



Early Childhood Education
Programs



Parent Handbook

2020-2021



975 East Avenue P-8
Palmdale, CA 93550

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WELCOME

This handbook was written to give you a general picture of the Palmdale School District Early Childhood Education programs. This handbook includes information about the mission and vision of Palmdale School District, our program goals, attendance, parent involvement and engagement, policies and procedures, as well as our comprehensive services. We encourage you to become engaged in your child's learning experience and to participate in every aspect of our program. We extend an open invitation to all parents to volunteer in their child's classroom.

Your family is entering a unique early childhood educational program, that offers new learning experiences for you and your child.

Palmdale School District Early Childhood Education programs (PSD ECE) will offer support and information in every area of your child's development: social, intellectual, physical, emotional and academic. Our staff's goal is to give your family a "head start" in education. We want this start in education to be fun and beneficial for your entire family.

Starting school can be an exciting experience for children. It may also be a little scary. Your children will face some big changes in their lives; their first separation from home and family, their first steps to independence, new feelings, new friends, and new experiences. When parents take an active role in their child's education, children usually enjoy learning and school setting more, improve their skills and feelings about school and develop confidence in their abilities.

What can parents do?

Show interest by visiting your child's classroom, be an active parent by being a volunteer and participant in your child's classroom, socializations, and parent/policy committees. Ask your child questions about his/her day in class, attend workshops/events and meet with ECE teachers and staff regularly to show your child you value education.

We hope the following pages will give you a better understanding of our early childhood programs.

EARLY CHILDHOOD EDUCATION ADMINISTRATION & ENROLLMENT

975 East Avenue P-8
Palmdale, CA 93550
(661) 273-4710

Office Hours: 8:00 a.m. - 4:30 p.m.

AVENUE "J"

1702 East Avenue J
Lancaster, CA 93534
(661) 729-5940

Ave J between 15th
St. E. and 20th St. E.

**SITE 18 and
PALMDALE HB**

37230 37th St. East
Palmdale, CA, 93550
(661) 947- 9365

Head Start & State Funded

On Avenue S across from Dry
Town Water Park

CHAPARRAL

37500 50th St. East
Palmdale, CA 93552
(661) 456-1238

State Preschool Program offered

At 47th St. E. turn east on
Ave R-8 and right on 50th

TAMARISK

1843 East Avenue Q-5
Palmdale, CA 93550
(661) 575-8959

Head Start & State Funded

Corner of 20th St. E. and E.
Ave Q-5

HIGHLAND

39055 25th St. West
Palmdale, CA 93551
(661) 267-9931

Head Start & State Funded

25th St. West and Ave. P
North Entrance to
parking lot

**TIERRA BONITA and
LANCASTER HB**

44900 N. 27th St. East
Lancaster, CA 93535
(661) 946-4126

North on 30th St. East, left on
Lancaster Blvd, right on 27th
St. East. Access through park

MANZANITA

38620 33RD St. East
Palmdale, CA 93550

Head Start & State Funded

33rd St. East between
East Ave Q and Q-4

TUMBLEWEED

1100 East Ave R-4
Palmdale, CA 93550
(661) 267-9934

R-4 between 10th St. East and
11th St. East

MESQUITE

37622 43rd St. East
Palmdale, CA 93550
(661) 533-7254

State Preschool Program offered

43rd St. East &
E. Avenue R-8

WILSONA

41625 170th St. E.
Lake Los Angeles, CA 93535
(661) 264-0018

On 170th St. East Nearest
Cross Street
E. Avenue M-8

OCOTILLO

38737 Ocotillo School Dr.
Palmdale, CA 93551
(661) 456-1347

State Preschool Program offered

Located in front of
Ocotillo School. Use
Elizabeth Lake Rd.
entrance

YUCCA

38440 2nd St. East
Palmdale, CA 93550
(661) 272-2284

State Preschool Program offered

Corner of 2nd St. E. and E.
Ave. Q-4

PALM TREE

326 East Avenue R
Palmdale, CA 93550
(661) 265-1744 ext. 101

South of Palmdale Blvd.
Ave. R between 5th St
East and Division.

ECE DO CLASSROOM

975 E. Avenue P-8, Palmdale, CA
93550
(661) 266-7864

Head Start & State Funded

Corner of 10th St. East and P-8

EARLY CHILDHOOD PROGRAMS OFFERED

HEAD START

- 3 1/2 hours per day Monday through Friday
- 3 1/2 hours per day Monday through Thursday
- Full day programs; Monday through Friday 7 hours a day and English/Spanish Dual Immersion Program Monday through Thursday
- Home Based program – which includes weekly home visits for a minimum of 90 minutes and socializations; twice a month for 90 minutes

EARLY HEAD START - Only available to families residing in the Palmdale area

- Home Based program designed for pregnant women, infants and toddlers - which includes weekly home visits for a minimum of 90 minutes and socializations twice a month for 90 minutes

STATE PRESCHOOL

- 3 hours a day Monday through Friday

ELIGIBILITY/ENROLLMENT PROCESS

2 Step Application Process: Eligibility & Enrollment

ELIGIBILITY

All children are put on a waitlist after the initial application is submitted. Categorical points are awarded for:

- Homeless
- Income eligible
- Family is currently receiving aid
- Family has children who are receiving protective services

ENROLLMENT

Enrollment appointments are scheduled by Family Services Advocates. During enrollment process following forms are filled out:

- State & Head Start Application*
- Notification of Parent's Rights
- Personal Rights
- Letter to parents (child care center/non-pricing program)
- Child and Adult Care Food Program (CACFP) Form

*California State Preschool Program Agreement

- Parents are provided site, time, name of teacher, and ECE program option
- Family and child will see nurse to get an audio and vision exam during enrollment

PALMDALE SCHOOL DISTRICT

VISION STATEMENT

Every Student Leaves Ready for Success in High School and Beyond:
College, Career, the Global World.

MISSION STATEMENT

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

THE PALMDALE PROMISE

Pursuing Remarkable Opportunities to Marshal Innovation, Inspiration, and Imagination for Success & Engagement

EARLY CHILDHOOD EDUCATION

MISSION STATEMENT

The mission of Palmdale School District Early Childhood Education programs is to provide each child with an educational foundation centered on school readiness and the skills needed to be successful in kindergarten and beyond within a safe and nurturing learning environment.

PHILOSOPHY

Early Childhood Education programs are comprehensive and designed to meet the needs of eligible preschool children and their families. A positive academic, social environment and developmentally appropriate experiences are provided to help children develop social competence and academic success. By focusing on all aspects of learning and development, children will achieve the desired outcomes necessary for life-long learning.

We recognize that each child has a unique cultural background that has been nurtured by his/her parents. We believe that the diverse backgrounds of families involved in the program enrich the classroom environment and enhance the learning experiences for everyone. We acknowledge the role of parents as the primary teachers and nurturers of their children; therefore, the program works in partnership with parents in building strong relationships with involvement between the home and school to facilitate the child's development during this crucial stage of life.

Further, we are committed to cultivating partnerships within the community. Through the establishment of meaningful links with many local community organizations and agencies, PSD Early Childhood Education programs ensures that children and families receive an array of individualized services, and that community resources are used efficiently and effectively.

PROGRAM GOALS

Goal #1 – Providing Direction

Provide Strategic Direction to all ECE stakeholders focused on enriching quality interactions to support classroom instruction and learning for all.

Goal #2 – Safe and Affirming School Environment

To promote and create an inclusive, competitive, safe, nurturing environment to support cultural awareness in which families, children and staff thrive.

Goal #3 – Family and Community Environments

Engage and empower diverse families and communities in authentic learning and collaboration through comprehensive services to support the wellbeing and education of the child.

STEPS TO ACHIEVE PROGRAM GOALS – TITLE V Sec. 18105

1. DRDP - 18272 state requirement
 - i. Ongoing assessments 3x per year to assess child's progress and use as a training source
2. Staff Development - 18274
 - i. Ongoing throughout year depending on assessments, trends, state and federal regulations to support and develop ECE staff
3. Parent Involvement - 18275
 - i. Consistent throughout the year by encouraging parents to participate in various role in state and head start program
4. Health & Social Services - 18276
 - i. To support and meet state requirements for health, physical, dentals that support school readiness
5. Community Involvement - 18277
 - i. Provide quality service in the community by collaborating with resources in the community to provide to ECE families
6. Nutrition - 18278
 - i. To meet state and federal guidelines by providing healthy meals to children
7. Program Self Evaluation - 18279
 - i. Completed once a year to evaluate trends and challenges of program and to develop trainings to support programs goals.
8. Parent Survey - 18280
 - i. Ongoing throughout the year to capture family's needs and provide ongoing support to families through training and professional development
9. Early Childhood Environmental Rating Scale (ECERS) - 18281
 - i. Assess classroom environment compliance with creative curriculum, fidelity through interest areas in the classroom. Completed twice a year.

ADMINISTRATION

The Early Childhood Education (ECE) programs are run by the Palmdale School District (PSD) under the supervision of an ECE director. There are two Assistant Administrators who are responsible for the school sites and support all program service areas, staff, teachers, teacher assistants, families and students. In addition, the ECE program has a School Readiness Coordinator, Fiscal Officer, Family Partnership Specialist, Mental Health and Disabilities Specialist, a Health & Safety Specialist, two Education Coordinators, and Family Service Advocate's (FSA's) who assist the teachers and families to meet the needs of all children.

PROGRAM

Involvement in the ECE program is crucial to your child's success. It is important that parents provide accurate and complete information on all requested forms and documents.

Below are critical items to remember while your child is in our program:

- Provide a change of clothing sufficient to meet your child's needs labeled with their name.
- Inform staff and complete a new emergency card immediately when there is a change of home address (new proof of address will be requested), phone number, or emergency contacts.
- Staff will **NOT** release your child to any individual not listed on the emergency card. (See Absences section)
- Bring your child regularly and consistently as well as dropping off and picking up your child at the scheduled times.
- Remain with your child each day until staff has performed a visual health check.
- Support the program by attending meetings, volunteering in the classroom, other program activities, and/or serving on committees.
- Participate, at minimum, in two parent conferences and two home visits.
- ECE program has an open-door policy in which families are invited to observe children in the school setting for a specified amount of time agreed upon between the teacher and parent/guardian. Parents are encouraged to obtain their TB and two immunization shots to engage in children's activities.
- Families are welcomed to participate in monthly site and policy committee meetings in which they determine and approve program funding, school activities, review of program assessments and trends, and to provide feedback to improve quality service to the community.

DRESS CODE

Children get dirty while learning and enjoying their day. Clothing worn at school should be comfortable, washable and easy enough for children to get on and off by themselves. Children will need a complete change of clothing at school, which will be stored in the classroom in a zip lock bag labeled with each child's name. Children still learning to use the toilet will need extra underwear and additional clothes. Please replace clothing as your child grows and immediately when clothes are sent home soiled. In the interest of safety, no open toed or flip-flop shoes are allowed. Tennis shoes or other non-skid soled shoes are best. **Remember to label everything!**

Shirts must not have any gang related, obscene, or violent pictures or words. If girls wear dresses to class, they should have shorts underneath so they can play freely outdoors. **No jewelry is allowed.** Please be sure to send a sweater or light jacket with your child when the weather is cool.

ATTENDANCE AND ABSENCES

The PSD ECE considers the following as “Excused Absences”: Child or parents’ illness or Quarantine, Court ordered visitations, and family emergency (see “Valid Emergencies” listed below).

The following steps must be adhered to when a child is absent:

When you know your child will be absent, please contact your child’s teacher. The teacher is required to submit attendance each day. If your child is absent and the teacher has not received a phone call or message from you, he/she is required to contact you to verify the absence.

Day One: If the parent/guardian fails to contact the teacher, the teacher will call the parent/guardian to verify the absence **within one hour of start time and document** - 1302.16(a)(1).

Day Two: If the parent/guardian does not contact the teacher and the teacher has been unable to reach the parent by the second day of the absence, the teacher will call the phone numbers listed on the student’s Emergency Card and document the attempt.

Day Three: The teacher will conduct a home visit on the 3rd day and leave the letter of “no contact” regardless of whether or not the parent is home. If contact with parent/guardian is made at the home visit, teacher will verify the absences, document the date, time of the home visit, reason for the absences and any notes on the “No Contact Letter” have parent/guardian sign and date. One copy of the letter will be left with the parent/guardian and the other copy of the letter will be sent to the Attendance Clerk. 1302.16(a)(2)(IV).

Temporary Absence Agreement (TAA)

Parents/guardians must notify their teacher immediately of their need for an extended absence. A Temporary Absence Agreement (TAA) and an Education Packet will be provided to the parent at the time of notification. The teacher will inform their Administrator, FSA, and Attendance Clerk immediately. School Readiness Coordinator, or Program Director will determine final approval of request. If approved, a Temporary Absence Agreement must be completed and signed by the administrator and forwarded the Attendance Clerk. The Attendance Clerk will place the original Temporary Absence Agreement in the student’s social services file and a copy will be forwarded to the student’s teacher. The Attendance Clerk will notify the FSA, teacher and appropriate support staff of final approval and note the absence in the student’s attendance.

Factors considered when determining approval are:

- Family emergency which requires the family to leave town, state or country.
- Maternity leave
- Unpredicted temporary (e.g., car in the shop or need to wait for next pay check to fix car) transportation issues
- Death or serious illness of a family member
- Recent entrance into a domestic violence shelter
- Removal from biological home to a foster care placement, change in foster care placement, or return to biological parents

Valid emergencies:

1. Valid emergencies include illness of child or caregiver, birth of a child, death in a family, or an unexpected family crisis, best interest days, and entrance into a domestic violence shelter. Supervisor needed for a TAA.
2. In the event of a valid emergency, the parent/legal guardian informs the FSA or Home-Based Teacher of the emergency and makes a request for a leave. FSA or Home-Based Teacher offers mental health or social services to assist the family with the emergency.
3. The FSA or Home-Based Teacher completes the TAA form with the parent. The form must be completed in as much detail as possible and an intended date of return must be recorded. The FSA must sign the TAA. The FSA or Home-Based Teacher must inform the parent that the leave can only be granted for up to 30 days. If student fails to return on the expected date, the excessive/consecutive absences procedure will commence.

Drop Procedures:

A student may be dropped from a program if one or more of the following situations occur:

1. Parents/guardians desire to drop the child from the program.
2. Parents/guardians fail to communicate with teacher, FSA and/or Administrators or did not respond to the “No Contact” letter within 1 business day, despite teachers’ documented attempted contacts.
3. Family moves “Out of Service Area” the Antelope Valley and are not homeless.

Transfers:

Parents or guardians may request a transfer by completing a Transfer Request form. All requests will be documented in our system. No transfers will be granted within the first 45 days of the child’s start date, unless there is a special circumstance and approved by an Administrator. Special circumstance transfers may also take priority over children on the waitlist.

Tardy/Late Pick up Policy:

- For the safety of the child, the adult picking up the student must be at least 18 years old with a valid identification (i.e. driver’s license or another form of I.D. that identifies them and their age), and must be listed as an emergency contact.
- Our school district and program sites are considered closed campuses. Gates will be locked after the specified time posted at the entrance gate and classroom.
- The child is considered tardy if he/she arrives to school after the sign-in process has been completed.
- The child is considered to be picked up late if the designee listed on the emergency card arrives 15 minutes after release time.
- If the parent/guardian fails to pick up the child at the appropriate time and fails to communicate with the teacher, the teacher will begin calling the emergency contacts on the student’s Emergency Card.
- For the purpose of student safety, the students will not be released to individuals who are not on the emergency contact.

- The teacher will document each time the child is tardy or picked-up late from school. After 5 tardiness and/or late pick-ups, the Administration may determine that a parent conference is needed.
- The Sheriff's Department and/or Children's Services may be contacted by an Administrator if a parent or their designee listed on the emergency card has failed to communicate with the Early Childhood Education office when there is a late pick-up of more than 30 minutes. A parent conference may be held before the student may return to class.

Plan for natural disasters, facility emergencies or inclement weather.

The Palmdale School District Early Childhood Education Program has an emergency disaster plan to ensure the safety of children in the event of a cancellation or unforeseen closure due to an emergency (e.g., medical, State Licensing mandating a closure, and more). In the event of an emergency, Teachers and/or Office Staff will contact all families that are affected by the incident(s).

PROGRAM HOLIDAYS

PSD ECE Schools will be closed on the following holidays:

- Labor Day – Sept. 7, 2020
- Thanksgiving Week – Nov 23-27, 2020
- Martin Luther King – Jan. 18, 2021
- Spring Break (1 week) – Mar 22-26, 2021
- Memorial Day – May 31, 2021
- Veterans Day – Nov 11, 2020
- Winter Break (3 weeks) – Dec. 21 – Jan. 8
- President's Day – Feb. 15, 2021
- Lincoln Day – April 5, 2021

ECE Office will be closed on the following holidays:

- Labor Day – Sept. 7, 2020
- Thanksgiving – Nov 26 & 27, 2020
- Martin Luther King – Jan. 18, 2021
- Memorial Day – May 31, 2021
- Veterans Day – Nov 11, 2020
- Christmas/New Year's Dec 24, 25, 28- & Jan. 1
- President's Day – Feb. 15, 2021
- Good Friday – Mar 26, 2021

PARENT INVOLVEMENT & PARENT ENGAGEMENT

TUTORIALS

Each week children will receive tutorial activities to coincide with thematic lessons. This is an opportunity for you to work with your child on previously taught skills as well as earn valuable volunteer hours for the program. Please note, however, that completion of the weekly tutorial packet does not take the place of parents volunteering in the classroom. Please remember that you are your child's first teacher and it is very important for you to be a part of your child's daily learning activities. Read with your child daily and support your child in completing the weekly tutorial assignments.

FIELD TRIPS

Field trips are a valuable extension of the educational experience. A field trip release form must be signed by a parent/guardian in order for the child to attend the trip. Volunteers must have a **TB clearance** for

fieldtrips on file.

NON-FEDERAL SHARE

Volunteerism is a necessary and worthwhile part of Head Start/Early Head Start. The federal government mandates that 25% of our total Head Start funding be matching funds. Non-federal share is generated through donations of time and service to the program. Non-federal share activities include classroom assistance, tutorials (homework), preparation of instructional materials, attendance at parent meetings and workshops, assisting on fieldtrips, and donation of materials, which relate to the program. Your child will also receive activities (tutorials) assigned by their teacher to complete at home. Please be sure to turn in the tutorials and complete the non-federal share form weekly back to the teacher.

VOLUNTEERS

To enrich the quality of our program, PSD ECE encourages and supports the participation of volunteers in the classroom. All classroom volunteers are required to meet health and safety clearances set by the Department of Social Services. Volunteers provide additional support to our staff and are not included in the teacher-child ratios.

All parent volunteers must provide the PSD ECE Office or teacher with a "Volunteer Health Clearance" form (provided by our staff or teacher) and a current (within 1 year) negative TB Mantoux skin test before they are allowed to assist in the classroom. If the volunteer has had a positive TB Mantoux skin test, then a negative chest x-ray (within 4 years) is required.

The State of California has implemented a new law regarding immunizations. **Effective September 1, 2016** anyone volunteering in a child-care center must be immunized against influenza, pertussis (whooping cough-**Tdap**) and measles (**MMR**.)

Proof of both the **Tdap** and **MMR** must be turned in before volunteering in the classroom; these two vaccines are **mandatory** unless a written statement by a licensed physician states it is contraindicated. Although the influenza vaccine is recommended, it is not mandatory. If you wish to obtain the influenza vaccine you must submit proof of vaccination by December 1, 2017. Those wanting to opt out of receiving the influenza vaccine must sign and submit an "Influenza Declination" form. This form will be available upon request from any of the Health Staff at the PSD ECE office or from your child's teacher. Proof of all the vaccines mentioned above must be turned in to the PSD ECE office or to your child's teacher.

Conduct, Confidentiality, & Suspected Child Abuse

CODE OF CONDUCT

All PSD ECE staff, consultants, monitors, and volunteers will abide by the program's standards of conduct;

- Will respect and promote the unique identity of each child and family, employee, Committee member, consultant, and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
- Will follow program confidentiality policies concerning information about children, families and other staff members (see below).
- While under their care no child will be left alone or unsupervised.

- Will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. Will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

CONFIDENTIALITY GUIDELINES

- No information regarding children and families enrolled in the PSD ECE program is to be discussed outside of the program setting.
- Confidential information is not discussed in the presence of other parents, children or staff.
- All information is kept in locked files. Access to this information is restricted to authorized personnel only. Release of information from the files requires a written authorization by the child's legal parent/guardian.
- Information is to be discussed within the work setting and at Board/Policy Committee meetings only as is necessary and related to program operations/business or decision-making, and may not be discussed or used in any way outside of the program setting.

PROCEDURES FOR SUSPECTED CHILD ABUSE

INSPECTION AUTHORITY OF THE DEPARTMENT OF SOCIAL SERVICES

ALL EMPLOYEES of PSD ECE programs are mandated reporters of SUSPECTED CHILD ABUSE. The CA State Penal Code 11164-11174.3 requires mandated reporters to report all cases of suspected child abuse. It is PSD ECE's policy for staff to report suspicions of child abuse immediately.

As a licensed child care facility, under California law, the Department of Children & Family Services and the Department of Social Services has the right at any time, without notice or prior consent, to privately interview children or staff, to inspect and audit children's records, to observe the physical condition of the children, including conditions which could indicate abuse, neglect or inappropriate placement and to have a licensed medical professional conduct physical examinations of children. Parents will receive information on child abuse and reporting requirements at the time of enrollment.

CHILD ABUSE HOTLINE 1 (800) 540-4000

EDUCATION

CURRICULUM

The PSD Early Childhood Education Program uses The Creative Curriculum, a research-based curriculum that honors creativity and making learning exciting and relevant for every child. Its focus is children learning through play while interacting with their environment and others. The Creative Curriculum balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. Child development theory and scientific research are the foundation for The Creative Curriculum.

For children 0 to 3 years old, the Early Head Start uses the **Parents as Teachers** curriculum. It is a scientifically research-based curriculum. The early years of a child's life are critical for optimal development and provide the foundation for success in school and life. **Parents as Teachers** promotes

early development, learning and health for children by supporting and engaging their parents and caregivers through weekly home visits and twice a month socialization events that take place at the ECE Early Head Start site.

Our Dual Immersion classrooms follow the 50-50 model for dual immersion which means 50% of the day is taught in English and 50% of the day is taught in Spanish. Children are provided with lessons that enrich their vocabulary, critical thinking skills, problem-solving skills, and provide higher order thinking opportunities, in both English and Spanish. Teachers are using the Creative Curriculum as a basis for learning. The Creative Curriculum is a research-based curriculum that provides strategies and techniques to develop 21st Century learners through activities that are developed to stimulate higher order thinking, provide opportunities for research, experimenting, experience and inquiry among other learning opportunities. The Creative Curriculum targets areas in Cognition, Language Development, Social Emotional and Physical Development. The activities provided are conducive to individualized learning, it breaks the activities down by providing alternatives for teachers to meet children's needs. The curriculum also provides opportunities for children with special needs and second language learners.

Palmdale School District is leading the way, we are pioneers in the Dual Immersion program in Early Education. Very few Pre-K Dual Immersion programs are in existence in the country. We have been successful in setting high standards for our children and higher highly qualified teaching staff to support the learning of our children.

Prohibition against religious instruction

Religious indoctrination or practice is impermissible in classroom instruction. This means the school curriculum may not be devoted to any religious practice or indoctrination. Conversely, teachers must not promote or disparage any particular religion or religion thereof. In summary, religious instruction or any personal views and/or advocacy for any particular religion is forbidden.

KINDERGARTEN READINESS

The Head Start Approach to School Readiness means that **children are ready for school**, families are ready to support their children's learning, and schools are ready for children. School Readiness Goals have been developed and implemented in the PSD ECE program to support the student and families feel prepared for Kindergarten by providing developmentally appropriate activities for children to excel at their pace, learning style, and interests. Tutorial activities are sent home on a daily basis so that families can support the child's learning from home. In addition, PSD ECE program may set up kindergarten transition field trips for children and parents to visit the Palmdale School District kinder classrooms and cafeteria.

We will focus on 3 School Readiness Goals:

- **SR Goal 1: Social and emotional development:** With assistance, children will express and manage emotions to establish positive relationships with familiar adults and peers.
- **SR Goal 2: Language Development/Dual Language Learners:** Children will increase their ability to communicate through sounds, gestures, and visual symbols using the home language as a foundation.
- **SR Goal 3: Cognitive/STEAM:** Children will increase their own actions, experiences, and interactions through their curiosity, reasoning and understanding of their world.

Children enrolled in the PSD Early Head Start (EHS) program transition as well. Pregnant mothers begin the transition process during the third trimester of pregnancy; the expectant mother will prepare for the transition of their newborn into EHS. Within two weeks of birth, the Family Services Advocate will schedule an appointment with the parent to complete the application and enroll the infant. The Home-Based Teacher and parent will set a date and time for regularly scheduled 90-minute, weekly home visits.

The Transition from EHS to Head Start begins when the child is **2.6 years old**. The assigned Home-Based Teacher works with the parent and/or caregiver to find a suitable preschool of their choice in the community.

DEVELOPMENTAL AND ACADEMIC SCREENINGS, INDIVIDUAL DEVELOPMENT PLANS (IDPs), HOME VISITS, AND STUDENT PROGRESS REPORTS

PSD ECE program provides a sound foundation for achieving positive child outcomes. Upon entry into the ECE program, each child receives required screenings to confirm that he or she is in good health and is developing well. The Ages & Stages (ASQ-3 and ASQ:SE) Developmental Screening is administered to all students within 45 days of their entrance into the PSD ECE program. The Desired Results Developmental Profile 2015 (DRDP 2015) is completed (3) times each year (beginning, middle and end). This is an ongoing observational tool. ECE teachers are required to conduct two home visits per year to discuss the child's progress and any concerns that may arise. In addition to the Home-Base Program option, home visits are planned once a week per child for a 90-minute duration. Socialization gatherings are bi-weekly for 90 minutes. Home-Based Teacher complete all the same requirements as classroom teachers.

Two parent conferences are scheduled during the school year to review and discuss the child's development. Please note that the developmental and academic screening tools, as well as classroom observations assessments, provide input for the child's progress which will be discussed during parent conferences and/or home visits. Parent conferences provide an opportunity and time for the teacher and parent to work together to create an Individual Development Plan (IDP) as a focus for areas that the teacher and parent wish to have the child develop. This may include, for example, social, cognitive or gross/fine motor skill development.

HEALTH SERVICES

The program's health objective is to support healthy physical development by encouraging practices that prevent illness or injury and that enhance lifelong well-being. When children are healthy they miss less days of school related to illness and have a greater opportunity to learn. Our team works with families to coordinate medical and dental resources and to provide quality health education. At time of enrollment and throughout the program, parents will be asked to submit a copy of a current (within 1 year) physical exam (including a Hemoglobin blood test for EHS students and a Hemoglobin assessment for HS students), a current (within 1 year) dental exam, and required immunizations. In addition, during enrollment, a member of the health staff will review your child's records for any health concerns and discuss these concerns with parent/guardian.

Health staff will arrange vision and hearing screenings (if not indicated on physical exam) and provide

parents with a referral to their primary physicians if the child does not pass any of these screenings. If support is needed to obtain care, the program will work with the family to utilize/refer to a community partner to access the medical evaluations and/or treatments necessary.

IMMUNIZATIONS

Each child that enters the PSD ECE Program will need the following immunizations:

1-MMR- on or after 1st birthday

3-Polio

3-Hepatitis B

1-HIB- on or after 1st birthday

4-DTP

1-Varicela-on or after 1st birthday

1-**TB Risk Assessment**-yearly. Mantoux TB skin test only if indicated by licensed physician.

California Legislature enacted a new law, **Senate Bill (SB) 277** as of January 2016. This law indicates that Parent/Guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption for a currently-required vaccine.

If child is a returning student and already had a "Personal Beliefs Exemption" on file dated before January 1, 2016, that waiver will remain valid.

If parent indicates their child needs a Medical Waiver, parent must submit a written statement from a licensed physician (M.D. or D.O.) which states:

- 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.

MEDICATION

To have medication administered by PSD ECE staff, parents must provide us with a completed medication authorization form.

The medication authorization form along with the medication (in its original container with label) must be brought in to the PSD ECE office and given to a member of the health staff, for verification.

Medication will not be accepted without proper forms and labels.

EMERGENCIES

During enrollment, all parents are asked to complete an Emergency Card indicating parent's day time phone number, doctor's name and phone number, and listing up to four adults (18 years and over) to contact should an emergency occur and we are unable to reach the child's parent/guardian. **It is the parents' responsibility to keep the information on this card up-to-date on a monthly or as needed basis.**

Teachers will administer first aid for minor injuries (cuts, bumps, scrapes, etc.), call parent to inform them of the injury, and give parent written (Ouch Report) documentation during pick-up time.

In the case of a more serious injury, every attempt will be made to contact the parent or authorized adult to immediately come pick up the child. If the parent cannot be reached and the child needs immediate medical attention, the paramedics will be called and will transport the child to the nearest emergency

medical facility accompanied by ECE teacher or staff. Parents will be asked to sign the Emergency card and check off the appropriate box indicating their wishes regarding the authorization to treat during an emergency situation.

HEALTH AND SAFETY NOTIFICATIONS

Assembly Bill (AB) 2260 – The Healthy School Act of 2000 was enacted to ensure that effective “least toxic” pest management practices are used to manage pests at school sites in order to reduce exposure to toxic pesticides. AB 2260 requires parental notification of pesticide application, warning signs, record keeping at schools, and pesticide use reporting by licensed pest control businesses that apply pesticides at schools.

For more information on pesticides and integrated pest management see the Department of Pesticide Regulation’s School Integrated Pest Management Website at:

www.apps.cdpr.ca.gov/schoolimp/childcare.

Our school properties are tobacco, weapon, alcohol and drug free zones. This mandate must be followed by all who enter our campuses and classrooms.

PHYSICAL WELLNESS

The ECE Program embraces a comprehensive vision of health for children and families. In collaboration with families, staff and health professionals, all child health and developmental concerns are identified. Children and families are linked to an ongoing source of continuous accessible care to meet their basic health needs. This includes a complete physical, dental examination and up-to-date immunizations.

MENTAL HEALTH & DISABILITIES

MENTAL HEALTH

Mental Health consultations and information regarding Mental Health concerns affecting the student, parent or other immediate family members are available through our program. Community resources are provided for mental health needs identified as requiring ongoing support and the family is assisted as needed in navigating the process of seeking and/or obtaining services. Mental Health Parent Education courses are also held throughout the school year to educate and support parents in meeting the social and emotional needs of their child.

DISABILITIES

At least 10 percent of the total number of enrollment opportunities during an enrollment year must be made available to children with disabilities. Children with disabilities means children with intellectual deficit, hearing impairments, visual impairments, speech impairments, serious emotional disturbance, or orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities who, by reason thereof, need special education and related services. Infants and toddlers with disabilities are those from birth to three years, as identified under the Part C Program in their State. In California, an infant or toddler with disabilities means infants and toddlers with a developmental delay, have an established high-risk condition or a low incidence condition, as indicated in their Individualized Family Service Plan (I.F.S.P.).

The ECE program will work together with the Local Education Agency (LEA) and Part C Program/Early

Start (Regional Center) to follow an Individualized Education Program (I.E.P.) for children 3-5 years of age or an Individualized Family Service Plan (I.F.S.P.) for infants and toddlers. The program also provides resource information to families.

In implementing education reform initiatives, public schools and school systems must abide by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA) which prohibit discrimination on the basis of disability. Section 504 prohibits recipients of federal funds from discriminating on the basis of disability. Title II of the ADA prohibits discrimination on the basis of disability in state and local government services by state and local governmental entities, whether or not they receive federal funds. This includes public school districts. Virtually all public school systems receive federal funds, and public education is a government service. Both statutes require school districts to provide a free appropriate public education (FAPE) to students with disabilities protected by those laws.

NUTRITION PROGRAM

It is important for children's health and development that they eat nutritious foods and develop healthy eating practices. Our program strives to promote child and family wellness by providing nutritional services that supplement and complement those of the home. Our goal is to assist families in establishing good eating habits that nurture healthy development and promote lifelong well-being.

Meals for Head Start and State Preschool classes and Early Head Start socializations are prepared by each school district site cafeteria, which meets all standards for health, safety, and cleanliness.

Menus are planned according to the Office of Head Start and Child and Adult Care Food Program guidelines and will include foods familiar to the children as well as the introduction of diverse foods.

Menus are posted in the classrooms in English and Spanish. The guidelines state that any food left over from a meal or snack must be disposed of at the center. No food may be taken home by parents or staff.

Special arrangements will be made if a child is allergic to a certain food or has a medically prescribed diet or religious restriction. Requests will not be accepted based on preferences. Special requests need to be submitted in writing by a doctor if it is for medical reasons using the Medical Statement to Request Special Meals and/or Accommodations form.

Children who attend Head Start morning classes will receive breakfast and snack while children attending Head Start afternoon classes will receive lunch and an afternoon snack. The main meal of the day is served family style: children serve themselves from bowls and plates that are passed around the table. Children attending Early Head Start socializations will receive snack. Children attending State Preschool will receive a meal, either breakfast or lunch.

The nutritional status of each child is assessed and follow-up is completed with the parents, as needed. This helps in planning for the specific needs of each child. The Nutrition Staff is available to talk with parents about any nutritional concerns they may have about their child or their family.

Due to health and safety regulations, food served to children must be prepared in a school district kitchen or in the classroom with the children under the supervision of PSD ECE staff. **It is not permitted to bring any other food into the center for children to eat. No exceptions.**

Classroom Celebration Ideas *without* Food

We know that birthdays and holidays are important to every child and that kids like to celebrate with their classmates. However, sending in a food treat to the classroom to celebrate can place our funding in jeopardy, and may cause us to lose our food program. It can also exclude those children who have food allergies, diabetes, celiac disease or other dietary restrictions. **No outside food is allowed.**

Below are some suggestions for alternatives food treats for your child's celebration at school. **Always check with your child's teacher first** to see what he/she finds acceptable for their classroom and be sure to provide advanced notice to ensure a celebration fits into their schedule.

1. **Party favors** (stickers, pencils, large bouncy balls, matchbox cars, tops, notepads, bubbles, bookmarks, etc.). You can get these at a party supply store or dollar store.
2. Bring in **special party napkins** (or party hats) to use with the usual school snack.
3. Come into the classroom and **read a book** to the class. Or bring in the child's favorite book and ask the teacher to read it to the class.
4. **Decorate a box** and send it into the classroom. Have each child draw a picture for the birthday student and put it into the box. The birthday student gets to take the box home at the end of the day.
5. Arrange for the children to **play a game** or puzzle. It is a bonus if the parent comes in to help with the game. Play a cooperative **game** as a class - here are many fun options! (<http://www.playworks.org/>).
6. Get a special "**Outside Pass**" and choose the main activity the class does during outdoor play time.
7. Bring in a **card** or an item that all children **can sign** for the birthday student (shirt/sweatshirt, tote bag, autograph stuffed animal, pillow case, etc.).
8. Arrange a **treasure hunt** around the classroom for the children. There can be a special non-food treat (see #1) at the end. You can even use a theme that ties into what they are learning in class.
9. Ask the teacher if you can have a **show and tell** time for your child. They can make a poster, bring in some of their favorite things, or bring in pictures.
10. Ask the teacher if you can send in a **dance song**, and have the whole class do the hokey pokey, the chicken dance, or the slide, whatever is your child's favorite! Dance to favorite music in the classroom.
11. Donate a **plant, seeds, or a bulb** for the school garden. Pick your child's favorite vegetable to plant.
12. Be the **class helper** for the day. Get a **special sticker** or **crown** to wear at school all day.
13. Eat lunch or **snack outside/have a picnic**. Enjoy class outdoors. Take the class outside for reading time.

Promoting non-food celebrations and rewards in school can be a valuable opportunity to demonstrate that happiness and celebrations do not have to be associated with unhealthy eating.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by

USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

SAFETY

CARE AND SUPERVISION

Child Care Center regulations require that licensees shall provide care and supervision as necessary to meet the children's needs and that supervision shall be visual. Title 22, Division 12, Section 102417(a) and 101229(a)(1) Head Start Performance Standards and the State of California Community Care Licensing includes guidance stating that employer/adults must provide supervision and guidance during all activities for safe and active learning.

Palmdale School District Board Policy: AR 5142(a) states that all certificated employees, teachers, teacher assistants, and noon duties will supervise the conduct and safety, and direct the play of students on the school grounds at all times.

Under no circumstances are students to be left unsupervised while under the care of our agency staff. At least two PSD ECE employees will be with children at all times.

Transition times, particularly during the sign in/sign out procedures, are critical times when the gates are unlocked and the classroom doors are open. To ensure care and supervision, parents enter the classroom one at a time to sign in/sign out their child. Teachers cannot hold lengthy conversations with the parents during transition times because this may distract the employee from maintaining visual supervision of all students. You may request a phone call or conference with the teacher during her/his non-instructional care and supervision time.

PEDESTRIAN SAFETY TIPS

Unintentional pedestrian injuries are the fifth leading cause of injury related death in the United States. Every year, thousands of children are killed or injured in a motor vehicle accident. Here are some ideas to make sure your child is safe on the streets.

Know the facts! Teach Kids the Basics from the Beginning

- Children move quickly. Teach kids to be aware of danger.
- It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks.
- Most injuries happen mid-block or near their home or on their own street.
- Most crashes involving children happen between 3 p.m. and 6 p.m.
- Most crashes occur in fair and warm weather when more pedestrians are out.
- Wintertime means a lot less daylight. Some winter clothing is dark and hard to see.
- Teach them not to run or dart out into the street or cross between parked cars.

Set a good example: Let Your Actions Speak as Loud as your Words

- Always hold your child's hand when crossing the street.
- Never allow a child under 10 years old to cross the street alone.
- Always STOP at the edge of the curb or parked cars before going out into the street.
- Always look LEFT, RIGHT, and LEFT again for moving cars.
- Always cross only when clear, and keep looking LEFT, RIGHT, and LEFT again, until you reach the other side.
- Always look for signs that a car is about to move (rear lights, exhaust smoke, sound of a motor, or wheels turning).
- Never walk behind a car that is backing up.

EMERGENCY PREPAREDNESS

Fire Drill

In order to be adequately prepared in emergency situations, all classrooms must implement and log monthly fire and earthquake drills. There is one major district-wide disaster drill for the Palmdale School District and individual school sites participate in monthly disaster drills during each school year.

Campus Lock Down

A lock down is initiated when there is a situation on the campus threatening the safety of students and staff. This situation could be violence, an armed intruder, a vicious animal on the campus, police action adjacent to the school, or a lost/missing student.

All doors are locked and all persons on the campus are to remain inside a classroom, building or office. Only necessary authorized emergency personnel are allowed on the campus during this time until the unsafe situation has been cleared and is no longer posing a threat of danger.

Every effort is made to keep the students calm, so it is important that parents/adults on the campus remain calm as well and follow the direction of the school staff, principal/designee and/or law enforcement officers.

PARENT/COMMUNITY COMPLAINT

Parents/Community residents who have complaints, problems or concerns with the program are encouraged to attempt to resolve them at the classroom level within ten calendar days.

Parents/Community residents with concerns that were not resolved to their satisfaction at the classroom level are encouraged to meet with the lead teacher. If concerns continue to go unresolved, parents can

contact ECE classroom Assistant Administrator to discuss the complaint, problem or concern. The Assistant Administrator will make recommendations for resolution of said concerns/problems. A recommendation for resolution will be presented to the petitioner(s) within ten working days of that meeting.

Parents/Community residents with concerns that were not resolved to their satisfaction from the Assistant Administrator will submit a signed, written statement, within thirty working days of the occurrence to the ECE Director. The statement shall describe in detail the complaint, problem or concern.

Parents/Community residents with concerns they feel were not resolved to their satisfaction at the ECE level are advised to follow the Palmdale School District complaint procedure.

HEAD START/EARLY HEAD START PROGRAMS

OVERVIEW

Head Start/Early Head Start (HS/EHS) is federally funded and designed for low-income families, pregnant women, and infants. The HS/EHS program is operated by local non-profit organizations in almost every county in the country. Children who attend HS/EHS participate in a variety of educational activities to help all children succeed, including children with disabilities. They also receive healthy meals and snacks, and enjoy learning in a safe setting.

HS/EHS provides children with activities that help them grow mentally, socially, emotionally, and physically. The HS/EHS staff recognizes that as a parent, you are the first and most important teacher to your children. The staff will welcome your involvement in HS/EHS activities, and will work as partners with you to help your child progress. HS/EHS children socialize with others, solve problems, and have other experiences that help them become self-confident, and also improve their listening and speaking skills.

Skilled professionals will review your child's records for any health problems. Staff will arrange vision and hearing tests, offer a nutrition assessment and help children receive follow-up care. The health staff will develop an Individualized Health Plan (IHP) and/or an Action Plan for children who need special accommodations due to medical conditions. A mental health professional and school psychologist are available for children and families with special needs.

Head Start/Early Head Start's educational program is designed to meet each child's individual needs. If programs have a majority of bilingual children, for example, at least one teacher or teacher assistant should speak their native language.

EARLY HEAD START PROGRAM

Early Head Start offers services to pregnant mothers and children from birth to the age of 3 years old. Together with our Home-Based Teacher, parents and their child will participate in 90-minute weekly home visits, 90-minute socializations twice a month, and monthly parent meetings. While enrolled in the Early Head Start Program, the following routine health and screening procedures are required.

- Routine Prenatal exams (including labs)
- Dental exam.
- Postpartum exam

Participant will contact their Home-Based Teacher or Health staff if they require assistance in obtaining the necessary medical/dental exam and/or treatment.

Please notify the health staff at the district office immediately if/when there is a change in your child's health status or *new* medical diagnosis (including allergies and asthma).

Please inform staff and complete a new emergency card immediately when there is a change of address, phone number, or emergency contacts.

ADMISSION AGREEMENTS

PREGNANT WOMEN

I understand and agree to the following:

- I will be required to participate in and attend a minimum of one 60-minute home-visit a month up until the delivery of the child.
- I will be in jeopardy of being dropped from the program due to irregular participation in home visits. The home visitor will wait at my home for 20 minutes before documenting my absence. A note will be left to contact home visitor within 24 hours.
- I will contact the home visitor at least 24 hours before my scheduled home visit if I am unavailable.
- I will provide required medical information prior to my first day of attendance and as needed.
- I will support the program any way I am able through attendance at meetings, volunteering during socials or other program activities, and/or serving on committees.

While enrolled in the Early Childhood Education (ECE) Program, the following routine health and screening procedures are required. Participant will contact their Home Visitor or Health staff if they require assistance in obtaining the necessary medical/dental exam and/or treatment. I understand that my medical information may be audited at any time.

- Routine Prenatal exams (including labs)
- Dental exam.
- Postpartum exam

I must notify the health staff at the district office immediately if/when there is a change in my health status or *new* medical diagnosis (including allergies and asthma).

I will inform staff and complete a new emergency card immediately when there is a change of address, phone number, or emergency contacts.

During the third trimester of pregnancy; the expected mother will prepare for the transition of their newborn into EHS. The home-based teacher will discuss and review with expected mother the EHS transition form and expectations. Once the baby is born within two weeks the mother, home visitor and enrollment clerk will collaborate to set up a time and date for mother to complete the eligibility process. Once the eligibility has been completed the FSA will notify that the assigned home-based teacher and FSA. Home Based teacher and FSA will collaborate with the mother to identify the best location, time, and date to complete the enrollment process. The home visitor, mother, and FSA will continue to collaborate to set a date and time for regularly scheduled 90-minute weekly visits.

HEAD START

I understand and agree to the following:

- Each child must be signed in and out on a daily basis.
- When my child is absent, I must inform staff of the specific reason for the absences. Absences are considered excused if:
 - A child is ill or hospitalized
 - Family Emergency
 - Quarantine of a child's home
 - A child has a medical, dental or therapy appointment
 - Temporary family situations that precludes the child's attendance (prior Administrative approval needed)
- My child may be placed on an Attendance Plan within the Early Childhood Education (ECE) program when chronic absenteeism (15 or more excused/unexcused per year) persists. If family support services have been provided and efforts have been made to re-engage the family to resume attendance and your child's attendance does not resume, then the program will consider his/her slot vacant.
- A doctors' note must be submitted to the health staff at the district office immediately when there is a change of health status, diet, or medication for my child.
- The following procedures will be implemented immediately when children are left beyond the designated time of pick-up and staff has not been notified by parents of any special arrangements:
 - Teacher will attempt to contact parent
 - If parents are not located, alternate emergency contacts will be called
 - Main office will be notified
 - Child will remain at the site with the teacher or lead teacher while attempts are made to contact an authorized adult
 - Administrators will go to the site to provide support and make further decisions regarding the next step
 - A verbal warning will be given to the parent with the first incident
 - Administration will follow proper procedures for contacting authorities when children are left at the site without notification.

For Home Based Options:

- *It is a requirement that the Parent/guardian be present at the weekly home visits with the enrolled child.*
- *A home visitor will wait at the home for 20 minutes before documenting that the parent is a no show. A note will be left at the home requesting parents to contact the teacher within 24 hours.*
- *Parents are encouraged to call the home visitor at least 24 hours prior to their scheduled home visit if they cannot keep their appointment.*
- *Two socializations per month are provided for home-based families.*

My involvement in the ECE program is crucial to my child's success. I understand and agree to:

- Provide accurate and complete information on all requested forms and documents; if information is falsified your child may be dropped from the program.
- Provide a change of clothing sufficient to meet my child's needs.

- Inform staff and complete a new emergency card immediately when there is a change of home address (new proof of address will be requested), phone number, or emergency contacts.
- I understand that PSD ECE staff will not release my child to any individual not listed on the emergency card.
- Bring my child regularly and consistently as well as dropping off and picking up my child at the scheduled times.
- Remain with my child each day until staff has performed a visual health check.
- Participate, at minimum, in two parent conferences and two home visits.
- Support the program by attending meetings, volunteering in the classroom, other program activities, and/or serving on committees.

FAMILY COMMUNITY ENGAGEMENT

The ECE program staff will provide support, information, referrals to local agencies and assistance to families in obtaining the services they need to support daily living. A Resource Directory will be given to every family in the program so that they can access available resources in the community.

The FSA or the Home-Based Teacher will complete a family self-assessment with the family to better support their needs. Families will have the opportunity to develop a Family Partnership Agreement in which both the family and the FSA or Home-Based Teacher will work together to set and achieve family goals. Staff also assists families with transition into the program, providing information, support, and assisting with the transition to kindergarten or other programs in the community.

FAMILY PARTNERSHIP

Parents and legal guardians will be given opportunities to establish trusting, healthy relationships between other parents and staff. An FSA or Home-Based Teacher will work directly with families to develop family goals. Timetables and community resources will be used in the process of achieving family goals. All areas of the ECE program will be available to help empower families and improve the conditions and quality of their family life. These areas include education, health, nutrition, and mental health education, community advocacy, parent involvement, transition practices and home visits. All meetings with families will be respectful of each family's culture and background.

PROGRAM DESIGN AND MANAGEMENT

An essential part of every Head Start/Early Head Start program is the involvement of parents in parent education, program planning and operating activities. Policy Committee members will be elected within the parent committee. Members of Policy Committees collaborate with the Palmdale School District Board of trustees. Policy Committee members will be elected to serve on the Policy Council at the GRANTEE level; Child Care Resource Center (CCRC).

PARENT COMMITTEE MEETINGS

As a parent of a currently enrolled child, you are automatically a member of the Parent Committee, which meet monthly at your child's center. It is the means by which parents and staff come together and make decisions about activities for themselves and for their children; and have the opportunity to design and implement activities that will strengthen the skills of the parents as teachers and advocates.

POLICY COMMITTEE

Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. All members of the Policy Committee must stand for election annually at the Parent Committee meeting. Community members must be drawn from the local community including, for example, the parents of formerly enrolled children. No agency staff (or members of their immediate families) may serve on the Policy Committee. This group helps set policies for the ECE program and approves major program decisions such as the hiring of employees, making changes in the budget and program services, gives input and helps develop and plan ECE activities.

The Policy Committee By-laws, as well as the Head Start Program Performance Standards, give the rules, guidelines and functions for conducting these meetings. Policy Committee meetings are scheduled once a month throughout the year.

COVID – 19 ADDENDUMS

EDUCATION

Due to COVID-19 Palmdale Head Start will be operating under a Distance Learning Model:

Teachers will provide instruction via a virtual platform for children to learn from home.

Teachers will use the Creative Curriculum to engage children in daily activities.

Head Start School Readiness goals will be embedded in curriculum activities to ensure positive child outcomes.

Activities will:

- Integrate social-emotional learning
- Support language and Literacy development
- Engage students through instructional best practices and interactive technology.
- Align with Head Start Early Learning Framework
- Target intervention & individualized goals
- Provide supplemental digital activities for cognitive & social emotional learning support

HEALTH

Our goal is to create a safe and healthy learning environment for all our ECE children, families and staff. Therefore, under the guidance of the Los Angeles Department of Health (LADHS), the Center of Disease (CDC) and the Department of Education (DOE), additional “COVID Health Screenings” will be added to our daily wellness checks. In addition to the COVID Health Screening for all staff and children, temperatures will be taken prior to entering the classroom or any office buildings.

1. Do you or anyone in your home have a fever?
2. Do you or anyone in your home have shortness of breath, cough or respiratory symptoms not related to allergies?
3. Do you or anyone in your home have Flu like symptoms?
4. Have you or anyone in your home been exposed to a person confirmed to have COVID-19?

To ensure the health and safety of all children, families and staff, please stay home if your child or anyone in your home has temperature of 100.4 or higher, or you have answered yes to any of the above questions. Please notify your child’s teacher if your child will be absent.

To contact the ECE Health Area please call 661-273-4710

Mental Health and Disabilities

Disabilities Services will continue to be provided during the school year. Services can be provided in a variety of ways depending on the circumstances and the LEA (Local Education Agency or School District). Services can be provided through in-person services, virtual services, phone calls or support materials from the LEA. In-person services will be up to the discretion of the service provider and their COVID 19 policy and procedures. Palmdale ECE will maintain contact with each agency to keep up-to-date records of services and changes to policies and procedures.

The method of mental health services that are provided from an outside agency will be up to the safety discretion of those providers. Children could be supported through a variety of methods including phone calls, virtual services and in-person services. In-person services will be offered if it is deemed to be safe and appropriate and is compliant with that agency's COVID19 policy and procedures.

Referrals for services will continue through the school year and procedures for completing a referral will remain consistent with current policies and procedures. Staff support will be given to guide families in the referral process.

Appendix A

PARENTS RIGHTS

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION

CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

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

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

Licensing Office Name: Palmdale Regional Child Care Office

Licensing Office Address: 1605 E. Palmdale Blvd, Suite A, Palmdale, CA 93550

Licensing Office Telephone #: 1-844-538-8766

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

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

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

Appendix B

PERSONAL RIGHTS

STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

PERSONAL RIGHTS

Child Care Centers

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

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

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

NAME

Palmdale Regional Child Care Office

ADDRESS

1605 E. Palmdale Blvd, Suite A

CITY

Palmdale, CA

ZIP CODE

93550

AREA CODE/TELEPHONE NUMBER

1-844-538-8766

IMPORTANT INFORMATION

CHILD'S NAME: _____

SCHOOL: _____

TEACHER: _____

CLASSROOM NUMBER: _____

SCHOOL HOURS: _____

ECE OFFICE NUMBER: **661-273-4710**

NOTES/NOTAS