizations
- Threatening, yelling, cussing or acting unethically towards any staff member.
- Violation of the Safe School Zone & Harassment policy. The childcare 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 admission priority.
- Per parent request, completion of Request for Change of Services form is required.
- Please see information below regarding suspension or expulsion

Suspension or Expulsion:

Our program prohibits or severely limits the use of suspension and expulsion because of a child's behaviors. In addition, the program can not persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

The program will take many steps to address a child's challenging behaviors, with the goal being to aid the child's safe participation in the program.

In the event a child is suspended or expelled due to persistent and serious behaviors, the program will issue a Notice of Action that is effective 24 hours after the notice is issued.

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance.

Regulations & Monitoring:

The Fontana Unified School District, State Preschool program conforms to the laws and regulations in Title 5 Education Code monitored by the California Department of Education, Early Education Division. We also adhere to Title 22, Child Care Center and General Licensing regulated by the California Department of Social Services Community Care Licensing.

These regulations include staffing standards and ratios for the program. These standards are designed to assure the basic health and safety of the children in the absence of their parents. The Community Care Licensing office assigns Licensing Program Analysts to monitor and visit the preschool classroom for compliance with the regulations.

The Department has the inspection authority specified in Health and Safety Code Sections 1596.853 and 1596.8535.

Health and Safety Code Section 1596.852 provides:

- Any duly authorized officer, employee, or agent of the department may, upon presentation of proper identification, enter and inspect any place providing personal care, supervision, and services at any time, with or without advance notice, to secure compliance with, or to prevent a violation of, this act or the regulations adopted by the department pursuant to the act.

Health and Safety Code Section 1596-8535 provides:

- The department has the authority to interview children or staff without prior consent.
- The licensee shall insure those provisions are made for private interviews with any children or staff member.
- The department has the authority, audit, and copy child or childcare center records upon demand during normal business hours. Records may be removed if necessary for copying.
- The license shall ensure that provisions are made for the examination of all records relating to the operation of the childcare center.
- The department has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect, or inappropriate placement.
- In accordance with Assembly Bill (AB) 495, the Family Preparedness Plan Act of 2025, and Board Policy 1445: Response to Immigration Enforcement, The Governing Board is committed to maintaining a safe, secure, and welcoming learning environment for all students and families. District staff shall not discriminate against, harass, intimidate, or bully any student based on the student's or the student's family member's actual or perceived immigration or citizenship status. (Education Code 200, 234.1, 234.7)

District staff shall not inquire into, require, or collect information regarding the immigration or citizenship status of a student or a student's family member, except as required by state or federal law.



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 and within a reasonable time frame.

Level 1:	Complaint is brought to the attention of the teacher
Level 2:	If complaint is not resolved by the teacher, it is brought to the attention of the Early Education Administrator
Level 3:	If complaint is not resolved by Early Education Administrator, it is brought to the attention of the Early Education Senior Director

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. Procedures are mailed annually to parents or are available anytime by contacting the Early Education office.

Food & Nutrition Program Non-Discrimination Statement & Complaint Procedure:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form (AD-3027) found online at usda.gov/oascr, and at any USDA office, or write a letter addressed to USDA and provide in the letter with the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: 1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 | 2) Fax: (202) 690-7442 | 3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

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 childcare services will continue until the appeal process has been completed, except for children who have been suspended or expelled. In the event a child is suspended or expelled due to persistent and serious behaviors that impact the safety of children, the child may NOT attend the program during the appeal process. 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:

Fontana Unified School District
Attention: Early Education Hearing Officer
9680 Citrus Avenue
Fontana, CA 92335
Telephone (909) 357-5000 ext. 29226

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. If 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.

In the event that the action taken is due to **child suspension or expulsion**, a request for an appeal hearing is sent directly to the State Department (Skip to Step 5)

Step 3: Conduct Hearing

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." If 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. 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 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: Request for Appeal Hearing with STATE DEPARTMENT

If parent disagrees with the agency's hearing decision OR if the action taken is due to child suspension or expulsion, the parent has 14 days from date of the written decision/action to file an appeal with the appropriate Department. The appeal(s) must include a written statement specifying the reasons parent disagrees with the agency's action, a copy of the decision letter and a copy of both sides of the NOA.

Step 6: 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.

Request for State Department hearing must be submitted to:

California State Preschool Programs (CSPP)

Mail: California Department of Education (CDE)

Early Education Division

Attn: Appeals Coordinator

1430 N Street, Suite 3410

Sacramento, CA 95814

Email: EEDAppeals@cde.ca.gov

Telephone: 916-322-1273

Fax: 916-323-6853

Step 7: Early Education Division Hearing Decision

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



Caregiver Background Check Process- LIC 995E (10/09)

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

IMPORTANT INFORMATION FOR PARENTS**CAREGIVER BACKGROUND CHECK PROCESS
CALIFORNIA DEPARTMENT OF SOCIAL SERVICES**

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation or a marijuana-related offense covered by the marijuana reform legislation codified at Health and Safety Code sections 11361.5 and 11361.7, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children cannot by law be given an exemption that would allow them to own, live in or work in a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- The crime
- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://cclid.ca.gov/contact.htm>.

LIC 995 E (10/09)

Child Care Center Notification of Parent's Rights- LIC 995 (9/08)

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION

CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: Department of Social Services, Community Care Licensing

Licensing Office Address: 3737 Main St., Suite 700, Riverside, CA 92501

Licensing Office Telephone #: 951-782-4200

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.megaanslaw.ca.gov

Personal Rights Child Care Centers- LIC 613A (8/08)

STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

PERSONAL RIGHTS

Child Care Centers

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

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) 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.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) 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. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

Department of Social Services, Community Care Licensing

NAME

3737 Main Street, Suit 700

ADDRESS

Riverside

CITY

California

ZIP CODE

92501

AREA CODE/TELEPHONE NUMBER

951-782-4200

Effects of Lead Exposure Brochure- (1/19)



POTENTIAL SOURCES OF LEAD

- Old paint, especially if it is chipped or peeling or if the home has been recently repaired or remodeled
- House dust
- Soil
- Some imported dishes, pots and water crocks. Some older dishware, especially if it is cracked, chipped, or worn
- Work clothes and shoes worn if working with lead
- Some food, candies and spices from other countries
- Some jewelry, toys, and other consumer products
- Some traditional home remedies and traditional make-up
- Lead fishing weights and lead bullets
- Water, especially if plumbing materials contain lead

OPTIONS FOR LEAD TESTING



A blood lead test is free if you have Medi-Cal or if you are in the Child Health and Disability Prevention Program (CHDP). Children on Medi-Cal, CHDP, Head Start, WIC, or at risk for lead poisoning, should be tested at age 1 and 2. Health insurance plans will also pay for this test. Ask your child's doctor about blood lead testing.

For more information, go to the California Childhood Lead Poisoning Prevention Branch's website at www.cdph.ca.gov/programs/clppb, or call them at (510) 620-5600.

(The information and images found on this publication are adapted from the California Department of Public Health Childhood Lead Poisoning Prevention Program.) 1/2019

SYMPTOMS OF LEAD EXPOSURE

Most children who have lead poisoning do not look or act sick.

Symptoms, if any, may be confused with common childhood complaints, such as stomachache, crankiness, headaches, or loss of appetite.



LEAD POISONING FACTS

- Buildup of lead in the body is referred to as lead poisoning.
- Lead is a naturally occurring metal that has been used in many products and is harmful to the human body.
- There is no known safe level of lead in the body.
- Small amounts of lead in the body can cause lifelong learning and behavior problems.
- Lead poisoning is one of the most common environmental illnesses in California children.
- The United States has taken many steps to remove sources of lead, but lead is still around us.

IN THE US:

- Lead in house paint was severely reduced in 1978.
- Lead solder in food cans was banned in the 1980s.
- Lead in gasoline was removed in the early 1990s.

Tap water is more likely to have lead if:

- Plumbing materials, including fixtures, solder (used for joining metals), or service lines have lead in them;
- Water does not come from a public water system (e.g., a private well).

To reduce any potential exposure to lead in tap water:

- **Flush the pipes in your home**
Let water run at least 30 seconds before using it for cooking, drinking, or baby formula (if used). If water has not been used for 6 hours or longer, let water run until it feels cold (1 to 5 minutes).*
- **Use only cold tap water for cooking, drinking, or baby formula** (if used)
If water needs to be heated, use cold water and heat on stove or in microwave.
- **Care for your plumbing**
Lead solder should not be used for plumbing work. Periodically remove faucet strainers and run water for 3-5 minutes.*

EFFECTS OF LEAD EXPOSURE

Children 1-6 years old are the most at risk for lead poisoning.

- Lead poisoning can harm a child's nervous system and brain when they are still forming, causing learning and behavior problems that may last a lifetime.
- Lead can lead to a low blood count (anemia).
- Even small amounts of lead in the body can make it hard for children to learn, pay attention, and succeed in school.
- Higher amounts of lead exposure can damage the nervous system, kidneys, and other major organs. Very high exposure can lead to seizures or death.

Filter your water- Consider using a water filter certified to remove lead.

WARNING!

Some water crocks have lead. Do not give a child water from a water crock unless you know the crock does not have lead.



(*Water saving tip: Collect your running water and use it to water plants not intended for eating.)

For information on testing your water for lead, visit The Environmental Protection Agency at

www.epa.gov/lead/protect-your-family-exposures-lead or call (800) 426-4791.

You can also visit The California Department of Public Health's website at <https://www.cdph.ca.gov>.



The only way to know if tap water has lead is to have it tested.

We look forward to serving you!

FONTANA UNIFIED SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

JULY 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	N	PD	
Student Days = 0						

SEPTEMBER 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student Days = 21						

NOVEMBER 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Student Days = 15						

JANUARY 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	PD	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days = 13						

MARCH 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days = 18						

MAY 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	MD	29
30	31					
Student Days = 19						

	SCHOOL DAYS
	WEEKENDS/VACATIONS
	HOLIDAYS (NO SCHOOL)

AUGUST 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	PD	MD	MD	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days = 18						

OCTOBER 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student Days = 22						

DECEMBER 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days = 14						

FEBRUARY 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Student Days = 18						

APRIL 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Student Days = 22						

JUNE 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student Days = 0						

N	NEW TEACHER ORIENTATION
PD	PROFESSIONAL DEVELOPMENT (Non-Student Attendance Day)
MD	MEMBER DIRECTED DAY (Non-Student Attendance Day)

AUGUST
6 First Day of School – All Grades

SEPTEMBER
7 Holiday – Labor Day (No School)

NOVEMBER
11 Holiday – Veterans Day (No School)
23-27 Fall Break (No School)

DECEMBER
21-31 Winter Break (No School)

JANUARY
1-8 Winter Break (No School)
11 Professional Development Day (No School)
18 Holiday – Martin Luther King, Jr. Day (No School)

FEBRUARY
8 Holiday – Lincoln's Birthday (No School)
15 Holiday – President's Day (No School)

MARCH
22-26 Spring Break (No School)

MAY
27 Last Day of School – All Grades

JUNE
18 Holiday – Juneteenth Observed (No School)

ALL SCHOOLS MINIMUM DAYS
Wednesday each week

ELEMENTARY AND MIDDLE SCHOOL MINIMUM DAYS/CONFERENCES
October 19 – 23, 2026

ALL SCHOOLS END OF SEMESTER MINIMUM DAYS
Friday, December 18, 2026 – End Semester 1
Thursday, May 27, 2027 – End Semester 2 – Last Day of School

END OF QUARTER/SEMESTER FOR MIDDLE/HIGH SCHOOLS
Friday, October 9, 2026 – End Quarter 1
Friday, December 18, 2026 – End Semester 1
Friday, March 19, 2027 – End Quarter 3
Thursday, May 27, 2027 – End Semester 2 – Last Day of School

HIGH SCHOOL FINAL EXAMS/MINIMUM DAYS
December 15 – 18, 2026
May 25 – 27, 2027

Board Approved: 9/25/24

