



CAPISTRANO UNIFIED SCHOOL DISTRICT  
EARLY CHILDHOOD PROGRAMS

CALIFORNIA STATE  
PRESCHOOL PROGRAM  
PARENT HANDBOOK  
2023-24

CAPISTRANO UNIFIED SCHOOL DISTRICT  
33122 VALLE ROAD  
SAN JUAN CAPISTRANO, CA 92675

**EARLY CHILDHOOD PROGRAMS  
PARENT HANDBOOK**

**CALIFORNIA STATE PRESCHOOL PROGRAM**

**CAPISTRANO UNIFIED SCHOOL DISTRICT**



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**CAPISTRANO UNIFIED SCHOOL DISTRICT**

**EARLY CHILDHOOD PROGRAMS**

**PARENT VERIFICATION OF  
RECEIPT OF HANDBOOK**

I HEREBY acknowledge receipt of Capistrano Unified School District Early Childhood Programs' Handbook via website at <https://www.capousd.org/subsites/Early-Childhood-Education/index.html> and agree to abide by the procedures as set forth by the District Program. Any changes to the procedures will be updated and a copy posted to the website.

\_\_\_\_\_  
Parent/Guardian Name  
(Please Print)

\_\_\_\_\_  
Child's Name  
(Please Print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



Dear Parents,

Welcome to our Early Childhood Programs and to the 2023-24 school year! For those of you who are returning, we welcome you back to another exciting school year! For those of you who are first-time families with us, welcome! We are looking forward to working with you and your child this school year!

Here in CUSD, we are committed to providing a high quality educational program which enhances the social, emotional, cognitive, and physical development of each child. We believe that each family brings to the program values and diversity; therefore, we recognize the importance of forming a partnership with parents to create a positive experience for all children. In this Parent Handbook, you will find valuable information regarding the preschool program, our goals and philosophy, as well as the roles and responsibilities of both parents and staff.

This Handbook is available to every preschool family, recognizing that as parents you are the primary educators of your child. We strongly encourage you to take the time to read the contents so you are well-informed about our program.

We look forward to providing a quality preschool program for your child and hope that you will enjoy being a part of our preschool family!

Warm Regards,

A handwritten signature in cursive script that reads 'Lauren Pattullo'.

Lauren Pattullo, Ed. D.

Director of Early Childhood, General Education and Special Education Programs

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## **1. Introduction**

The purpose of this handbook is to inform you of the procedures set forth by Capistrano Unified School District's Early Childhood Programs. This program is designed to provide the best possible care and education for your child. Capistrano Unified School District reserves the right to change or supplement these procedures at any time.

## **Affiliation**

Capistrano Unified School District operates a developmentally appropriate preschool/pre-kindergarten program at multiple school sites within the District's boundaries. The licensed preschool programs are located at the following sites:

### **CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) PART DAY PRESCHOOL LOCATIONS**

Bathgate Elementary 27642 Napoli Way Mission Viejo, CA 92692	Canyon Vista Elementary 27800 Oak View Dr. Aliso Viejo, CA 92656
Carl Hankey Elementary 27252 Nubles Mission Viejo, CA 92692	Chaparral Elementary 29001 Sienna Pkwy Ladera Ranch, CA 92694
Clarence Lobo Elementary 200 Avenida Vista Montana San Clemente, CA 92672	Concordia Elementary 3120 Avenida Del Presidente San Clemente, CA 92672
Early Childhood Center (English and Spanish Immersion Programs available) 24242 La Cresta Drive Dana Point, CA 92629	George White Elementary 25422 Chapparosa Park Dr. Laguna Niguel, CA 92677
Hidden Hills Elementary 25142 Hidden Hills Road Laguna Niguel, CA 92677	Kinoshita Elementary 2 Via Positiva San Juan Capistrano, CA 92675
Ladera Ranch Elementary 29551 Sienna Parkway Ladera Ranch, CA 92694	Las Flores Elementary 25862 Antonio Parkway Rancho Santa Margarita, CA 92688

Las Palmas Elementary 1101 Calle Puente San Clemente, CA 92672	San Juan Elementary (English and Spanish Immersion Programs available) 31642 El Camino Real San Juan Capistrano, CA 92675
Viejo Elementary (English and Spanish Immersion Programs available) 26782 Via Grande Mission Viejo, CA 92691	Wood Canyon Elementary 23431 Knollwood Aliso Viejo, CA 92656

**Nondiscrimination in District Programs and Activities**

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, actual or perceived sexual orientation, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all District activities.

District programs and facilities, viewed in their entirety, and shall be readily accessible to individuals with special needs. The Superintendent or designee shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about the programs, facilities and activities available to them.

**Mission Statement**

Provide early education opportunities to support school success for children with the support of families and collaborating community partners.

**Program Goals**

- Provide programs where children will be actively engaged in their daily activities.
- Plan and implement a comprehensive plan for preschool students and their families for a successful transition into Kindergarten.
- Assess and support the health needs of children to promote wellness for successful early educational experiences.
- Strengthen and empower families to learn together while bridging the gap between home and school.
- Ensure instructional staff is highly qualified and informed on the latest early education research based strategies.



- Actively seek, support, and collaborate with community partners to increase positive outcome opportunities for children and families.

## **Philosophy**

We believe:

- All children have the ability to learn and grow through active participation.
- Every child can be successful with the services provided by the program.
- All children should have access to high quality preschool and learning experiences, including school readiness programs.
- An essential component to school success is supporting children and families who are coping with unforeseen circumstances.
- Parent education is of vital importance in empowering parents with the knowledge to be their child's first teacher.
- The early education staff implements individualized instruction and sets high expectations to meet the needs of children and their families.
- Community partners provide support and resources that mutually enhance educational opportunities for all children and families.

Since the Early Childhood Programs (ECP) philosophy focuses on the developmental process of the child, it promotes programs that include opportunities for growth in all areas of development. The Early Childhood Programs want to encourage children to participate in diversified activities that promote gross (large) and fine motor coordination, creative expression, exploration, and interaction with the environment. Recognizing children learn differently than adults, the Early Childhood Programs believes children comprehend concepts if it is meaningful within the context of the child's experience and development.

Through the vehicle of play, including exploration and experimentation, children come to understand the social structures around them and the opportunity to make appropriate choices. The Early Childhood Programs believe in promoting feelings of competence and self-worth within children, thereby laying a strong foundation for future growth and learning.

Employees seek to learn more about effective teaching methods that will enhance meaning and experience for the child with the desire to promote a loving atmosphere where children are respected.

## **2. PROGRAM ELIGIBILITY AND ENROLLMENT**

Children must be 3 years of age by 12/1/22 to enroll in our preschool program, however, students must be 3 years of age to start school.

All preschool children must be completely toilet trained, unless they have a disability or medical condition that requires accommodations. We define being toilet trained as a child being able to

independently take care of his/her self-care needs in the bathroom. For any students with a disability or a medical condition that has impacted their ability to be independent in the bathroom/toilet-trained, we can put in place accommodations to support those students so that they can still access our program.

The Early Childhood Programs' practice is to maintain an adult to child ratio of 1:8 in all of the preschool classrooms. State Funded programs are offered 5 days per week with a mix of 3 and 4 year olds and a maximum of 16 children with 1 teacher and 1 instructional assistant.

All Early Childhood Programs classes have an important role at each school site and are a part of the school community. The preschool staff members collaborate with TK/Kindergarten teachers, administrators, and participate in school and PTA functions. This model provides the opportunity for a smooth transition from the preschool program into TK/Kindergarten for both children and parents.

### **Sessions and Hours of Operation**

California State Preschool Programs (CSPP) operate Monday through Friday for a minimum of (3) hours a day\*. Parents have the opportunity to enroll, depending on the site, either in a morning or afternoon session at one of the listed locations. This program is fully funded by the California Department of Education and participants must meet the eligibility requirements as set forth by the Early Learning and Care Division (See Eligibility Requirements for details). State programs are contracted with the California Department of Education and not funded through the district's general funds to pay for staff salaries, classroom materials, and supplies.

The preschool programs are open Monday through Friday. We are open through the school year, except holiday breaks, teacher/parent conference days, and summer; our preschool programs follow the District calendar. For the exact days that the preschool is closed, please check the CUSD website: [www.capousd.org](http://www.capousd.org) for the school calendar.

\*All of our half-day programs operate at 3 hours per session, except for the *Blended Inclusion Model* program which operates at approximately 3 hours and 53 minutes.

### **Open Door Policy**

Capistrano Unified School District's Early Childhood Programs (ECP) classrooms operate under an open door policy. In a traditional school year, parents are welcome in their child's class at any time while school is in session to observe and/or volunteer. Due to Covid-19, there may be additional guidelines and requirements for volunteering. Please see Parent Volunteer Section for further details on volunteering in the classroom (in the ***Program Goals and Objectives section***).

### **Prohibition of Religious Instruction or Worship**

The ECP department will not provide child care and development services that include religious instruction or worship activities of any type.

## **Participation and Disenrollment**

Our Early Childhood Programs have certain procedures and protocols in place to protect our students and ensure continued participation in our program when possible. There are certain policies and expectations for participation in our program, including attendance, tardies, and behavior. If those policies or expectations are not fulfilled, your student may be disenrolled.

It is important to note that students cannot be disenrolled from our program for behavior unless certain steps are taken first. Prior to expelling or disenrolling a child because of a child's behavior, the following action steps must be taken:

1. Consult with child's parents/guardians and teacher to maintain the child's safe participation in the program.
2. Inform parents/guardians of a child exhibiting persistent and serious challenging behaviors of the process/strategies to assist the child in order to safely continue to participate in the program.
3. If the child has an IEP, and with the parent or guardian's written consent, consultation with child's case carrier and/or local regional center representative on how to serve the child.
4. If the child does not have an IEP, consideration of a) completion of a universal screening tool, b) referring the parent/guardian to local community resources, and c) implementing behavior supports *before* referring the child for an assessment for special education.
5. If the child's continued enrollment presents a serious safety threat to the child or other enrolled children, the parent/guardian shall be referred to other potentially appropriate placements or local referral services in the community.
6. Once the steps outlined above have been completed and the child's behavior still presents concerns, the child may be disenrolled.

## **3. Program Goals and Objectives**

### **Staff Qualifications and Staff Development**

The Early Childhood Programs department is committed to quality preschool education. We hire qualified staff who hold the appropriate credentials/permits that are required by the State of California (CA Teaching Permit) and Early Childhood Education units for Instructional Assistants.

- New employees are provided an orientation to guide them in understanding how agency policies relate to their respective job descriptions.
- We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth throughout the year.
- Staff members are given formal evaluations annually.
- We have sound internal communication mechanisms, which include email and phone communication, as well as monthly staff meetings to provide staff with the information necessary to carry out their respective duties.

## **Educational Program**

The Early Childhood Programs staff believe that all children should be provided with a nurturing, active, and challenging environment that encourages curiosity, hands-on learning, problem solving skills, language development, and a positive self-image. The preschool curriculum is aligned with the state frameworks and provides preschool students with a foundation on academic careers and social development.

The following early education resources and strategies are utilized in the preschool curriculum:

- *California Department of Education Preschool Learning Foundations*: The Foundations provide an overview of the key knowledge and skills that most preschool children can achieve when provided with interaction, instruction, and environments that is based on the research of early experiences shown to promote early learning and development.
- *California Department of Education Preschool Curriculum Frameworks*: The Frameworks provides an overall approach for teachers to support student learning through environments and experiences that are developmentally appropriate, reflective of thoughtful observation and intentional planning, individually and culturally meaningful, and inclusive of children with disabilities and special needs.
- *California Department of Education Desired Results for Children and Families*: (see following section)
- *“FrogStreet” Comprehensive Curriculum*: For the 2022-23 school year, our preschool classrooms are piloting a new curriculum, entitled FrogStreet. The FrogStreet Curriculum is a comprehensive, dual-language program designed to meet the needs of diverse learners, while supporting 10 learning domains. The curriculum has a research-based scope and sequence, has a strong Social-Emotional component and foundation, and strategies to support differentiated instruction and various learners. The thematic units focus on integrating literacy, math, science, social science, social-emotional learning, and family engagement.

## **Developmental Domains of Learning**

### **Socio-Emotional Development**

While understanding how children learn and develop, the teaching staff enhances the socio-emotional development of children by implementing guidance techniques that promote respect and positivity. A focus on self-regulation strategies, feelings, re-direction, conflict resolution strategies and the practice of open, positive communication are the elements implemented daily to help assist children in learning social skills, cooperation, helping others, negotiation, and problem solving.

### **Cognitive Development**

Cognitive development is integrated into all areas of the curriculum throughout the day. Children continually build their understanding of concepts through their interactions, experiences, discoveries, and challenges. The teaching staff continually assesses your child to determine when new challenges are needed to expand the growth of the child’s intellect. Focused attention is given to language and literacy, mathematics, visual and performing arts, health education, history-social science, and science.

### **Physical Development**

Children are provided a wide variety of materials and activities to encourage and support fine and gross motor development. Using materials and activities like puzzles and pegboards, painting, coloring, playdough, scissors, stringing beads, and building with Legos are all examples of activities that promote the development of small motor skills.

Through daily music and outdoor activities, children have the opportunity to use their large muscles. Children are given ample time to run, jump, ride tricycles, jump rope, climb, swing, and bounce balls during their scheduled outdoor time.

### **Language and Communication**

A strong focus is given to language development and communication in our preschool settings. Each classroom is a language-rich environment. Children are provided with various opportunities to express themselves verbally and nonverbally, and opportunities to listen to and practice language are naturally within the daily routine. Small group activities, large group activities, social interactions, play, music, etc. allow children the opportunity to be exposed to and practice language and communication skills.

### **Age Group Programs**

Our activities are designed to stimulate your child's academic growth and development and differentiate learning with three year olds and pre-K age children. Our teachers work with your child to help them prepare for the start of elementary school, and our teachers implement Universal Design for Learning to promote flexible pathways for learning. The activities and academic program are age appropriate and will develop skills that will help them through their early years of school. The Early Childhood Programs curriculum provides your child with an environment of caring, nurturing, and learning to further stimulate their natural curiosity and social development. Your child will be instructed in all eight domains of learning. Building a strong self-image and positive attitude are the beginning steps to a well-rounded growth pattern.

### **Quality Start OC**

Our CUSD Early Childhood Programs is proud to be a part of the Quality Start Orange County initiative. We work in conjunction with Quality Start OC to support early learning teachers and programs by giving them the tools and resources they need to create a safe and high quality learning environment for your child. Currently, each of our sites are rated a 4- or 5-star quality program, which represents the highest quality standards established by the Orange County Department of Education and the state of California.

### **Desired Results Developmental Profile (DRDP-PS 2015)**

DRDP-PS 2015 is an observation-based assessment instrument used to observe, document, and reflect on the learning, development and progress towards achieving the six desired results for children, which are:

1. **Children are personally and socially competent**
2. **Children are effective learners**

3. **Children show physical and motor competence**
4. **Children are safe and healthy**
5. **Families support their children's learning and development**
6. **Families achieve their goals**

The preschool staff will complete a Desired Results Developmental Profile for each child within 60 calendar days of enrollment and again in the spring after 6 months of attendance. The information gathered from the Developmental Profile is used to plan and conduct age and developmentally appropriate classroom lessons. This is shared with the child's parent during the parent teacher conferences during the fall in and in the spring. Parent input is a valuable part of this assessment. The information gathered from this assessment is used to plan age-appropriate activities for the children and to demonstrate progress and set goals for each child.

### **Ages and Stages Questionnaire**

Parents are given an opportunity to complete the Ages and Stages Questionnaire (ASQ/ASQ SE) during enrollment/registration. Parents are directed as a part of the registration process to complete this assessment survey, which allows parents the opportunity to share how their child is developing. This assessment allows our Early Childhood Programs to connect families with resources or provide interventions that are necessary to the child's success and/or implement strategies within the classroom setting to support individual children's learning.

### **Parent Involvement and Volunteering**

Our CUSD Early Childhood Programs has an open door policy for all parents who wish to observe and/or participate in their child's classroom. Research studies have shown that parents who are involved in their child's educational experience, and see first-hand how their child is succeeding in a classroom environment, are more likely to assist in their child's learning advancement and see significant results. The early years are a prime opportunity to set the pace of intentional involvement since the transition to kindergarten will require additional parent support.

To enhance your child's learning experience, and to help you better understand your child's developmental process, we strongly encourage you to volunteer in your child's classroom! We recognize that there may be obstacles to spending time in the classroom, which may include childcare issues, work responsibilities, and other legitimate reasons for limited involvement. However, we encourage you to work with your child's teacher to see what type of volunteering would be best for you.

All of our preschool classrooms are licensed through Community Care Licensing, which imposes certain requirements for our parent volunteers. All parent volunteers must provide the following documentation:

- A current negative TB test (within the last 12 months) if determined at risk and
- A completed Statement of Good Health

CA Code of Regulations – Title 22: § 101216: 3a) and 3b) “The good physical health of each volunteer who works in the center shall be verified by: A) A statement signed by each volunteer affirming that he/she is in good health B)

Results of a test for tuberculosis performed not more than one year prior to or seven days after initial presence in the center.”

- Proof of the MMR vaccine
- Proof of a flu shot or a note declining a flu shot

In addition, our school District has implemented certain requirements for volunteering. Parents must register to be a school volunteer via the Tier I or Tier II\* application. The following requirements must be completed to be a District volunteer:

- Complete the [Tier 2 Application](#)
- Review the Volunteer Handbook:
  - [Volunteer Handbook - English](#)
  - [Volunteer Handbook - Spanish](#)
- Contact the school site you wish to volunteer at to finalize the process

*For more information about CUSD Volunteer procedures, please visit:*

<https://www.capousd.org/subsites/Human-Resource-Services/Non-Perm/Volunteers/>

Please note that fulfilling both ECP volunteer requirements and CUSD volunteer requirements are needed prior to volunteering. While on campus, parents will be required to wear school-issued guest badges at all times.

*\*Tier II suffices to be a volunteer within our preschool program. Tier I is not necessary.*

### **Early Childhood Programs Advisory Committee (PAC)**

The Parent Advisory Committee (PAC) is a group of parent/guardian volunteers from our Early Childhood Programs. The purpose of the PAC is to foster communication between parents/guardians and our Early Childhood Programs, ensure involvement of parents in CUSD, and support partnerships between the school and home. PAC representatives provide information, questions, concerns, and ideas from the parent community.

### **Parent-Teacher-Child Partnerships**

One goal of Early Childhood Programs is to create a partnership with each family. Studies have shown that children make greater gains in their education when parents or family members participate in school activities. The teaching staff uses opportunities to communicate with parents on a daily basis. Newsletters, parent education workshops, and parent conferences are also implemented to strengthen partnerships between the school and home.

### **Parent-Observation/Conferences**

Parent-teacher conferences are another part of the home-school relationship. An important purpose of this conference is to include parents in the shared responsibility for the education of their child. The goals of the program, the child’s development, and planning the future challenges for your child will be discussed during this conference. A conference will be scheduled in the fall and spring of each year. Teachers will post sign-up sheets for appointments. Please note dates and times of these events and make arrangements to keep your appointment.

If you find you must cancel, please reschedule. You will gain new insight into your child's development by observing them as they interact in a school setting, along with gaining helpful information from the teacher. We strongly encourage you to participate in conferencing to help your child progress through their development and ensure your child is ready for transitioning to TK or Kindergarten. Parents are encouraged to contact their child's teacher for additional conferences at any time during the school year.

It is in the best interest of the child that parents and teachers communicate freely with one another. It is important for the staff to understand situations at home which may influence the typical behavior of the child. Please feel comfortable in discussing with the teacher, and/or Director, anything which will help to make your child's time with us the best possible experience. When talking informally with a teacher about your child, please be sensitive to what your child hears; in some instances, a phone call may be a better option.

We want to make school a warm, loving and accepting place for your child and you. If you have a problem with your child's teacher, please discuss your concerns with her prior to contacting the Director. Please refrain from discussing these concerns with other parents. Also, please keep in mind that the Director maintains an open door policy for parent concerns.

#### **Goals for Parent Education**

- To give parents a better understanding of child growth and development
- To provide parents with information relating to parenting skills
- To assist parents in understanding their important role in their child's education
- To develop a support group through interaction with other parents
- To include activities to promote social interactions among families and staff

#### **Parents' Back To School Night**

We encourage both parents or guardians to attend this fun and informative evening where we will be reviewing highlights of our program. It is your turn to come to preschool to experience first-hand what our program is all about! The teacher will present highlights of a typical preschool day, including everything from circle and story time, to finger painting, block play, motor development and dramatic play. This is an adult evening; no childcare will be provided. Please consult your child's teacher for the date and time.

#### **Screenings and Health Services**

It is our Early Childhood Programs goal to offer various screenings to all preschool children, including vision, hearing, developmental, and/or dental screening. Any scheduled screenings would take place at the school site; parents would be informed of these screenings with advanced notice, and would **only be done with parent permission**. All screenings are optional and parents can elect to opt their child(ren) out. Parents may also request that their child be screened.

All families enrolled in the Early Childhood Programs have access to referrals for the following:

- Health, wellness, safety, and nutrition education
- Vision and hearing screenings for children



- Child medical and dental assistance
- Support of special needs
- Community health resources

### **Social Services**

The ECP department has contracted with an Early Childhood Mental Health Consultant and various community partners. As such, we are able to assist parents with and offer:

- Emergency or crisis assistance
- Assistance with obtaining community services you desire/need
- Parenting classes and informative workshops
- Information on child development, discipline and stress management issues
- Referrals to adult training and/or educational resources
- Assistance with medical and dental insurance for families who do not have coverage

### **Community Involvement**

The ECP department collaborates with outside agencies to benefit the children and their families. Some examples are:

- School Readiness and Child's Bureau
- Help Me Grow
- First 5 OC
- Orange County Department of Education
- CHEC Family Resource Center
- Kaiser Permanente
- Hoag Hospital
- Mission Hospital
- Olive Crest

We are grateful to our community partners who provide various information, resources, and/or workshops that promote meaningful and positive experiences for young children.

### **Program Monitoring and Self Evaluation Process**

The **Desired Results for Children and Families System** has been established by the California Department of Education, Early Learning and Care Division, to improve program quality in early care and education programs across the state. The CUSD Early Childhood Programs utilize components of the Desired Results system to implement an annual self-evaluation process and create an annual agency report.

#### **An annual program plan will include the following:**

- An assessment of the program by parents using the Desired Results Parent Survey
- An analysis of the findings, including the Desired Results Developmental Profiles (DRDP), the Environment Rating Scales (ECERS), and the Desired Results Parent Survey, together with all other self-evaluation findings
- A Program Plan of tasks needed to modify the program in order to address all areas that need improvement
- A schedule of ongoing monitoring of the program to assure that all areas of the program continue to meet quality standards

**An environment rating scale will be completed to measure classroom environments:**

- Early Childhood Environmental Rating Scale (ECERS) - An assessment tool that is used to measure high quality in preschools. ECERS provides an overall picture of the surroundings that have been created for the children and adults in an early childhood setting. The ECERS consists of 43 items that assess the quality of the early childhood environment including use of space, materials and experiences to enhance children's development, daily schedule, and supervision.

The California Department of Education, Early Learning and Care Division, conducts a review at least once every three (3) years to ensure compliance with laws and regulations. This review takes place at the Early Childhood Programs office and at classroom facilities.

**Special Education Collaboration**

Our Early Childhood Programs believes in promoting a culture of inclusion, equity, and access. As such, our general education preschool classes may collaborate for a portion of the day with our specialized preschool classes also located at participating school sites. This collaboration gives the opportunity for both classes to interact in a developmentally appropriate environment and provides a chance to promote diversity and acceptance of children with varying exceptionalities. These interactions may take place inside the classroom during various times of the day, or outside during recess.

**4. CSPP Program Qualification**

**Eligibility**

Your family's eligibility for the State Funded program is based on verification of family size and household gross monthly income. Eligibility is based on documentation and verification of at least one of the following criteria:

**1. Homelessness**

- a. A written referral from an emergency shelter or other legal, medical or social service agency, or a written parental declaration describing the family's living situation.

**2. Recipient of Child Protective Services**

- a. Written referral, dated within six months of the application, which includes a statement from the local county welfare department certifying that the child is receiving CPS and that childcare and development services are a necessary component of the CPS service plan.
- b. Must include the name, address, phone number and signature of the county child welfare staff member and must indicate the probable duration of the CPS service plan.

**3. At risk of neglect, abuse or exploitation**

- a. Written referral, dated within six months of the application, which includes a statement by a legally qualified professional (someone licensed in the state to

perform legal, medical, health or social services for the general public) that the child is at risk of abuse and neglect and that child care and development services are necessary to reduce or eliminate that risk.

- b. Must include the name, address, phone number and signature of the legally qualified professional and must indicate the probable duration of the at risk situation.

#### **4. Cash aid recipient**

- a. Documentation must show the amount of cash aid received monthly.

#### **5. Income Eligible**

Eligibility is based on documentation and verification of family size and income. Families must meet California State Preschool Program income guidelines, which establish an income ceiling at 80 percent of the Median State Income.

INCOME--all income of the individuals counted in the family size include: gross wages or salaries, overtime, tips, cash aid, child support payments received, and portion of student grants or scholarships not identified for educational purposes as tuition, books or supplies. Income documentation is for the month preceding certification.

Income documentation must be provided for the month immediately preceding certification. Gross monthly income (total for all working family members in the home) must be provided for verification. Current and on-going income documentation may be requested.

- a. Examples of appropriate documentation include:
  - payroll check stubs
  - letter from employer, or other record of wages issued by the employer
  - copies of documentation of all non-wage income
  - self-certification of any income for which no documentation is available
  - child support payments received
  - student grants or scholarships not identified for educational purposes
- b. When a parent is self-employed, documentation required may include:
  - a letter from source of income
  - the most recent signed income tax return
  - other business records such as ledgers, receipts or business logs
- c. Seasonal workers may have their income averaged over the previous twelve months.
- d. Capistrano Unified School District reserves the right to ask for additional documentation, as needed, to verify income.

#### **6. Children with IEPs**

Families who have children with an Individual Education Plan (IEP) may be accepted into

the CSPP if they are over income if other eligibility criteria has already been met.

\*It is important to note that CUSD follows all CSPP eligibility requirements as set forth by the state. Eligibility requirements are subject to change, and may be updated during the 2023-24 school year.

\*\* Any fraudulent, false, incomplete, deceitful or misleading information provided to the CUSD that is used to establish initial or ongoing income eligibility and/or need, will be grounds for termination. CDE requires that CUSD recover the cost of services provided during the period of ineligibility from the family/applicant. The District has the right to verify information submitted for the purposes of determining eligibility.

### **Family Size**

Parents must provide supporting documentation regarding the number of children and parents in the family.

- 1. Supporting documentation for each child shall be at least one of the following:**
  - a. Birth records
  - b. Child custody order
  - c. Adoption document
  - d. Foster placement records
  - e. School or medical records
  - f. County welfare department records
  - g. Other reliable documentation indicating the relationship of the child to the parent

## **5. Selection of Families**

### **Priorities for Enrollment**

Placement will be granted by enrollment priority established by the California State Preschool Program in the following order:

1. CPS (Child Protective Services) or at-risk (3 and 4-year-old children)
2. Children with exceptional needs (IEP) that are (3 and 4-year-old children) that are income eligible
3. Income eligible 4-year-old children
4. Income eligible 3-year-old children
5. Eligible 3 and 4-year-old children with exceptional needs (IEP) who are over the income threshold (to not exceed 7.5% capacity for 23-24 school year)
6. Eligible 3 and 4-year-old children from families whose income is no more than 15% above the eligibility income threshold (to not exceed 15% capacity for the 23-24 school year)
7. Neighborhood School Eligibility (FRPM School Site)

## **Application**

To enroll children in the state funded preschool program, parents must contact the Early Childhood Programs (ECP) office directly to obtain an application packet. The completed packet is to be returned with all required eligibility documentation necessary to comply with California Department of Education Early Learning and Care Division policies (*see Program Eligibility*). Other required documentation will include the child's immunization records, birth record, child/family information sheet and a health history. A physical examination form signed by the child's doctor must be completed and on file prior to admission.

## **Selection**

- Bilingual Office Assistants review and rank the applications to establish a waiting list
- Families are selected from the waiting list based on lowest rank first
- Bilingual Office Assistants contact selected families by phone to schedule a pre-enrollment appointment to review required documentation and determine program eligibility
- Enrollment packets are distributed to families who qualify for services. Required documents are then provided by the parents including: checks, pays stubs, records, etc., to complete the certification process
- A Notice of Action (NOA) stating eligibility status is issued to all families after certification

## **Certification**

Not more than 120 days prior to the start of school, eligibility will be certified and the Application for Service (Form 9600) completed and signed by a parent and ECP staff member.

- Official documentation presented by the family is used to certify families for State reporting purposes
- Families are certified once per year
- Recertification is completed upon parental request

## **Notice of Action (CDD-7617)**

When certification is completed, a Notice of Action (NOA) will be issued indicating approval for services. An NOA is also issued when recertification is completed, changes occur that affect eligibility, or upon termination of services. If it is determined that the family does not meet the eligibility requirements as determined by the State of California Department of Education, an NOA will be issued indicating the reason for the denial of services.

## **Contents of the Family's Basic Data File**

A file for each family receiving preschool program services shall be established and maintained. The basic data file shall contain an Application for Services (CDD9600); documentation of total countable income; documentation of exceptional need, if applicable; Notice of Action, Application for Services and/or Recipient of Services, all child health, immunization and emergency information, and the Physician's report, as required by Title 22 Licensing Standards.

## **6. Continuing in the Program**

### **Recertification Requirements**

Recent updates from our state have established that families who have established eligibility during the 2023-24 school year have established eligibility for a 24 month period. For recertification, families shall be required to provide documentation to support continued eligibility for services. Families shall be notified in advance of recertification date. Parents must agree to abide by the policies, procedures, and requirements of the program.

### **Change of Information**

Please submit, in writing, any changes of address, phone number(s), carpool parties, emergency contacts, etc., to the ECP office. In addition, please inform the office and the teacher of changes in caregivers who will be bringing or picking up your child.

### **Termination Policy**

The following are causes for termination:

1. Three or more late pick-ups
2. Excessive excused or unexcused absences
3. Failure to meet subsidy requirements
4. Knowingly using incorrect or inaccurate information to obtain a benefit that otherwise would not be entitled
5. Failure to provide necessary documentation
6. Person whose behavior presents a risk to children or staff such as using profanity, threats, or destroying district property
7. Violation of CUSD policies and procedures

### **Appeals Procedure**

If the parent/guardian does not agree with the CUSD Early Childhood Programs decision as stated in the Notice of Action, the parent/guardian may appeal the intended action. There are two levels of the appeal process. They include a local hearing and a state review. To protect the right to appeal, the parent/guardian must follow the instructions as described. If the parent/guardian does not respond by the required due dates or fails to submit the required appeal information with the appeal request, it may be considered abandoned.

**Step 1:** Complete the appeal information as found on the reverse side of the Notice of Action.

**Step 2:** Mail or deliver the written local hearing request within fourteen (14) days of receipt to: CUSD Office of Early Childhood Programs.

**Step 3:** Within ten (10) calendar days, following the agency's receipt of the appeal request, the agency will notify the parent/guardian of the time and place of the hearing. The parent/guardian or an authorized representative is required to attend this hearing. If the parent/guardian or representative does not attend the hearing, the parent/guardian abandons the right to appeal, and the action of the agency will be implemented.

- Step 4:** Within ten (10) calendar days following the hearing, the agency shall mail or deliver to the parent/guardian a written decision.
- Step 5:** If the parent/guardian disagrees with the agency's written decision, parent/guardian has fourteen (14) days from the receipt of the decision to file an appeal with the California Department of Education (CDE). Your request to the CDE must include a copy of both sides of the NOA, a copy of the written decision letter, and a statement explaining why you disagree with the local hearing officer's decision. You can mail or fax your request to: California Department of Education, Early Learning and Care Division, Attn: Appeals Coordinator, 1430 N Street, Suite 3410, Sacramento, CA 95814, Phone 916-322-6233, Fax 916-323-6853.
- Step 6:** Within thirty (30) calendar days after the receipt of the appeal, CDE will issue a written decision to the parent and the agency. If the appeal is denied, the agency will stop providing child care and development services immediately upon the receipt of the CDE decision letter.

Parents have the right to review the information in the family data file.

## **7. Operational Policies**

### **Attendance/Sign In and Out**

Parents are required to sign their children in and out daily. This procedure is required by law for the safety and supervision of the children and for fiscal responsibility. You will find your child's name on the class sign in/out sheet near the classroom entrance every day. Please **wait at the door/gate until the teacher receives your child into the class/designated area**. According to Title 22 Regulations, we are not legally responsible for your child until he/she has been signed in and received by the teacher. According to school policy, no one under the age of 18 is allowed to sign a child in or pick a child up from school without written parental permission. The parent or his/her designee must record the time of arrival and the time of departure with a **full signature (first and last name in ink)** both times. Our staff uses the information from the sign in/out sheet to take attendance at the beginning of each class and to keep informed of who has been picked up from school at the end of the day. The attendance sheet will be used in the event of an emergency as a head-count roster and is a legal document. In the case of your child's absence, please record the reason for the absence on the sign in sheet and sign the sheet. Teachers are recording attendance each day.

In addition, no child will be released without authorization by the parent or guardian. Please keep the emergency form in our office up-to-date, as we must have written authorization for changes of this nature. Appropriate **photo ID** will be required to sign the child out. If someone other than the authorized persons must pick up your child, they must have written or verbal permission from the parent. If a parent is listed on the child's birth record and is not listed on the registration forms, the parent still retains the right to sign in and pick up the child at any

time unless there is a legal document (child custody, court order, or restraining order) on file delineating a child's custody arrangements; or, a release must be on file at the center and updated as needed. Parents must provide an appropriate photo ID. It is very important that you notify your child's teacher of any changes or your child will not be released. No child will be released to anyone under the age of 18 unless there is a completed *Release and Indemnity Form* on file.

### **Parent Badges**

It is the policy of the Early Childhood Programs Department and the elementary school sites that all parents and/or guardians will wear the PK Parent Badge (distributed by the teacher at the start of the school year) whenever on campus. This badge allows the wearer to be identified as a parent and/or guardian of a preschool child who is authorized to drop off and pick up the child from school. Parents who are not wearing the Parent Badge must sign in the front office as a guest and receive a temporary campus sticker pass.

### **School Site Parking**

Please use caution in the parking lot. Watch for children at all times and keep those in your care under control and with you. **DO NOT LEAVE SIBLINGS OR OTHER CHILDREN UNATTENDED IN YOUR CAR.** Please follow all traffic rules entering and exiting school property and be respectful of others. Each school site has an individual drop off pick up procedure. Please adhere to the school site procedures. **No children at any time should be left unattended in cars.**

### **Absences**

Parents must report the type of absences of the child. Please note the following:

#### **Excused Absences**

1. Illness or quarantine of child or parent (illness lasting more than ten (10) consecutive days must be verified by a medical doctor)
2. Family emergency (may include car accident, lack of transportation, illness of sibling, death of family member, catastrophe, severe weather conditions that prohibit travel to and from school)
3. Court-ordered visitation (documentation of court order required)

#### **Absences that are in the Best Interest of the Child (Limited to 10 days per fiscal year)**

1. Special Day with parent/grandparent
2. Vacation
3. Work/School Holiday for parent scheduled on a day which differs from the center's observance
4. Cultural celebrations/Religious Holidays
5. Official or legal agency appointments (immigration, court appearance, etc.)

More than ten (10) days of absences in a fiscal year considered best interest days will subject the family to termination of services.

#### **Unexcused Absences**



1. Illnesses lasting more than ten (10) consecutive days, which have not been verified by a medical doctor
2. Preschool child did not want to go to school
3. Parent/child overslept
4. Any absence for which a specific reason is not given

More than 3 days of unexcused absences in a fiscal year will subject the family to termination of services.

### **Late Pick-Up Policy**

Children must be picked up at the end of the class session. Please remember, in the event of an emergency, it is the responsibility of the parent to contact the child's teacher/office staff. If late pickups become habitual, the classroom teacher will provide a Late Pick-Up Policy/Agreement for parental signature. Late pick up could also result in your child being sent to the front office and the authorities called at the discretion of the school principal. The Early Childhood Program reserves the right to drop any family from a preschool class after four late pick-ups.

### **Sharing Items from Home**

Each teacher has their own policy for sharing items from home with the classroom. Please discuss this issue with your child's teacher. Due to our program's philosophy on violence, no play guns, knives, or other play weapons that are violent in nature will be permitted at any time for sharing in the classroom. Books and videos also will not be read or shown that contain violence or inappropriate content.

### **Social Media**

The use of social media in the classroom (Facebook, shutterfly etc.) is subject to district policy. Parents are requested to refrain from posting pictures of the faces of children, listing classroom events, and any names of children to comply with the personal rights of children established by California Licensing regulations.

### **Birthday Recognition**

Birthdays are very important events for children and they love to share the moment with their friends. We are always eager to build your child's self-esteem and birthday recognition at school creates a moment to remember. If you wish to plan a birthday celebration at school, please reach out to your child's teacher. Please discuss with the teacher at least two days prior to the date. We do limit the children's sugar intake; parents must comply with District policy regarding healthy snacks at school; so, please keep this in mind when planning your child's snack. Some school sites prohibit sharing food items and instead recommend non-food items instead. Please check with your child's teacher on the school procedure.

### **Lost and Found**

Please check with the school's office, teacher's aides, or your child's teacher for assistance in finding lost items. The teachers/school site will periodically collect any unclaimed items (sweaters, jackets, toys, etc.) and donate them.

## **School Visits**

You are welcome to visit the school and your child's class anytime during the school year. To do so, please contact the school to arrange an appointment to visit the classroom. Please note that some campuses limit visitors during school operating hours. To observe a preschool classroom during operating hours, you must be accompanied by a school administrator. Please check with your local school on specific procedures.

## **8. Health and Safety**

As per Title 22, Department of Social Services Licensing Regulations, upon enrollment you are required to submit the Physician's Physical Form, signed by the child's physician, with a record of a physical done no earlier than one year prior to school entrance. The Physician Form is to be turned in to the Early Childhood Programs' office no later than 30 days after the time of registration, as designated by Social Services.

### **Immunizations**

New state vaccine requirements state that all children must be vaccinated before entering school (SB 277). Children may be conditionally admitted who are not fully immunized provided they are not currently due for any doses or have a temporary medical exemption by a physician (MD or DO). A medical exemption must be included that state;

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated
- Which vaccines are being exempted
- Whether the medical exemption is permanent or temporary
- The expiration date, if the exemption is temporary

Regulations require a child to have three (3) Polio, four (4) DPT, the MMR inoculation on or after 1<sup>st</sup> birthday, one (1) HIB after 1<sup>st</sup> birthday, three (3) Hepatitis B series, one Chicken Pox Vaccine at the time of school entrance.

### **Identification of Medical, Physical, or Developmental Needs**

Upon registration, parents will be asked a series of questions identifying any medical, physical, or developmental needs that their child may have in order to provide the most appropriate services. Based upon these needs, specific accommodation plans may be set in place including forms and processes to provide a safe and healthy environment for the child. The identification of medical needs include: food allergies, diabetes, bee stings, asthma, seizures, and other known medical needs. Physical needs include any limitation to a child's functioning such as body functioning, vision, hearing, and speech. Developmental delays include speech delays, fine/gross motor activities, processing, and learning deficits. In addition, any social/emotional/behavioral concerns should be noted.

The Early Childhood Programs department may delay a student's start date if needed forms or procedures must be put in place prior to the child starting school in order to provide the appropriate accommodations for the child. The ECP department reserves the right to determine best placement, the timing of the start date, any needed modifications to the child's schedule, and other considerations. Parents who disclose any area of need may be asked to submit copies of assessments or other medical information. Any need that is initially identified by the parent that requires a medical form, doctor's clearances, or accommodation plans that results in a modified program, may result in a delayed start date, change in the start time of the day or early release for the child.

If any medical, physical, or developmental needs arise during the year, the parents must inform the Early Childhood Programs office and the child's teacher immediately to ensure the needs of the child are identified and met appropriately. If the Early Childhood Programs department, including administration, teaching staff, and school nurses, identify a need that has not been disclosed by the parent at the time of registration, additional steps or information may be required for the child to continue in school. The parent may be asked to keep their child home until these items are in place. This protocol ensures the health and safety needs of each child. The Early Childhood Program provides a wide range of services and can accommodate all children depending on the needs of the child.

### **Illness Policy**

Keeping your child healthy is important to us! Please do not send your child to school if he/she is ill or has any abnormal symptoms. As your child arrives for school, a brief health check may be given at the door. Please do not leave until the child is greeted and admitted by their teacher.

#### **YOUR CHILD WILL NOT BE ADMITTED TO THE CLASS IF ANY OF THE FOLLOWING SYMPTOMS OF ILLNESS ARE PRESENT:**

- Fever of 100.4° F or higher by oral 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
- Runny nose with thick or colored secretions, coughing, sneezing, or watery eyes
- Diarrhea, defined as an increased number of bowel movements compared with the child's normal pattern that are very loose or watery
- Vomiting within the past twenty-four (24) hours
- Unusual spots, rashes, or bruises not associated with injury
- Conjunctivitis, defined as redness of the eyes or eyelids, with white or yellow discharge, often with matted eyelids after sleep
- Sore throat or difficulty swallowing
- 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

Please note that a child will be sent home if they appear to have any symptoms of illness during

the day and/or are not able to participate in the classroom activities. We will make every effort to contact the child's parent, and if unavailable, the first noted emergency contact(s) will be called.

Allergies are not contagious, but may make your child feel less than normal, as will some medications. Even if your child shows no definite signs of illness but is unusually irritable, tired or fussy, please consider how their behavior will affect the class and their school experience. By staying home to rest, the development of an illness or the spread of a contagious childhood disease, such as chicken pox, may be prevented.

NOTIFY THE TEACHER IMMEDIATELY IF YOUR CHILD HAS A COMMUNICABLE DISEASE (MUMPS, CHICKEN POX, LICE, CONJUNCTIVITIS, STREP THROAT, ANY RASH ETC.)\_ Parents and staff members may be notified of the exposure with consultation with the nursing staff. The Preschool may send a note home giving the date of the exposure and the condition based upon the medical issue. Before returning to school after an absence, the child must be free of symptoms, and fever, for at least 24 hours. Some illnesses may require release from the doctor.

### **Common Communicable Diseases**

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.

<b><u>Disease</u></b>	<b><u>Incubation Period</u></b>	<b><u>Contagious Period</u></b>	<b><u>Exclusion from School</u></b>	<b><u>Symptoms</u></b>
<b>Chickenpox</b>	2-3 weeks, commonly 13-17 days.	As long as 5 days, usually 1 to 2 days prior to eruption of first vesicles and not more than 5 days after eruption of first vesicles.	5-7 days after first vesicles appear and until vesicles become dry and scabbed over.	Slight fever. Crops of red, eruptions that change to vesicles and then scabs.
<b>Measles (Rubeola)</b>	10-14 days	4 days before and 4 days after rash.	4 days after onset of rash.	3- 4 days of cough fever, conjunctivitis and sensitivity to light. Red-raised rash becomes blotchy.
<b>Measles (Rubella/ German Measles)</b>	14-23 days	About 1 week before and 4 days after onset of rash.	7 days after onset of rash.	Fine pink rash, swollen glands behind ears & back of neck

				and a slight fever.
<b>Hand, foot &amp; mouth disease (Coxsackie virus)</b>	Usually 3-5 days	During the acute stage of illness. Virus may remain in the stool for 2-3 weeks.	During the acute stage of illness. If child has lesions not accompanied with symptoms of acute illness, there are no restrictions.	Fever, malaise, sore mouth or throat, or not eating well.  Lesions in mouth, on palms, fingers, and/or soles of feet.
<b>Fifth Disease (slapped (Erythema Infectiosum)</b>	4-20 days	Greatest before onset of rash and probably not communicable after onset of rash.	During acute illness.	Redness of cheeks  -face appearance), lacy-like rash on trunk and extremities which fades but may recur with exposure to sun or heat.
<b>Strep throat and scarlet fever</b>	1-3 days	From onset of illness until 24-48 hours after appropriate treatment started.  Usually up to 21 without medical treatment.	48 hours after appropriate antibiotic therapy started and until fever gone.	Fever, sore throat and swollen/sore glands in neck.  Sandpaper-type rash with scarlet fever.
<b>Impetigo</b>	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 and spreads. Most commonly on the face.

<b>Ringworm body or scalp</b>	Scalp is 10-14 days Body is 4-10 days	During course of active infection.	After appropriate treatment started. Active lesions should be covered when possible with clothing, e.g., long sleeve shirts, hair etc.	Lesions tend to be circular with central healing. On scalp, there tends to be loss.
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**Head Lice**

When lice or nits are found, the parent will be notified by the teacher. Staff shall examine the student and any siblings of the affected student or members of the same household. Staff shall make every effort to maintain the privacy of students identified as having head lice. Principals at the site may send a notice home to all parents depending on the severity of the outbreak.

**Medications**

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 Preschool if:

- a. The medicine is a prescription drug only. A sibling may not receive medication from a prescription that has a different name on it. Medicines must have the name of the person who is supposed to receive it printed on the label.
- b. Medicine is in the original container and is accompanied by a medication form (available in the classroom) filled out by the parent and doctor, which:
  - gives the Preschool permission to administer medicine
  - gives 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 because it masks the symptoms of illness. 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 any possible side effects. Parents must deliver all medications to the classroom in the original container.

Please apply any sunscreen needed for the day prior to dropping your child off in their classroom.

**Nut Safe Policy**

Our preschool classrooms are officially deemed nut safe zones. This designation means that all necessary precautions are being taken to ensure the health and safety of children who may be allergic to nuts and nut products of any kind. Teachers will be complying with the request for a nut safe environment by avoiding the use of nuts and peanut butter in craft and cooking projects. Teachers will make every effort to communicate with parents regarding food brought from home should not contain peanut products. In order to provide a safe environment for all

children, we would appreciate your cooperation in supporting a nut safe environment in our preschool class by adhering to the following guidelines:

1. Please do not send snacks for your child or treats for the classroom that contain any kind of nuts or peanut butter.
2. Reinforce with your child that there is to be no sharing of food or drinks.
3. When there are occasional school parties or celebrations, do not forget the nut safe policy.

Understanding the seriousness of the several degrees of allergic reactions, from very mild to quite severe the most extreme form of a food allergy is called anaphylaxis; which means a **LIFE THREATENING** allergy. An anaphylactic child looks, acts, plays and learns like every child, but they can have a severe reaction if they eat, drink, or in some cases come in skin contact with the allergen. For example, if a child who has eaten a peanut butter sandwich has trace amounts of peanut butter on his hands and touches the allergic child, there may be a reaction. A severely allergic child can have a reaction if food is being cooked in their presence and even minute amounts of the allergen are inhaled.

### **CUSD Nutrition Guidelines for Foods Available During the School Day**

The CUSD Board believes that foods and beverages available to students at District schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the District for all foods and beverages sold to students, including foods and beverages provided through the District's food service program, vending machines, or other venues, will comply with all applicable state and federal laws with the goal of promoting student health and reducing childhood obesity.

School staff is encouraged to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the District's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Finally, class parties or celebrations shall involve non-food items to the extent possible.

State Laws are as follows: Food or beverages that do not meet the standards below may not be offered or sold during the school day. The following foods/beverages are permitted:

#### **SB956-Beverages:**

- Fruit based drinks composed of no less than 50% fruit juice and have no added sweetener
- Vegetable based drinks that are composed of no less than 50% vegetable juices and have no added sweetener
- Drinking water with no added sweetener
- Two percent fat milk, one percent fat milk, nonfat milk, soy milk, rice milk, and other similar non dairy milk
- An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20 ounce serving

### **SB12-Snacks:**

- Not more than 35% of its total calories shall be from fat
- Not more than 10% of its total calories shall be from saturated fat
- Not more than 35% of its total weight shall be composed of sugar
- Not more than 250 calories per individual food item

These regulations are very restrictive, so items such as baked goods, soda, candy, donuts and ice cream do not meet the standards listed above.

### **Accidents and Injuries**

The staff members of Early Childhood Programs will respond to and document all injuries and accidents that occur at school. Children are little and are frequently moving in and around their environment; this is a part of a child's normal development pattern. Knowing this, we make every effort to protect your child, but there are still many windows of opportunity for accidents to happen. 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 placed in their file signed by the teacher. In case of accident or injury, we will make an immediate attempt to contact a parent, in addition to contacting 911, if necessary. Any needed first aid will be administered by our staff. Please make sure your emergency numbers are always current on the Emergency/Medical Form on file in our office and in the classroom!

### **Health Practices**

Early Childhood Programs staff are dedicated to providing a warm, nurturing, stimulating and safe environment for children between the ages of three and five years old. We strive to accommodate their individual needs while promoting their self-help skills on a consistent basis. Our teachers encourage children to have fun while learning and practicing basic life skills.

#### **Safety**

The teacher will:

- Encourage children to walk in the classroom and not run
- Remind children that chairs are for sitting their bottoms on
- Model how hands are for helping others
- Encourage the children to build and play with toys, not throw them
- Promote throwing balls in the outside environment
- Guide the children in waiting their turn
- Encourage the children to use sand appropriately for play and not for throwing
- Teach the children to use the playground equipment appropriately

#### **Germ**

The teacher will:

- Introduce the importance of preventative measures in spreading germs
- Teach the children how to cough and sneeze into the arm instead of the hand
- Model how to blow their nose and wash afterwards



- Remind the children toys are for the hands and not the mouth

### Hand Washing

The teacher will:

- Explain the importance of frequent hand washing
- Assist the children with washing their hands
- Stress when the child needs to wash their hands after various activities and personal care routines

### Toys

The teacher will:

- Wash the toys that are used in the mouth
- Ensure that all toys brought for share day are safe and age appropriate
- Label all the toys to assist the children during clean up
- Remind the children to put the toys away after they use them

### Emergency Preparedness

Each month we have fire and earthquake drills, according to regulations. In the event of an earthquake, we have a supply of emergency food on hand at all times. Preschool is included in the school site's Disaster Plan. In the event of an emergency, children would be kept at the school until notified by emergency personnel to relocate; parents would be communicated with in this event. It is important to note that CUSD and Early Childhood Programs puts student safety at the forefront. All CUSD personnel are trained in various emergency procedures.

### Pets on Campus

According to CUSD policy, pets are **not** allowed on campus even on a leash unless they are a certified service animal. We ask parents who walk to school with their dogs to refrain from entering campus.

### Restroom/Toileting

- Children will be expected to manage their toileting needs with minimum adult assistance.
- To ensure safety and comply with state law, children will be supervised at all times, which includes when they are using the restroom facility.
- All children and adults will wash their hands before exiting the restroom.
- To ensure proper hygiene, children will be assisted with hand washing.
- Teachers and staff are not trained or equipped to change diapers, pull ups or training pants.
- Parents are asked to not use the children's bathrooms with their child during school hours.

### Clothing

Because the children are very active indoors and outdoors, please dress your child in appropriate clothing to match the weather conditions. Keep in mind that your child will be climbing, painting, digging, sitting in sand, playing with water and helping themselves when toileting. We emphasize having a good experience with materials rather than keeping special

clothes spotless. Closed toe tennis shoes are recommended. Flip-flops and open toe sandals are not permitted at school due to safety concerns. Parents are encouraged to bring a change of clothing to be placed in the child's cubby in case of an accident. Clothes with many buttons, buckles, belts and straps are hard for little hands to maneuver. Overalls are difficult when it comes to potty time. Children can manage boxer-type shorts, jeans, cords, or pants with ease. Please help your child toward independence in dressing by selecting clothing they can manage! Dresses and skirts must have shorts underneath them. Expensive or special jewelry is not appropriate. Please clearly mark all articles of clothing. Please mark all removable clothing with your child's name (sweaters, coats, hats, boots, etc.).

## **9. Parent School Communications**

### **Classroom Expectations**

The following rules were developed to help children understand and participate in a positive school behavior program. These rules are developmentally age appropriate for preschoolers and will help them make a smooth transition into kindergarten.

1. Maintain control of our bodies; keep our feet on the floor, use our hands to build, paint, color, cut, catch, hit balls, climb, and hold on to things with which we are playing
2. Use words that make people feel good
3. Use words to express when we are angry or need something
4. Put our toys away when we are finished playing with them

### **Behavior Guidelines**

Early Childhood Programs believe in supporting all children in a positive and nurturing way. Teachers will guide and redirect the children in a nurturing manner to help them learn to cooperate with their peers and to have positive educational experiences that encourage and enhance their growth and development while in our care. We utilize a positive approach to guiding children's behavior. Redirection is primarily used to direct appropriate behavior. If repetitive behavior persists, the parent will be notified and, together with the teacher, an action plan will be developed. Consistency is the key to guiding children. Cooperation from the parent is expected and required for continued enrollment.

*Under the law any form of hitting, corporal punishment, abusive language, ridicule, harsh or humiliating or frightening treatment is illegal and is against our philosophy.*

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation and bullying. The District's policies are available on the CUSD website and in the school office. The District prohibits bullying as defined in Education Code 48900(r) including, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, which are disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of

these actual or perceived characteristics.

Acts of discrimination, harassment, intimidation or bullying should be brought to the attention of the teacher. If there is sufficient corroborating information, an investigation will be initiated. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the District's policies on discrimination, harassment, intimidation and bullying may be subject to discipline, including suspension and expulsion.

### **Custody**

The Early Childhood Programs office cannot become involved in child custody disputes. Our policy is to honor any court dictated arrangements regarding delivery and or pickup of your child to and from school. It is our policy that both parents be notified of any parent conferences or concerns regarding their child. Please be sure that any custody specifics are on file with our office.

### **Monthly Newsletters**

The first week of each month a newsletter/notice will be sent home with your child that will provide current and upcoming event dates, explain activities and pass on important information to you. Please read your newsletter when you receive it and refer to it as needed.

### **Information Boards**

Inside each classroom, teachers will post a brief description of the day's activities, sign-up sheets for various activities and events, and other important information. All licensing information is also posted. Please take time to read these items. Often, you will gain insight into what your child is doing in the classroom and can then show your interest in the activities of their day.

### **Complaints**

Capistrano Unified School District exists to provide the best educational and learning environment possible for all students entrusted in its care. To that end, the District welcomes constructive criticism of policies, programs, and/or operational decisions in order to improve its efforts and be responsive to its clients.

Students, parents/guardians, and community members within the District having a complaint or disagreement about a District issue, situation, employee decision or action, and seeking a specific redress are asked to follow the procedures outlined in Board Policy 1312.1 in order to have the complaint, grievance or difference of opinion addressed in an orderly manner. Board Policies are available for review at your child's school, at the District Office or on the CUSD website: [www.capousd.org](http://www.capousd.org). In addition, a formal complaint process is available to all parents: <https://www.capousd.org/District/Community/Complaints/index.html>



## **Sexual Harassment Board Policy**

**Students**

BP 5183(a)

### **SEXUAL HARASSMENT**

The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

According to Equal Employment Opportunity Commission guidelines, sexual harassment is an act of discrimination on the basis of sex within the meaning of Title VII of the Civil Rights Act of 1964, as amended. Sexual harassment is similarly construed within the meaning of Title IX of the Education Amendments pertaining to academic life. In accordance with Title VII and Title IX, the District defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status, (2) submission to, or rejection of, such conduct by an individual is used as the basis for an employment decision or academic decision affecting that person, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

The appointed Uniform Complaint Officer for the District is the Title IX Officer, and Sexual Harassment Officer. Students shall be assured that they need not endure any form of unwelcome sexual behavior or communication. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school. The Uniform Complaint Officer shall ensure that students receive age-appropriate information related to sexual harassment.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include, but is not limited to, suspension and/or expulsion.

Students shall be informed that they should immediately report any incidents to either the principal, or their designee if they feel they are being harassed. Any student or parent on behalf of the student, who feels that he/she is being sexually harassed may pursue the complaint in an informal process or may file a formal complaint with the District. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee and to the Uniform Complaint Officer's office, who will immediately log the complaint. Staff shall similarly report any such incidents they may observe even if the harassed student has not complained to the principal or designee.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. If a more extensive investigation is necessary, the District may utilize an outside investigator who shall serve as a fact finder. Upon verifying that sexual harassment occurred, the principal or designee shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of harassment. A student may make either an informal complaint, which is a complaint which is either written or verbal, of an alleged act of sexual harassment; or a student may file a formal complaint, which is a complaint filed on the District's complaint form, with the Superintendent or designee in accordance with District's procedure.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be kept confidential to the extent possible, within legal constraints and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

*Legal Reference:*

*EDUCATION CODE*

*200-212.4 Prohibition of discrimination on the basis of sex; compliance; enforcement.*

*212.5 Sexual harassment*

*231.5 Sexual harassment policy*

*48900.2 Additional grounds for suspension or expulsion; sexual harassment*

*48980 Annual Notification to Parents*

*Franklin v. Gwinnet County Schools 503 US 60 (1992)*

*Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)*

*Davis v. Monroe County Board of Education, 119 s. ct. 1661 (1999)*

Policy

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California

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revised: July 26, 2005

**Capistrano Unified School District**

San Juan Capistrano,