
PRE-K SCHOOL READINESS CENTER

Family Handbook

2026-2027

California State Preschool Program



Dear Preschool Families,

Welcome to the Preschool program! We are excited that you have decided to allow our program an opportunity to support your family in your child's early learning experiences. Our goal within the Preschool program is to provide comprehensive services to meet the needs of the child and family and welcome you to be an active participant in this journey. This handbook has been prepared to better acquaint you with our program and provide an ongoing reference to your questions about our guidelines, policies, procedures, and daily operations. It is important to keep this handbook with the copies of your enrollment documents so that you can refer to the information throughout the school year.

Any information not found in this handbook can be obtained by contacting the Pre-K School Readiness Center Office via the contact information below:

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Jurupa Valley, CA 92509
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PROGRAM OVERVIEW

Jurupa Unified School District's Preschool Programs offer comprehensive early childhood development services to children and families residing within and around Jurupa Valley. The program consists of several part-day classrooms that provide educational experiences designed to enhance the social competence and school readiness of over 450 students, 3-5 years of age. To support the whole child, our programs work to enhance family engagement by providing supportive services that include parent education, health, nutrition, and access to social services within the community.

The State Preschool Program is funded by the California Department of Education Child Development Division and operates in compliance with the California Education Code and Title 5 regulations.

PHILOSOPHY

We believe that the child constructs knowledge by his/her interaction with their physical and social environment. Further, we believe that appropriate instructions for preschool children should be informal, interactive, and individualized. Young children have a right to a curriculum which demonstrates that we value and recognize each child's unique social, emotional, physical, and cognitive development as well as his/her cultural and linguistic background. Thus, developmentally appropriate practices are the keystones of our program in encompassing the curriculum, instruction, and assessment. Since we believe the home provides the primary environment for learning, parents serve as our partners in designing the most appropriate program for their children. In addition, we believe that supportive health and social services are necessary in order for children to derive the greatest benefit from their preschool experience.

PROGRAM GOALS

The goals of the JUSD Preschool Program are to enhance the total growth of each child and ensure that children and families achieve six broad desired results that have been defined as conditions of well-being for children and families:

- DR1: Children are personally and socially competent
- DR2: Children are effective learners
- DR3: Children show physical and motor competence
- DR4: Children are safe and healthy
- DR5: Families support their child's learning and development
- DR6: Families achieve their goals

In order to achieve these goals, children and families will participate in a variety of activities. Each preschool teacher will develop unique activities based on his/her assessment of the needs of the children and desires of the family.

NON-DISCRIMINATION POLICY

The Preschool Programs of the Jurupa Unified School District are committed to providing a safe school environment where all individuals are afforded equal access and opportunity. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the 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.

COMMUNITY CARE LICENSING

Our preschool facilities are licensed by the State of California, Department of Social Services, Community Care Licensing Child Care Division.

The Department or licensing agency shall have the authority to come into the preschool facilities unannounced for the purposes of annual inspections or investigation of complaints against the facility; interview children and staff without prior notification inspect and audit child or facility records without prior notification; observe the physical condition of the child

and/or children, including conditions which could indicate abuse, neglect, or inappropriate placement.

Annual Licensing Reports and Complaint Investigation Reports are a matter of public record and copies are available to parents/guardians upon request.

REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

As designated mandated reporters, all Jurupa Unified School District employees are required by law to report suspected incidences of child abuse or neglect. To ensure confidentiality and safety of the children and staff, staff is directed not to disclose to parents/guardians when a suspected child abuse/neglect report has been filed.

CONFIDENTIALITY

Release of information regarding your family's financial status and your child's records will be limited to program staff. Documents are subject to review by auditors, and representatives of Jurupa Unified School District (JUSD), Riverside County Office of Education (RCOE), California Department of Education (CDE) and their Child Development Division (CSPP), Office of Head Start (OHS), and Community Care Licensing Division (CCLD). Documents and records are also subject to review by other Social Services Agency when such access to information is due to an investigation regarding the family or the child.

PARENT'S RIGHTS

As a parent/guardian of a child participating in our Preschool Program, we believe that you should expect:

- ✓ To be treated with courtesy and respect
- ✓ To be welcomed in the classroom
- ✓ To be informed about community services
- ✓ To participate in a variety of parent training/meetings
- ✓ To voluntarily participate in your child's program
- ✓ To be informed about and participate in decisions affecting the planning and operation of the program
- ✓ To be informed about your child's progress in the program
- ✓ To receive guidance from staff regarding child development and activities that can be provided at home

OPEN DOOR POLICY

Parents are important partners in the education of our children and are invited to visit the classroom at any time to observe and participate in their child's development.

According to the California Health and Safety Code, Section 1596.857:

1. Parents/guardians, upon presentation of identification, have the right to enter and inspect the preschool facility, in which their children (ren) are receiving care, without advance notice to the provider. Entry and inspection is limited to the normal operating hours while their child (ran) is receiving care.
2. The law prohibits discrimination or retaliation against any child or parent/guardian for exercising their right to inspect the classroom.
3. The law requires that parents/guardians be notified of their rights to enter and inspect.
4. The law requires that this notice of parents' rights to enter and inspect be posted in the facility in a location accessible for parents/guardians.
5. The law authorizes the person in charge of the preschool facility to deny access to a parent/guardian under the following circumstances:
 - a. The parent/guardian is behaving in such a way which poses a risk to children in the facility.
 - b. The adult is a non-custodial parent, and the facility has been requested in writing by the custodial parent not to permit access to the non-custodial parent.

In the event that access to classrooms have to be limited or restricted due to local health and/or safety ordinances, families will be notified of the limitations/restrictions in writing and with as much advance notice as possible.

RELIGIOUS INSTRUCTION

This program refrains from religious instruction or practices.

CIVILITY GUIDELINES

To promote safety and a harassment-free environment for all children, staff, and other parents, abusive behavior, use of obscenities, speaking in a demanding, loud, insulting, and/or demeaning manner to any child (including your own), staff or other parent may result in termination from the program. Refer to district Civility Guidelines and California Education Code sections 32211, 44811, and Penal Code sections 626.6 and 626.8.

SMOKE-FREE ENVIRONMENT

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke. District employees are expected to serve as models for good health practices that are consistent with District policies.

In the best interests of students, employees, and the general public, the Board of Education of the Jurupa Unified School District prohibits the use of tobacco products at all times on district property and in district vehicles. The prohibition applies to all employees, students, visitors and other persons at any school or school-sponsored activity or meeting.

UNIFORM COMPLAINT PROCEDURE

The programs shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135. (Board Policy 1312.3)

Any person, including any parent/guardians of a pupil enrolled in a Preschool Program, may file a complaint using the following process:

- Step 1: Complaint made directly to the employee against whom the complaint is lodged.
- Step 2: The coordinator will attempt to resolve the complaint informally.
- Step 3: If informal resolution fails, the complaint is submitted to the Coordinator of Early Childhood Education in writing, who shall attempt to resolve it.
- Step 4: If the complaint cannot be resolved at the site level, the written complaint may be appealed to the Director of Elementary Education.
- Step 5: If not resolved, the written complaint may be appealed to the Superintendent/Designee for review and resolution.
- Step 6: The resolution decision of the Superintendent/designee shall be final unless the complainant, the employee, or the Superintendent requests a closed hearing before the Board of Education on the complaint.
- Step 7: The decision of the Board, following the hearing, shall be final.

For further information, refer to your copy of the Jurupa Unified School District Parent Guide.

PARENT'S RESPONSIBILITIES

When you enroll your child in our Preschool Program you agree to accept the basic services that are provided.

1. If staff identify a condition which could endanger your child, parents are expected to cooperate with us in providing the needed treatment.
2. The staff uses classroom management techniques which do not include physical or verbal punishment. Physical or verbal punishment of children while under our care is forbidden by both state and local policies. Also, while the child is under staff supervision, parents/guardians must not physically or verbally punish their own children or other children in the program.

3. Parents will have the opportunity to participate in developing goals for your child and implementing the home learning activities on a regular basis.
4. Children who are enrolled are expected to be in regular attendance at school. Excessive absenteeism may result in your child being dropped from the program.
5. To support your child's overall well-being, other services may be offered with proper parental consent.

CHILDREN WITH SPECIAL NEEDS

The Preschool Program welcomes children with special needs and believes in providing an enriched and inclusive environment for all children. The program collaborates with parents/guardians and the appropriate local education agency to both monitor and support the growth and development of children identified with disabilities or who are found eligible to receive specialized services. All of our Preschool classrooms are designed to be fully accessible and supportive of children with varying abilities, and we are committed to creating a welcoming, inclusive, and enriching environment for every child. We believe that all children, regardless of their abilities, deserve to learn and thrive in a setting that values their unique strengths and contributions.

SAFETY

The first responsibility of program staff, children and families is to provide a safe indoor and outdoor environment for the children. The following are guidelines to help parents, guardians and teachers maintain a safe environment for our preschool children, families, and staff:

- Ensure that children arrive at school in clothing that allows them to utilize play equipment without concern for loose ends; shoes should be closed toe, have backs or heel straps and non-slip soles.
- Ensure that children walk holding hands with a responsible adult when arriving and leaving the school campus.
- Ensure that children are in the direct view of a responsible adult at all times.
- Ensure that children are never be left unattended in a vehicle.
- Immediately report any unsafe conditions observed within or around the preschool classroom.

SUSPENSION AND EXPULSION

Except in specific circumstances, per *Education Code (EC)* Section 8489.1(a) and (b), a program must not:

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

Definitions:

- **"Suspension"** means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.
- **"Expulsion"** means the permanent dismissal of a child from a program in response to a child's behavior.
- **"Persistent and serious behaviors"** means 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. This includes, but is not limited to, physical aggression, property destruction, and self-injury.

Notification to Families Prior to Expulsion or Suspension

Prior to a child being disenrolled (suspended or expelled), the parent/guardian will receive a written Notice of Action (NOA) informing them of the program's intent to disenroll the child. Since the action to suspend or expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.

Right to Appeal

In the event you receive a Notice of Action indicating the expulsion or suspension of your child, you have a right to file an appeal of the action directly with the CDE by submitting a written request for an appeal hearing to EEDappeals@cde.ca.gov, no later than 14 calendar days after receipt of the notice.

Suspension

Except in specific circumstances listed below, a CSPP contractor shall not:

1. Suspend a child due to a child's behavior.
2. Encourage, persuade, or require a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.

Suspension must only be used as a last resort in extraordinary circumstances when **there is a serious safety threat that cannot be reduced or eliminated without removal of the child**. To the greatest extent possible, a program must endeavor to ensure the full participation of enrolled children in all program activities.

Before a CSPP contractor determines that suspension is necessary, they must:

- collaborate with the child's parents or legal guardians
- use appropriate community resources, as needed, to determine no other reasonable option is appropriate
- provide written notice through a Notice of Action to the child's parents or legal guardians.

If suspension is deemed necessary, a CSPP contractor must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by doing at least, all the following:

- Continuing to engage with the parents or legal guardians and continuing to use, and provide referrals to appropriate community resources, such as, but not limited to, an early childhood mental health consultant and the local resource and referral agency
- Developing a written plan to document the action and supports needed
- If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the CSPP contractor, with written parental consent, must contact the agency responsible for the IFSP or IEP to seek consultation on serving the child

Expulsion

Except in specific circumstances listed below, a CSPP contractor shall not:

1. Expel or unenroll a child because of a child's behavior.
2. Persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

If a child exhibits persistent and serious behaviors, the CSPP contractor must:

- Expediently pursue and document reasonable steps to maintain the child's safe participation in the program, including, but not limited to, consulting with the child's parents or legal guardians and teacher, and, if available, engaging an early childhood mental health consultant.
- Provide written notice of the process programs must follow to the parents or legal guardians of a child exhibiting persistent and serious behaviors. This must include a description of the behaviors of the child and the program's plan for maintaining the child's safe participation in the program.
- If the child has an IFSP or IEP, the CSPP, with written parental consent, must contact the agency responsible for the IFSP or IEP to seek consultation on serving the child.
- Consider, if appropriate, completing a comprehensive screening to identify the needs of the child, including, but not limited to:
 - Screening the child's social and emotional development using resources such as, but not limited to, the "Ages & Stages Questionnaires: Social-Emotional" and the Centers for Disease Control and Prevention's (CDC) "Learn the Signs. Act Early." materials
 - Referring the child's parents or legal guardians to community resources
 - Implementing behavior supports within the program

If a CSPP contractor has expeditiously pursued and documented the above reasonable steps to maintain the child's safe participation in the program and determines that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the program may expel the child and must refer the parents or legal guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direct transition to a more appropriate placement. This determination to expel the child must be made in consultation with the parents or legal guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the IFSP or IEP, as described above.

The CSPP program has up to 180 days to complete the expulsion process, as described above.

DISCIPLINE IN THE CLASSROOM

We want children to become independent and develop self-control. The purpose of discipline is to guide and teach respectful, positive, and responsible behavior for all children. Children are able to learn emotional regulation and self-discipline through constant positive reinforcement and positive redirection. It is vitally important to affirm a child's self-esteem even when the child's behavior is unacceptable. The Preschool Program will take the necessary steps to ensure that discipline in the classroom upholds the personal rights of all children and provides a safe environment for children, families, and staff.

Staff members will:

- Recognize all children as individuals by treating each person with respect. There is no yelling, name-calling, shaming, verbal, or physical punishment.
- Establish limits and boundaries that provide a safe environment while meeting individual needs.
- Reinforce positive behavior.
- Teach children how to solve problems.
- Help children communicate effectively.
- Redirect inappropriate behavior.
- Help children accept responsibility for themselves and others.
- When unacceptable behavior occurs, staff will take the following steps:
 - Remove children from overwhelming situations.
 - Stop harmful behavior and assist them in changing activities.
 - Help children resolve conflicts.
 - Remind them of behavior limits.
 - Talk with parents or guardians to identify problems and find solutions to help the child succeed.

Communication between parents/guardians and Teachers is important in understanding and/or supporting a child's behavior.

FAMILY PARTNERSHIPS

Family involvement strengthens the success of our Preschool Program and the children we serve. We recognize families as the child's first and most important teacher, and as being an integral component of a child's development. We believe that in order for children to succeed, parents/guardians must be engaged in every aspect of their child's educational program. The sharing of decisions affecting the future of preschool children is a primary aim of parent participation and involvement and parents/guardians are encouraged to volunteer in a variety of ways.

Parent Volunteers

Opportunities to volunteer in the classroom are abundant and provide an opportunity to contribute to and share in the learning experiences of your child.

Parents or other adults in the family wishing to volunteer in the classroom:

- ✓ Must have a current TB clearance on file (within the last year), TDAP, MMR, and Influenza

- ✓ Must make other childcare arrangements for children not enrolled in the program. Only children currently in the program are allowed to participate in classroom activities, including field trips.
- ✓ Must dress in comfortable attire that allows for sitting on the floor or small chairs, helping children with paint or messy activities and play, serving food, engaging in active play and participation with children.
- ✓ When volunteering in the classroom, it is important for families to model the behaviors that the Preschool Program has defined as appropriate to the successful development of your child and the other children present in the classroom. If at any time you require assistance with understanding what is appropriate, please do not hesitate to speak with a member of the teaching team.

HOT BEVERAGES, PERSONAL FOOD ITEMS, AND CELL PHONE USE IS NOT PERMITTED IN THE PRESCHOOL CLASSROOM.

Parent Advisory Committee (PAC)

The purpose of the PAC is to support program evaluation and participate in discussions that help the Preschool reach its goals. The PAC serves as an important component of our program and meets monthly throughout the school year to discuss the needs of the program and generate potential solutions to strengthen our program services. Dates and times of the PAC meetings will be available online and also posted at the Preschool site.

Parent Meetings and Workshops

Monthly parent/guardian meetings provide an opportunity for Teachers to share monthly classroom and program news with families and are held in the classroom during the first or last 15 minutes of class. Parents/guardians are encouraged to participate in these short Parent Meetings to stay informed and learn how to support their child's learning at home. When in person meetings are unfeasible due to program scheduling or regulatory requirements, teachers will provide families with monthly newsletters to communicate classroom and/or program activities taking place for the month.

Family Strengths and Needs Assessments

The Family Strengths and Needs Assessment (FSNA) is a family questionnaire that allows us to get to know the strengths and needs of the family. The FSNA is completed at the beginning of the program year and follow up is made by program staff to provide families with requested resources, support or referral to other community agencies that can provide support. Families with needs throughout the program year, can also receive resources and supports by contacting the Pre-K School Readiness Center or notifying the classroom teacher.

Supporting Your Child at Home

Opportunities to support your child's learning at home will be shared with parents on a daily and weekly basis through Learning Genie and hands-on materials provided by the Classroom Teacher.

Parents/guardians will be given the opportunity to participate in the family partnership building process to identify their family's strengths, interests, and needs. Staff will support families by providing appropriate resources and referrals to community agencies.

HEALTH REQUIREMENTS

All children enrolled in the Preschool Program must have a current physical examination on file that includes blood test for lead (taken at 24 months) and blood test for anemia (taken at 12 months of age). Physical examinations may be obtained from a child's regular physician or through the County Health Department. Physicals are due at the start of the program and annually thereafter. Parents/guardians will receive notification of when the annual physical is due.

In addition to the physical, all children in enrolled in the Preschool Program must be up to date on their immunizations prior to attending. Parents/guardians will be supported in obtaining additional age-appropriate immunizations throughout the school year. **If there are any changes in medical history, please advise our program immediately.**

EMERGENCY CONTACTS

In the event of an emergency, it is important that school staff is able to contact parents/guardians. Please keep your local phone number and your emergency numbers up to date at all times. If an emergency arises with your child, we

must be able to immediately reach you, or someone you trust to make a decision on your behalf. People that are listed on your Emergency Information Form must be 18 years of age or older and preferably live locally. Anyone included on your Emergency Information Form should be notified of their responsibility to pick up your child from program in the event of an emergency, illness, or when the parent/guardian cannot be reached or is unable to arrive in time. Your child can only be released to the people that are listed on the Emergency Information Form. All individuals picking the child up from the program must show a valid Picture Identification Card that has their name listed as the parent has listed it on the Emergency Information Form. When adding emergency contacts, please do not use nicknames.

Any changes to the Emergency Information Form, including adding or deleting emergency contacts must be made in person at the School Readiness Center by the parent/guardian.

HEALTH SCREENINGS

To ensure that all children are healthy enough to participate in the daily activities within the preschool program, all children are screened at the beginning of the school year in the areas of dental, hearing, vision, height and weight with parental consent.

Dental Screenings

Dental screenings are performed by a licensed dental provider within the first 45 days of instruction. The dental screening is performed on the school site by a Licensed Dentist in a mobile dental clinic. Children are escorted to and from the clinic by preschool program staff who remain with the children until the screening is completed. Children who are screened and require follow-up services can receive services either through the provider that provided the screening or the child's primary dentist. Services received through the screening provider must be coordinated directly between the screening provider and the parent.

Vision Screenings

The program collaborates with local community partners to provide free vision screenings to all children within the first 45 days of instruction. Screenings will be conducted by trained screeners in the child's classroom using a SPOT vision screener. Parents will receive a copy of the vision screening results. Children identified as needing further screening are referred to their physician for formal vision testing. The preschool nurse will assist parents in finding optometry services available in their area or assist in finding resources for children without vision coverage.

Children absent during or enrolled after the mass vision screening, will be screened in their classroom by the preschool nurse who is certified to perform preschool vision screenings. Parents will be provided with a copy of screening results. Children who do not pass a 2nd acuity vision screening, are referred to optometry for formal vision testing. The preschool nurse will assist parents in finding optometry services available in their area or assist in finding resources for children without vision coverage.

Hearing Screening

Hearing screenings are performed by the preschool nurse or other contracting district/community partner who is certified to perform preschool hearing screenings. Children who fail the initial hearing screening will be rescreened. Children who do not pass a 2nd hearing screening are referred to their primary physician for formal audiometry testing.

Height/Weight Screenings

Height/ Weight Screening are completed twice a year. Children are screened in class by the preschool nurse, and the results are recorded on each students' individual growth chart. Parents will receive a nutrition notification regarding their child's BMI at the end of each screening. Parents of children found to be above the 85th percentile or below the 4th percentile for BMI, are offered a nutrition consultation with our contracted registered dietician. The dietician provides families with positive, culturally appropriate information and education to assist in improving the nutritional health of the child's entire family. All parents, regardless of their child's screening results, are welcome to request a nutrition consultation.

EXCLUSION POLICY

To ensure the health and safety of children and staff, children are expected to be free from illness and communicable diseases while attending preschool. If a child becomes ill while at school, the teacher will contact the parent immediately. If a parent/guardian cannot be reached, an adult listed on the emergency card will be contacted to pick up the child. Children will be sent home if they have any of the following signs/symptoms of illness:

- **Temperature:** Temperature is 101 degrees or greater accompanied by behavioral changes (irritability, sore throat, rash, lethargy).
- **Symptoms and signs of possible severe illness:** unusual lethargy, uncontrollable coughing, irritability, persistent crying related to ill feeling, difficulty breathing, wheezing, or other unusual signs.
- **Uncontrolled Diarrhea:** Watery stool that cannot be contained in the diaper (leaking) or cause frequent “accidents” in toilet-trained children. Child may return to school when loose stool can be contained in a diaper or when child is no longer having “accidents” and frequency is no more than 2 stools above normal during the program day.
- **Vomiting illness:** Vomiting more than two times in the previous 24 hours unless vomiting is determined to be caused by a non-infectious condition.
- **Mouth sore with drooling that the child cannot control:** Unless the primary physician or public health authority states that the child is noninfectious.
- **Rash with fever or behavioral changes:** Until primary care provider determines that the illness is not infectious
- **Pink Eye (bacterial conjunctivitis):** Indicated by pink or red conjunctiva with white or yellow eye mucous drainage and matted eyelids after sleep. NOT EXCLUDED UNLESS CHILD ALSO HAS EYE PAIN, ITCHING, FEVER, OR REDNESS AND SWELLING AROUND THE EYELIDS. For children with these symptoms, please consult primary care provider.
- **Abdominal pain:** For pain that continues for more than two hours, or intermittent pain associated with fever or other symptom of illness
- **Scabies, Head Lice, or other infestations:** Upon identification of lice, or other infestation, parent/guardian will be notified, in a confidential manner, at the end of the school day. The child may return to school after the first treatment has begun. Please contact preschool nurse at (951) 222-7850 for intervention assistance.

During a health outbreak or pandemic, children exhibiting any signs/symptoms related to the outbreak or pandemic will be excluded from attending school until it is deemed safe for them to return.

If a child shows any of these symptoms at home, you should keep the child at home and contact the School Readiness Center regarding the absence:

****Please refer to Child Illness and Exclusion Policy for more information****

MEDICAL AND DENTAL EMERGENCIES PLAN

Upon enrollment, parents/guardians must sign an authorization that authorizes Jurupa Unified School District to obtain emergency care for their child in the event of a medical or dental emergency. In the event of a medical or dental emergency, parents/guardians will be notified immediately. If the emergency requires immediate medical care outside of basic First Aid, appropriate emergency personnel will be notified, and the child will be transported by ambulance to the nearest medical facility under the supervision of a Jurupa Unified School District employee.

MEDICATION ADMINISTERED AT SCHOOL

When a parent/guardian requests school personnel to administer medication at school, the parent/guardian must complete and submit the Permission to Give Medication Form to the School Readiness Center. Completed forms that have been reviewed by the School Readiness Center and associated medication will be delivered directly to the school site that your child attends. For the safety of your child and the classroom staff, no medication will be stored in the preschool classroom, and all medication will be administered in the Health Office located on the school site by a Health Clerk or other Health/Office Personnel.

INCIDENTAL MEDICAL SERVICES PLAN

In accordance with Health and Safety Regulations of Community Care Licensing, Section 101173, Jurupa Unified School District's Preschool Program agrees to provide Incidental Medical Services (IMS) to children for the following conditions:

- Blood Glucose Monitoring
- Insulin Administration
- Administering Inhaled Medications
- EpiPen and EpiPen Jr.
- Prescribed and Over the Counter Oral Medication
- Topical Medications

All medication must be in the original container with a pharmacy label detailed with child's name, dosage & time and current date must be provided to the School Readiness Center. When the original container cannot be found, pharmacy must provide pharmacy label with child's name, dosage & time, and current date to be affixed to the medication. Student medication will be stored in a clear, zip top bag. A signed medication administration authorization form along with child's photo will be stored in the clear bag with the medication. All medications will be administered by trained personnel in the School/Health Office, School Readiness Center Nurse, or Preschool Staff. All medications will be stored in the Health Aide Office located on the school site. Cabinet where medication is stored will be marked with "Medication" to identify the medication's location.

For more information, refer to the individual Incidental Medical Services (IMS) Plans.

DAILY HEALTH CHECK

To ensure that all children are well enough to participate comfortably in the daily activities, a daily health check will be completed for each child by the parent/guardian and a member of the teaching staff upon arrival. Parents/guardians are required to stay in the classroom with the child until the health check has been completed. Upon passing the health check, the child may then be signed in and join in on the activities taking place. If a teacher finds that a child shows symptoms of illness, the parent/guardian will be asked to take the child home.

SUNSCREEN

It is strongly recommended that children wear sunscreen to prevent sunburn. Parents/guardians should apply sunscreen of SPF 15 or higher to their child before bringing them to school.

EMERGENCY PROCEDURES

An emergency evacuation plan is posted in each classroom. Classroom staff are trained in First Aid and CPR procedures. First Aid and disaster kits are clearly marked and kept in each classroom. Emergency procedures have been developed at each preschool site and are reinforced by staff through the classroom curriculum and regular emergency evacuation drills. In the event of a disaster, site staff will remain with the children until parent/guardian/authorized adult picks up your child. Please be sure to keep emergency contacts up to date so someone can be reached in the event of an emergency.

CLOTHING

Parents should send their child to school ready to play. Our curriculum requires that children engage in hands-on experiences that include a variety of active and messy activities. Although the teaching staff will make efforts to protect the child's clothing during messy activities, parents can expect that clothing may come back dirty and/or stained. Due to the nature of learning, there may be times when your child is required to change clothes due to them being soiled. Please provide one change of clothing to keep in the classroom, with all articles of clothing labeled with the child's first and last name.

When dressing your child for preschool, please consider the following:

- Children should wear suitable, comfortable play clothes that are appropriate for both indoor and outdoor play activities in accordance with the weather.
- Children should be able to adjust their own clothing to use the bathroom
- Shoes should be closed toe, have backs or heel straps and non-slip soles. Open toe shoes, sandals, flip flops, and shoes with heels are unsafe, not appropriate for play, and therefore should not be worn to school.

DIAPERING and TOILET TRAINING

Children enrolling in the Preschool program are not required to be fully toilet trained, however, they should be in the process of being toilet trained. Parents are responsible for sending children to school in underwear and providing additional clothing in the event the child has an accident. If at any time it is determined that the child may not be ready for toilet-training due to excessive accidents and/or an inability to communicate their needs for using the toilet, the toilet-training process will be delayed, and parents are expected to send their child to school in either a diaper or a pull-up. It is a health and safety concern for children who are not fully toilet-trained to attend the program in underwear due to the possibility of getting surfaces of the classroom soiled. Parents are expected to review the toileting plan with their child's teacher to determine if the child is ready, and if so, developing an appropriate plan for school.

For children that have not begun the toilet training process, the expectation is that they are sent to school in pull-ups that can be easily removed while the child is standing. Parents are responsible for sending an extra supply of pull-ups to school so that the child can be changed regularly. Wipes are provided by the program. All soiled clothing will be sent home in a labeled bag at the end of the day.

NUTRITION PROGRAM

For children to gain maximum benefits from our Preschool Program, as well as get a good start in life, they must have healthy bodies and minds. Nutritious food plays an important role in attaining this state of health. Jurupa Unified School District's Preschool Programs participate in the National School Lunch Program which serves a variety of nutritious and culturally diverse food items. As a part of their daily schedule, each child will receive a nutritious breakfast or lunch depending on the classroom session they attend.

Mealtime provides opportunities to learn about nutrition, share responsibilities and develop good hygiene practices. Children view mealtime as a pleasurable experience and also use that time for engaging in socialization and developing pro-social skills. Staff support good nutritional habits by providing children with healthy food experiences and activities that are supported within the classroom curriculum. Nutrition curriculums such as Color Me Healthy and Harvest of the Month are also used.

To ensure that children are provided with meals that meet nutritional standards, children may not bring food, candy, snacks, or beverages into the classroom. Any food or drink served by this program is not allowed to leave the classroom. A menu will be posted monthly for your reference. Items prepared by families and/or at home are not permitted in the classroom.

Food Substitutions for Food Allergies

If your child has a food allergy or medical condition that prevents them from consuming certain food items, you must bring a note from the child's doctor describing the food allergy and any dietary restrictions. In addition, if special snacks, meals, or accommodations are required, a Medical Statement to Request Special Meals Form must be completed and signed by the child's doctor (this form is available upon request). Accommodations to meet meal requests for substitutions will be arranged through Nutrition Services.

Families with restricted diets due to non-medical reasons should contact the Coordinator of Early Childhood Education to explore other available options to ensure the child receives a healthy/balanced meal while attending the program.

PROGRAM SELF-EVALUATION SYSTEM

To ensure quality programming and environments for children, staff, and families, JUSD State Preschool relies on various techniques to aid us in self-evaluating our program operations and the services provided. In order to effectively evaluate our Preschool Program, the following tools are utilized:

- Desired Results Developmental Profile (DRDP) - Results from the DRDP are compiled and utilized to inform program planning and curriculum
- Desired Results Parent Surveys – surveys parents/guardians for feedback on the program helps to support their child’s learning and development, as well as how the program is meeting the needs of the family as a whole.
- Program Self-Evaluation – annual evaluation that focuses on family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning.
- Classroom Assessment Scoring System (CLASS) 2nd Edition and CLASS Environments – used to evaluate the quality of the preschool program in terms of classroom interactions between teachers and children, and what teachers do with the materials they have. CLASS focuses on emotional support, classroom organization, and instructional support.

Based upon the findings/results of these tools, a plan of action is established as follows:

- A written list of tasks needed to modify or improve the program will be assessed in a timely and effective manner
- All areas of need will be identified and a timeline with improvements will be implemented. This implementation process will include staff and family members.
- Procedures for the ongoing monitoring of the program to meet standards will include staff observation, and the use of the assessment tools above.
- The agency Annual Report will be used to summarize findings of the program self-evaluation and will be forwarded to the California department of Education (CDE).

PHOTO RELEASE

JUSD’s Education Services Department occasionally has requests from news agencies to photograph and/or videotape students for education related issues. JUSD Education Services also creates videos that may use students to demonstrate education strategies or practices. In some instances, there may be a need to collect exemplary products, photos, and/or videos of students in the classroom or library that are published on the JUSD or JUSD Teacher website and/or distributed to teachers or other educational institutions. All images and products are used solely for educational purposes and will never be sold or used for any commercial venture.

If for any reason you do not grant permission to use your child’s image in district/school and/or third-party publications and publish/distribute your child’s work/product for educational purposes, please contact the School Readiness Center to discuss whether reasonable adjustments may be required for a student’s particular needs.

As a part of the Preschool Program, your child’s image may be used for classroom documentation, art projects, displays, the Jurupa Unified School District website and social media platforms, and school promotional materials.

CURRICULUM and ASSESSMENTS

The program is designed to meet the cognitive, emotional, social, and physical needs of the children in a developmentally appropriate environment. Children participate in a variety of indoor and outdoor learning activities that are facilitated and supported by classroom teaching staff. Each classroom is equipped with materials and equipment to enhance learning and encourage children to play independently and in a group. Each classroom has a daily routine that provides structure and consistency. Teaching staff develop weekly lesson plans with activities that respond to the individual needs and interests of each child, while preparing them for successful school readiness.

Frog Street Preschool Curriculum

The program implements the Frog Street Preschool curriculum to ensure children have access to a variety of stimulating, challenging and developmentally appropriate learning experiences. Frog Street Preschool is designed to support the holistic development of young children and nurture each child's growth through engaging, hands-on activities. Through intentional instruction, your child will explore key developmental areas including language, literacy, math, science, social-emotional skills, and physical development. Frog Street also supports dual language learners and children with diverse needs, ensuring every child feels seen, heard, and valued. Understanding that learning does not stop once the child leaves the classroom, Frog Street also provides tools and strategies to help families reinforce learning at home.

Conscious Discipline (Curriculum to support social-emotional development)

The program implements the Conscious Discipline curriculum to help children develop social-emotional competence and reduce aggression and undesirable behaviors. Conscious discipline focuses on improving the quality of student-teacher interactions, reducing aggression in the classroom, decreasing impulsivity and hyperactivity in difficult children, improving students' social and emotional behaviors, and improving the classroom and school climate.

Desired Results Developmental Profile (DRDP)

The DRDP is an assessment used by classroom teaching staff to observe, document, and reflect on the learning, development, and progress of children in the classroom. The DRDP is completed twice a year (October and April) and used to plan individualized curriculum and for continuous program improvement. Results from the DRDP are shared with families at Parent Conferences and used to set future school readiness goals for the child.

Teaching staff perform assessments throughout the day while interacting with the children in their normal daily activities. Anecdotal notes, dictations, work samples, pictures, and recordings across all developmental areas are compiled regularly into each child's portfolio.

Learning Genie (Child Portfolio and Family Engagement)

Teaching staff perform assessments throughout the day while interacting with the children in their normal daily activities. Anecdotal notes, dictations, work samples, pictures, and recordings from across all developmental areas are compiled regularly into each child's electronic portfolio in Learning Genie. This information is accessible to families through the Learning Genie Parent App and shared with families during parent conferences.

Ongoing two-way communication between parents and program staff is essential to ensuring children and families are getting the most from our program. The program uses Learning Genie as the main source for electronic communications therefore families are encouraged to download the Learning Genie Parent App to ensure they stay involved in their child's learning and informed about their child's routines, activities, and behaviors. All parents receive instructions on how to download the App prior to their child starting the program.

FIELD TRIPS

Field trips are planned to enrich and reinforce the curriculum and expose the children to learning outside of the familiar environment. All field trips are pre-approved by school leadership and advance notification is provided to families regarding the location, purpose, date, and time. Parent/Family volunteers are encouraged and welcome to participate as long as they have a current TB clearance, and proof of MMR, TDAP and Influenza vaccines.

See Family Partnerships section for more information on volunteering in the classroom.

DEVELOPMENTAL SCREENING

The programs use the Ages & Stages Questionnaire to screen all children in the areas of motor skills, speech and language, cognitive skills, social and behavior development. This screening is completed with parental input and within the first 45 days of enrollment. Parents will receive an ASQ:3 and an ASQ-SE for each enrolled child that is to be completed and returned to the classroom teacher. The results of the screening are shared with parents and used to determine if additional resources, follow-up, monitoring, or assessment is needed.

PARENT CONFERENCE

Our Preschool Program recognizes the importance of frequent and meaningful communications with families. At any time throughout the school year, families are welcome and encouraged to speak to their child's teacher regarding their participation and progress in the classroom. Informal conversations are also an opportunity to show your child that you engage in their learning process and have developed a relationship with their teacher.

Formal parent conferences are planned twice a year to allow teachers and families an opportunity to meet and discuss the child's progress in the classroom, and any concerns or needs of the family. Formal conferences are also used as a time to review and discuss School Readiness Goals for the child. Conference dates are posted on the Calendar, and teachers will post a notice in the classroom in advance as a reminder.

HOLIDAYS and SPECIAL EVENTS

Program standards and early childhood practices support the position that in high quality environments there is acceptance, support, and respect for gender, culture, language, ethnicity, lifestyle, and family composition.

Holidays

Rituals and celebrations are an important part of many families and many cultures. Because our children and families are from diverse cultural backgrounds, we choose to celebrate holidays in a way that focuses on traditions instead of the holiday itself. We welcome and encourage families to take part in sharing their family's cultural traditions with the class and contribute ideas to the classroom planning. Families can share cooking activities (recipes and ingredients must be approved by the Teacher first), music, dance, and stories.

Birthdays

Birthdays are a special event in the life of a child, and most children eagerly await this special day. Please check with your child's teacher to see how birthdays are celebrated in his/her classroom. If you do not wish to have your child's birthday recognized, please let your child's teacher know. Special foods and parties are not allowed in the classroom.

Special Events

Teachers plan special events to recognize children and the work they do throughout the school year. Teachers will notify families of all classroom events and parents should check with the classroom teacher regarding attending.

End of Year Celebration

A Graduation Ceremony is not a part of our Preschool Program. Instead, Teachers plan an End-of-Year Celebration to recognize children and all the learning they engaged in throughout the year. Parents should check with their child's Teacher regarding when the End-of-Year Celebration will take place and what it involves. Children who will be transitioning to Transitional Kindergarten or Kindergarten will be presented with a certificate of participation. **CAPS and GOWNS are not allowed during the end of year celebration.**

ELIGIBILITY

Definition of Parent

- "Parent" means a biological parent, adoptive parent, stepparent, foster parent, caretaker relative, legal guardian, domestic partner of the parent as defined in Family Code section 297, or any other adult living with a child who has responsibility for the care and welfare of the child.

Determining Eligibility

To be eligible for the State Preschool Program, children must reside in the state of California, be 3 or 4 years of age on or before December 1st of the enrolling school year and not age eligible to participate in a Kindergarten program. Children should be in the process of being toilet trained unless there is a need for assistance due to a disability documented in an Individualized

Education Plan (IEP). Parents are responsible for bringing pull-ups for all children that are not fully toilet trained in addition to a change of clothing. If at any time it is determined that the child may not be ready for toilet-training due to excessive accidents and/or an inability to communicate their needs for using the toilet, the toilet-training process will be delayed, and parents are expected to send their child to school in either a diaper or a pull-up.

All families interested in enrolling in the Preschool Program must apply to the program via the online application portal (<https://riverside.ipinwheel.org/Parents/jurupausd>) and complete all relevant enrollment and certification requirements.

Families must meet one of the following eligibility criteria in order to qualify for services:

1. Child Protective Services / At-Risk- Family has a child who is at risk of abuse, neglect, or exploitation, or receiving child protective services through the county welfare department
2. Child with Exceptional Needs – child has an active IEP or IFSP
3. Income - Family is income eligible. Total adjusted monthly income is below 100% of the State Median Income
4. Public Assistance - Family receives public or benefits from a means-tested government program.
5. Homelessness - Family is homeless.

ENROLLMENT PROCESS

Enrollment into the Preschool Program is based on meeting eligibility requirements. After capacity has been reached, a waitlist will be implemented, and families will be removed from the waitlist based on their ability to maintain their eligibility.

Priority is given to children in the following order:

1. Two-year-old, three-year-old, and four-year-old children who are recipients of child protective services or who have been determined to be (or at risk of being) neglected, abused, exploited
2. Two-year-old, three-year-old, and four-year-old children with exceptional needs whose family has the lowest income ranking according to the most recent Schedule of Income Ceiling eligibility table. Exceptional needs is defined as any child under three years of age with an active Individualized Family Services Plan (IFSP) and receiving early intervention services or any child three years or older with an active Individualized Education Program (IEP) and receiving early intervention services or appropriate special education.
3. Two-year-old, three-year-old, and four-year-old children who are not enrolled in a state-funded transitional kindergarten program and whose family has the lowest income ranking according to the most recent Schedule of Income Ceiling eligibility table
 - a. When two or more families have the same income ranking according to the most recent Schedule of Income Ceiling eligibility table, the child who is identified as a dual language learner shall be enrolled first
 - b. When two or more families have the same income ranking according to the most recent Schedule of Income Ceiling eligibility table and there are no children identified as a dual language learner, the family that has been on the waiting list for the longest time shall be admitted first
4. Children from families whose income is no more than 15% above the eligibility income threshold
 - a. Within this priority category, priority shall be given to two-, three-, and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the set aside pursuant to EC Section 8208.
 - b. After the children enrolling pursuant to (a) above are enrolled, three- and four-year-old children without exceptional needs shall be enrolled in income ranking order, with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the CDE at the time of enrollment, being enrolled first.
 - c. For purposes of clause (i), if two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has been on the waiting list for the longest time shall be admitted first.
 - d. After enrolling three- and four-year-olds pursuant to clause (i) above, two-year-old children without exceptional needs shall be enrolled in income ranking order, with the lowest income according to the

income ranking on the most recent schedule of income ceiling eligibility table, as published by the CDE at the time of enrollment, being enrolled first. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has been on the waiting list for the longest time shall be admitted first.

5. After all otherwise eligible children have been enrolled in the priority categories listed above, the contractor may enroll the children in the following order:
 - a. Children enrolling in a CSPP site operating within the attendance boundaries of a qualified free and reduced priced meals school, in accordance with EC Section 8217, may enroll any two-, three-, or four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.
 - b. Children enrolling in the CSPP to provide expanded learning and care to transitional kindergarten or kindergarten pupils, pursuant to subdivision (I) of EC Section 48000. Three-year-old children with exceptional needs regardless of the family's income
6. After all applicable families have been prioritized in the priorities listed above, contractors must enroll the following families in the order listed below:
 - a. Children with disabilities from families with income above 15 percent of the income threshold who were not enrolled pursuant to the children with disabilities set aside, pursuant to EC Section 8208.
 - b. Early enrollment children enrolling in a CSPP operated by the school district or charter school, regardless of income, pursuant to EC Section 48000.15(c) for the 2023–24 and 2024–25 program years.

All families interested in enrolling in the Preschool Program must complete an Intake Appointment with a Certification Clerk. During the Intake Appointment, the Certification Clerk will collect and review eligibility documentation and utilize the information to complete an Application for Services (ELCD9600). After a second review of all enrollment documents, enrollment into the program will either be accepted or denied. Completion of an Intake Appointment does not constitute enrollment in any of the Preschool Programs.

Notice of Action (NOA)

Families who applied for services in the Preschool Program will receive a written Notice of Action (NOA) within thirty (30) calendar days from the date the Application for Services (ELCD9600) was signed, notifying them whether enrollment has been accepted or denied. If accepted into the Preschool Program, the NOA will include the school site the child has been accepted into, the class start and end time, and the first day that services will begin and the date that eligibility for services will end. Children approved for childcare services will be assigned to classrooms and sessions based on the parent/guardian's first choice until all spaces have been filled. Once enrollment capacity has been met, children may be assigned to any preschool classroom where space is available. Once certified for services, services are approved for 24-months as long as the child remains age eligible.

Families who begin the certification process but fail to complete it will not be certified for services. Families on the waitlist must maintain eligibility and provide supporting documentation once an enrollment intake appointment has been offered.

When a parent/guardian receives a Notice of Action (NOA), the parent/guardian has the right to appeal the action if s/he does not agree with the actions being taken.

Appeal requests must be received in the School Readiness Center office on or before the appeal date indicated on the NOA. To protect your appeal rights, parents/guardians must follow the instructions described in each step listed below. Failure to respond by the required due dates or failure to submit the required appeal information with your appeal request, may result in your appeal being considered abandoned.

Step 1: Parent/guardian must request an appeal hearing by completing the appeal request form located on the back of the NOA.

Step 2: Parent/guardian must mail or deliver the appeal request to the address listed on the appeal request by the date indicated on the NOA.

Step 3: Within ten (10) calendar days following the receipt of the appeal request, the parent/guardian will be notified of the time and place of the hearing. The parent/guardian is required to attend the hearing. If the parent/guardian is unable to attend the hearing, s/he may choose an authorized representative to attend the hearing on their behalf. If the parent/guardian or authorized representative do not attend the hearing, the parent/guardian, the parent/guardian abandons their rights to an appeal, and the actions of the School Readiness Center will be implemented.

Step 4: Within ten (10) calendar days following the hearing, the hearing officer will mail or deliver to the parent/guardian a written decision.

Step 5: If the parent/guardian disagree with the written decision of the School Readiness Center, the parent/guardian has 14 calendar days in which to appeal to the California Department of Education, Early Learning and Care Division (ELCD). Your appeal to the ELCD must include the following documents and information: (1) a written statement specifying the reasons you believe the decision of the School Readiness Center's hearing officer was incorrect, (2) a copy of the decision letter provided to you by the School Readiness Center's hearing officer, and (3) a copy of both sides of the NOA. You may either fax your appeal to 916-323-6853, or mail your appeal to the following address:

California Department of Education
Early Learning and Care Division
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
Attn: Appeals Coordinator
Phone: 916-322-6233

Step 6: Within 30 calendar days after the receipt of your appeal, the ELCD will issue a written decision to you and the agency. *If your appeal is denied, the agency will stop providing childcare and development services immediately upon receipt of CDE's decision letter.*

Please note: Services continue during the appeal process, and the parent/guardian is subject to all rules and policies of the School Readiness Center during this time.

ELIGIBILITY DOCUMENTATION

Any documentation submitted to the School Readiness Center for the purposes of establishing eligibility for the Preschool Program is subject to verification. Families certified for services will be certified through the end of the program year. No services will be provided past the last day of the program year. Families eligible and interested in returning for the following program year, must re-apply and be re-certified for services.

Current Aid Recipient (CalWORKS Cash Aid)

Families that are eligible due to receiving CalWORKS Cash Aid must meet income eligibility requirements and be below 85% of the State Median Income. Families must provide documentation of the amount of CalWORKS Cash Aid received from either month of the two-month window immediately preceding the initial certification.

Income Eligible

Families that are eligible due to income must meet income eligibility requirements and be below 100% of the State Median Income based upon their adjusted monthly income. Income eligibility is based upon all income sources of countable, gross income adjusted for the family size. Families receiving preschool services based upon income eligibility must document all sources of countable income, including:

- Gross wages or salary from employment, commissions, overtime, tips, bonuses, gambling/lottery winnings;
- Wages for migrant, agricultural, or seasonal work;
- Allowances for housing and automobile allowances provided as part of compensation;
- CalWORKS Cash Aid;
- Gross income from self-employment less business expenses with the exception of wage draws;
- Disability, unemployment, or worker's compensation;

- Spousal support, child support received from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part or in addition to spousal or child support;
- Foster care grants, payments or clothing allowance for children placed through child welfare services;
- Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent;
- Survivor and retirement benefits, veteran pensions, pensions or annuities, inheritance, dividends, interest on bonds, income from estates or trusts, net rental income or royalties;
- Rent received for room within the family's residence or rental property;
- Insurance or court settlements for lost wages or punitive damages; or
- Net proceeds from the sale of rental property, stocks, or inherited property;
- Other enterprise for gain (i.e. – reimbursement for services provided, donation of blood, etc.).

Families must provide documentation of the amount of total countable income received within the family from either month of the two-month window immediately preceding the initial certification.

Family Experiencing Homelessness

Families that are eligible due to homelessness must provide documentation of their homelessness through one of the following:

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

Child Protective Services / At-Risk

Families with children under Child Protective Services must provide a written referral from a local social service agency, emergency shelter agency, or county welfare department certifying that the child(ren) are receiving protective services and that childcare and development services are a necessary component of the Child Protective Services plan. The referring agency must indicate the anticipated duration of the services and provide the name, address, phone number, and signature of the local Child Welfare Services worker.

Participation in a Means-Tested Government Program

Families who have a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, CalWORKS, or any other designated means-tested government program, as determined by the department, will be categorically eligible.

DOCUMENTATION OF INCOME

Income from Employment

When a parent/guardian is employed, the following is required to document income:

- Payroll check stubs, a letter from the employer, or other record of wages issued by the employer indicating the gross wages for the month preceding certification.
- An Employment Verification form authorizing the School Readiness Center to contact the employer, that includes the employer's name, address, telephone number, business hours

Income from Self-Employment

When a parent/guardian is self-employed, the following is required to document income:

- Declaration of Self-Employment form
- A letter from the source of income.
- A copy of the most recently signed and completed Tax Return with a Statement of Current Estimated Income.
- Other business records: service contracts, invoices, ledgers, receipts, work schedules/logs, client lists (including contact information), bank statements, advertisements for services, website for services, etc.

For self-employed parents/guardians, the School Readiness Center must be able to independently verify your employment and may request additional documentation.

DOCUMENTATION OF FAMILY SIZE

Any adult residing in the family home who is the biological parent, adoptive parent, or stepparent of a child included in the family size shall be included in the family size. Children who reside with adults who are not their biological/adoptive parents are considered their own family (foster or guardian placements).

Parents/guardians must provide supporting documentation regarding the number of children and parents/guardians counted in the family size. Supporting documentation for the number of children shall be one of the following:

- Birth Certificate (original)
- Child custody court order
- Adoption documents
- Foster care placement records
- School or medical records
- County welfare department records
- Other reliable documentation that indicates the relationship of the child to the parent/guardian

When documentation provided to the program to determine family size indicates that there is another parent whose name does not appear on the application, the parent who has signed the application may self-certify the presence or absence of that parent under penalty of perjury.

For the purpose of income eligibility, when a child and that child's siblings are living in a family that does not include their biological or adoptive parents, such as, formal or informal custodial family arrangements or foster care:

1. Only the child and related siblings shall be counted in the family size
2. The adjusted monthly income of the child and any related siblings which includes payments specifically for the care and well-being of the child(ren) that are made payable to and received by the adult who lives with and is responsible for the care and welfare of the child(ren), is counted to determine income eligibility.

ATTENDANCE

Daily attendance is essential to the growth and development of your child and their success in the Preschool Program. A child should be in school every day in order to provide continuity of learning and to receive the most benefit from the program.

Tardiness, irregular attendance and/or excessive absenteeism can impact your child's ability to get the most out of the program and could affect your child's enrollment in the program. No transportation is provided to or from our Preschool Programs. Parents/guardians in need of transportation will be provided with information on public transportation options upon request.

Absence Procedures:

If a child will be absent, the parent/guardian must notify the School Readiness Center on the FIRST day of the absence and every day thereafter that the child will not return. Reasons for absence must be entered into the attendance system (Hubbe) for each day when the child is absent.

Excused Absences

Excused absences include the following:

1. Child illness, including medical, dental, and mental health appointments.
2. Parent illness, including medical, dental, and mental health appointments.
3. Government or self-imposed quarantine of the child or parent due to potential or actual exposure of a contagious disease.
4. Spending time with parent or other relative due to court-ordered custody or visitation.
5. Family emergencies (see family emergencies information below)
6. Absences that are in the best interest of the child (see best interest days information below)
7. Observance of a religious holiday or absence due to a ceremony of the student's religion.
8. Any absence to accommodate the needs of a child with a disability, including services received as part of the individualized education program (IEP) or individualized family service plan (IFSP).

Family Emergency

The following circumstances shall be considered a "family emergency":

1. Lack or disruption of transportation that directly impacts the child's participation in the program.
2. Court date or court-ordered appointment for any person living with the child.
3. In the process of moving to another home
4. Illness, quarantine, or hospitalization of a sibling
5. Severe illness, death, or funeral of a relative
6. Utility emergency impacting the household
7. Severe weather conditions directly impacting the household such as weather alerts, disasters, or fire
8. Extreme family crisis including but not limited to, loss of housing, domestic violence, being a witness or victim of a crime, or community concerns that make it unsafe for the child to participate in the program, as determined by the parent.

Best Interest Days – limited to 10 days for each enrolled child*

The following circumstances shall be considered "in the best interest of the child":

1. Parent/Family vacation or day off work
2. Child is tired/unable to participate in classroom activities/program
3. Sibling field trips
4. Visiting with a family member
5. Family bonding
6. Any other reason the parent deems to be in the child's best interest.

*Excused absences "in the best interest of the child" for children who are experiencing homelessness, or have an incarcerated parent, or who are recipients of protective services or at risk of abuse or neglect, are not limited during the contract period.

Unexcused Absences & Procedures

Absences that are not deemed to be excused shall be limited to 10 per program year for each child. Any absence that is not an excused absence, as described above, shall be considered unexcused.

The program will attempt to contact parents through a variety of communication methods as unexcused absences are accrued and will share individualized strategies to help improve attendance. Written notification will be provided for every 3 unexcused absences accrued and children with more than 10 unexcused absences in the school year will be disenrolled.

Daily Schedule

Your child's teacher has developed a daily routine with activities scheduled to meet the needs of the children in the classroom. It is very important that your child arrives on time to take advantage of all the planned activities and has a sufficient amount of time to build positive relationships with peers, explore classroom materials, and expand on their

knowledge of the world around them. A daily class schedule and the school year calendar is provided at Family Orientation and posted in the classroom.

Holiday Observance

Please refer to the Head Start Preschool / State Preschool Program Calendar for school closure dates. Other care arrangements should be made for the days that the Preschool Program is closed.

SIGN IN AND OUT PROCEDURES

The attendance sheet is a legal document and used to ensure that our program meets our funding requirements. Parents are required to sign their child IN each day after the completion of a Health Check and OUT at the end of each class session. Only those persons who are 18 years or older are allowed to drop off or pick up children from the program and sign the child in/out. During pick up, children will only be released to authorized adults who are listed on the Emergency Information Form, with valid picture identification. All signatures on the Attendance Sheets must be full legal signatures and completed in black or blue ink. The exact clock time(s) of drop-off and pick-up must be written on the Attendance Sheet for each day the child is in attendance. Clock times cannot be rounded off.

When electronic sign in and out is utilized, children must be signed in using the electronic system provided to the parent and include the full legal signature of the authorized adult dropping off and/or picking up the child.

Children must be under the direct supervision of an adult at all times; this includes visual supervision. When dropping off and picking up your child from the program, please do not allow them to roam the school grounds or leave them in the classroom or yard unattended.

Children will not be released to parents or authorized adults who appear to be intoxicated or under the influence of a controlled substance.

Release of Child and Custody Issues

A parent may indicate on the registration form that, by court order, their child may not be legally released into the custody of another parent or other adult. However, the parent must bring in the original, current court order that states any restrictions of parental rights. A copy of the court order will be kept in the child's file for the length of time deemed necessary by the officiating court. Once on file, no changes will be allowed unless new court documentation is provided. Custody disputes must be handled by the courts and parents are asked to make every attempt not to involve school sites or school personnel in custody matters. Our program has no legal authority to refuse a biological parent access to his/her child and/or school records. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene.

LATE DROP OFF AND PICK-UP POLICY

Parents/guardians must observe beginning and ending times for the class to ensure they are able to drop off and pick up their child on time.

For your child to fully benefit from the Preschool Program, please drop your child off promptly at the start of class and pick him/her up on time. Please notify the teacher/classroom if you know you are going to be late in arriving or picking up your child. Children who are not picked up at the scheduled end time of class will receive a Late Drop Off/Pick Up Notice. Three late notices will require parents/guardians to meet with the Early Childhood Specialists or Coordinator of Early Childhood Education to discuss concerns related to picking up late and develop a plan to pick up on time in the future.

For children who are in attendance more than 10 minutes past class end time, attempts will be made to contact parents/guardians and other persons listed on the Emergency Information Form. If you are late picking up your child, your child will be taken to the Main Office of the Elementary Campus to await your arrival.

TRANSITIONING FROM PRESCHOOL

The transition from Preschool to Transitional Kindergarten or Kindergarten is a big step in the lives of children and families and can be a rough transition for some. To make this transition smooth, our program staff provides information and activities throughout the year to help children get acclimated to the Elementary campus and expose them to routines they can expect once they move on. Families are encouraged to start planning for the transition into Elementary by speaking with the staff at the school their child will be attending and familiarizing themselves with the campus and routines. A Parent Conference will be held near the end of the program year to discuss the child's developmental progress in the Preschool Program and how parents can continue to support their child once they move on.

For more information on Elementary registration, please contact the Parent Center at (951) 416-1200.

RECORDS REQUESTS

Any requests for information from the child's file must be done in advance (at least 5 business days) and in writing by the parent/legal guardian. Written requests can be emailed to the School Readiness Center office (hspsoffice@jusd.k12.ca.us) or submitted in person to the Pre-K School Readiness Center at 5960 Mustang Lane, Jurupa Valley, CA 92509.