

Foundation for Early Childhood Education, Inc.
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Parent Handbook



2019 - 2020

Excellence in Early Childhood Education and Human Services



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20th Edition: rl

GREETINGS FROM THE DIRECTOR

Dear Parents,

Welcome and Thank You for choosing Foundation for Early Childhood Education, Inc as your child's Preschool. Foundation offers a high quality early education program, funded by Head Start and State Prechool. We have highly qualified teaching staff, over 90% of our Teachers have BA degrees in child development. Staff regularly attend trainings during the year to focus on increasing effective teaching practices which result in higher learning outcomes for your child(ren). Play based learning experiences in the classrooms focus on School Readiness for all children and include activities to support the individualized growth and development of each child.

As the parent, we recognize your role as your child's primary educator, and our mission is to work with you as a team, building on the foundation you have set for your child and developing the skills your child will need to enter and be successful in kindergarten.

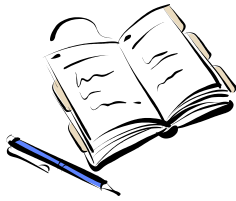
I invite you to become involved at your child's school and volunteer, so that together we can positively impact their future success.

Sincerely,

*Marcie Houchen
Director*

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IMPORTANT NAMES AND NUMBERS

Site Name: _____

Address: _____

Phone Number: _____

Teacher: _____

Assistant Teacher: _____

Center Manager: _____

Child Development Specialist: _____

Family Service Associate: _____



Schedule of your Child's Program hours: HOURS CHILDREN ARE IN THE CLASSROOM:

_____ To _____ From _____ To _____
(Day) (Day) (Time) (Time)



MISSION STATEMENT

Foundation for Early Childhood Education is a human services organization committed to providing a comprehensive, high quality program for young children, and their families.

We promote the development of self-sufficiency, and empowerment of children, families, and staff. We celebrate the whole child, and the diversity of our communities.

Program Information

Head Start is a community-based, family-focused program designed to provide comprehensive child development services to children through the collaborative efforts of parents, staff, service-providers and local community agencies. To help enrolled children reach their full potential; services are individualized to enhance the growth, development, and self-worth of both the child and his or her family.

Head Start provides for the direct participation of parents of enrolled children. To reinforce their roles as a primary teacher, parents are involved in educational activities both in the classroom and in the home. To increase parents' knowledge, understanding, resources, and skills in the area of early childhood development, parents are encouraged to become familiar with the program curriculum and participate in developing activities. The program also assists the family in its own efforts to improve the condition and quality of their lives through family partnership agreements.

At the center, parents' talents and insights are developed, appreciated and used in all aspects of program operations. Opportunities are provided for parents to develop their skills through volunteering. Parents are able to become active members of parent group committees and/or policy committee. Here, parents plan educational and social experiences for children as well as participate in program management procedures. The program encourages parents to become active members of their community and advocates for their child.

Head Start provides a learning environment that is developmentally appropriate and full of resources to meet the developmental needs of young children on different levels. The curriculum allows individualization for children, including those with disabilities, to meet their goals.

SITE SAFETY & ROLE OF FOUNDATION FAMILIES

Foundation families will assist in site security to ensure care and supervision for all children. The following procedures will be reviewed during enrollment and orientation, and included in training during monthly parent meetings.

1. When entering and leaving school grounds, make sure that all doors/gates are closed completely.
2. During arrival and departure time, make sure that children's hands are held or children remain by the side of the responsible adult at all times.
3. When observing another parent leave the door/gate open, remind them that they must close the door/gate/fence.
4. If any child is observed unattended (without a staff/parent/guardian) in or around the site, the child will be taken immediately to the nearest staff member.
5. Be mindful of staff's responsibility for care and supervision of all children by scheduling time for questions or concerns before or after arrival and departure.
6. Playing on school grounds before or after class hours is never permitted.
7. Families may support care and supervision of children by volunteering as gate monitors.
8. Classroom parent volunteers will assist in ensuring that all children remain under the supervision of their classroom staff.
9. No cell phone usage upon Drop-off or Pick-up of the child or while volunteering in the classroom.

SITE SECURITY –ENTRANCE WITH CODE

Each site has a security system, each parent/guardian will be given an access code to enter the site daily, during school hours. All other guests, community volunteers, etc. must use the call system at the gate to be let in. We appreciate your cooperation to help maintain a safe space at school.

PROGRAM REQUIREMENTS

ADMISSION AND ENROLLMENT –Head start and State Preschool are government funded programs with age & income qualification requirements. Children are enrolled according to priority points based on a point system. Families who meet the income guidelines, which are similar to TANF, or families who are over this income status but have a child with an IFSP or IEP can also enroll in our program.

1. Family is experiencing homelessness,
2. Child is a foster child/DCFS Case
3. Child has a diagnosed disability (IEP/IFSP)
4. Meets Age Requirement (3- year old – 3rd birthday is on or before September 1st)
(4- year old – 4th birthday is on or before September 1st)
5. Meets Federal Income Guidelines/Receiving Public Assistance/CAL Works/SSI
6. Our agency is mandated to reserve at least ten percent of our enrollment slots for children with special needs.

***FULL DAY SITES ONLY:** Please refer to the attached “State Preschool-Admission/Enrollment Priorities and Eligibility Criteria” for State Funded programs.

OPEN DOOR POLICY

Parents are welcomed to visit their child’s site and classroom at any time during the program hours.

ATTENDANCE

Regular attendance supports a child’s success in the program and supports their school readiness to kindergarten.

- Children are expected to attend the program in accordance with the center’s scheduled days and hours. (Modified schedules are the exception for children with special needs to receive their IEP special education services or participate in mental health appointments, and must be pre-approved prior to changing program schedule)
- *In case of a family emergency, a child may be absent with prior arrangements with the Teaching Staff/or FSA.

CHILD ABSENTEEISM

- Parents **MUST** call each day when the child is absent. We ask that parents call either before class starts or within the first hour of class, each day the child is sick. The agency is mandated to report our attendance within the first hour of class and your cooperation is highly needed.
- Prior arrangements must be made with the center manager, FSA, and the teacher if a child needs to be absent longer than (3) days because of family emergency or medical reasons requiring a medical note (i.e. surgery scheduled). Request for Planned Leave must be done in writing and submitted to the Center Manager/FSA as soon as possible. In case of emergency leave, the parent must notify the center as soon as possible. Absences for non-medical reasons are limited.
- If a child is absent for 3 consecutive days and there is no contact with/from the family to the school, the child will be placed back on the waiting list and not allowed to attend class until another opening is available.
- Our Family Service Associates (FSA’s) are here to support you and provide resources when needed. Please seek their help immediately when needed.

ABSENCES

Excused Absences:

- Illness/Quarantine of parent or child
- Best Interest Days (Limited to 10 days per child in the program year) -
 - Family Vacation
 - Time with relatives
 - Special Events for the child
 - Cultural or religious celebrations
 - Enrichment Opportunities

* Best Interest days not limited for children in Child Protective Services

- Family Emergency
 - Earthquake, natural disasters
 - Transportation problems
 - Hazardous weather condition
 - Sibling illness
 - Hospitalization of family member
 - Death of Family member
 - Sudden change in residency
 - Others on a case-by-case basis (to be determined by Family Community Engagement Coordinator)
- Court-ordered visitation, court order must be on file

Unexcused Absences:

- Absence does not fall into any of the above-mentioned categories. (i.e. parent woke up late, child did not feel like going to school....)

ARRIVAL/PICK-UP PROCEDURES

- Children need to arrive, and be picked up on time by a person 18 years or older. Additionally, **the person must be listed on the emergency card** and have a valid photo ID available for identification. **Any changes to the names on the emergency pick up card must be made in person – phone calls will not be accepted.** Please note: If the assigned adult is unable to pick up the child, we cannot accept verbal permission for someone else to sign-out the child.
- Parents/Guardians must sign their child in and out every day and record the exact time (Licensing Regulation 101229.1). This will ensure the safe transition of the child between home and school.
- Each child must be signed in and a health check must be completed by the teacher prior to the child joining classroom activities.
- We encourage families to have children to school on time each day. If a pattern of tardiness has been observed, the Family Services Associate and Teacher will meet with the parents and discuss a plan of support to address late pick-ups.
- *If the parent has not arrived at the end of the child's program hours, and no one can be reached at the emergency number, the local police department may be contacted.*
- Safety at drop off and pick up is extremely important! We understand parking is limited and can be challenging. You must obey all driving laws. Do not double park or leave any child(ren) in your parked car.

CUSTODY ISSUES

Foundation for ECE cannot prevent any parent from removing his or her child from the center if there is no court order on file. If there is a court order restricting a parent from visiting or picking up their child, then a copy of the court order must be provided to the agency, which will be placed into the child's confidential file.

CARE AND SUPERVISION

The care and supervision of your child is our first priority while your child is in our care. Our staff are trained and required to maintain visual supervision of children at all times. Staff is required to know where the children are at all times, outdoors and indoors, including the restroom. This is a safety precaution. Adults, including a child's own parent cannot take children to the restroom alone while at school, this is a regulatory requirement that staff members have visual supervision of children at all times.

VOLUNTEER TIME

Volunteering in your child's classroom has multiple positive benefits such as developing a partnership with your child's teacher, engaging in intentional play with your child, and collaborating with teaching staff to plan the program's weekly lesson plans.

If at all possible we suggest choosing one day a week that you can participate. It's not necessary that you have specific skills, education or talents, our staff including teachers and FSAs can let you know how you can help. Your time volunteering is a great help to our classrooms and to our funding, which requires earning 'in-kind' from volunteers or donations.

Parents will be provided with activities that can be completed at home and shared in the classroom. Time spent on such activities will count as volunteer time.

All volunteers must be under the direct visual supervision of teaching staff at all times.

Volunteer's behavior, language, and attire should reflect positively on the agency and its' children (i.e. comfortable non-revealing clothes, closed toed shoes, and no attire with offensive graphics or words.)

Look for additional activities for parents to participate in during the program year:

- ☞ Parent Workshops/Parent Training
- ☞ Family Partnership
- ☞ Fatherhood Engagement Activities
- ☞ Advisory Meetings
- ☞ Transitional Activities to local Elementary Schools

Volunteers are required to have a TB clearance and the following immunizations on file (SB792); TB Clearance, Pertussis (Tdap), Measles (MMR), and Influenza. Influenza is the only vaccination that is optional, however, the parent needs to have a written letter in their file stating that they opted to not get the Influenza vaccination. Your FSA can provide you resources for immunizations.

Program Services

PARENT INVOLVEMENT/FAMILY ENGAGEMENT

You are already your child's first and most important teacher. Foundation recognizes the parent-child bond as the child's most significant relationship(s). Your child learns from what you say, what you do, and what you believe and value. The relationship between staff and family is based on the respect of the child and family's home culture and language. The program provides a number of experiences and opportunities for family participation.

- Family Goals:** Each family will have the opportunity to participate in developing a family action plan called the Family Partnership Agreement. This plan will identify your family's needs, interests, strengths and goals. Through monthly home visits, your family will receive support throughout the year to meet these needs and goals.
- Parent Leadership:** Parents of Foundation children are encouraged to give input into the program through their participation in their Parent Advisory Committee Meetings and Policy Committee.
- Child's Education:** Foundation invites the family to be involved with their child's education by participating in curriculum development, accomplishing take home activity plans, observing your child's classroom, and volunteering in the classroom to work with all the children. Input from parents is sought while implementing lesson plans and individualizing for your child.
- Child's Care:** All family members are encouraged to participate in the care of their child by attending medical/dental sessions, and learning the basics of raising a healthy child.

Parents are a vital part of our program! Our program requires parent participation in a shared decision-making process with the Board of Directors, and all areas of the program. Monthly Parent Advisory Committee Meetings are held to meet these requirements. Parent Advisory Committee Meetings allow various opportunities for parent education and involvement including such topics as Child Discipline, Child Development, Domestic Violence, and other topics suggested by parents. These meetings also provide information about site and agency activities. You are strongly encouraged to attend.

Siblings: Due to licensing capacity in our classrooms we encourage parents to try and make arrangements for sibling care prior to attending parent meetings. However please notify FSA, and Parent Involvement in advance to arrange childcare if needed.

POLICY COMMITTEE/HEAD START PROGRAM GOVERNANCE

The Policy Committee is made up of parents and community representatives from all the areas that we serve. Parents of children currently enrolled in the program must make up 51% or more of the Policy Committee membership.

The Policy Committee operates as a policy-making body to support the goals and purpose of Foundation. Community Representatives should have knowledge of the needs of low-income families. Parents serving on the Policy Committee are elected in September at the local center by other parents. This position is called the Policy Committee Site Representative. One parent is elected from each center to ensure that every center is represented at the Policy Committee. The Site Representative is obligated to make a report of the Policy Committee meeting at each center's monthly Parent Advisory Committee Meeting.

The parents of each center make up the committee that elects representatives and conducts business. Recommendations are made by the Policy Committee that affects the operations of the Program such as: Budgets, Policies and Procedures, Curriculum, and other types of Services provided. They make important decisions for children and parents. It is extremely important that elected representatives attend Policy Committee meetings, orientation, and program governance training. It equips Policy Committee members to carry out their responsibilities. Policy Committee meetings are held monthly at the Head Start Main Office in El Monte. Policy Committee members cannot be employed or substitute regularly for the program.

Low-Income member's participating in the Policy Committee will be eligible for mileage and childcare reimbursement in order to allow for full participation in their Policy Committee responsibilities.

PARENT PLANNING COMMITTEE

The Parent Planning Committee which is comprised of parents and teachers will plan and implement age appropriate bilingual/multicultural activities.

FATHER & MALE ENGAGEMENT

We encourage active fathering because solid research for the past 50 years has shown that children who have an involved father (or father figure like a grandfather, uncle, or older brother) are more curious and confident; are better able to wait patiently for their teacher; and can maintain interest in their own work. This higher level of self-control is associated with improved life skills, greater self-esteem, and an increased ability to relate well to other people.

Fathers Play Differently

While mothers and fathers are both physical with their children, fathers are typically physical in different ways. Fathers tend to play with their children, and mothers tend to care for them. Generally speaking, fathers tickle more, they wrestle, and they chase their children, sometimes as playful, scary "monsters". Fathers are louder at play, while mothers are quieter. Mothers cuddle babies, and fathers bounce them. Fathers roughhouse, while mothers are gentle. Fathers encourage competition; mothers encourage cooperation. Fathers encourage independence while mothers encourage security. Children who roughhouse with their fathers learn that biting, kicking, and other forms of physical violence are not acceptable. They learn self-control by being told when "enough is enough" and when to "settle down". Fathers help girls and boys learn a healthy balance between being timid and being aggressive. Children need moms' softness, as well as dads' roughhousing. Both provide security and confidence in their own ways by communicating love and physical intimacy.

Fathers Build Confidence

Go to any playground and listen to the parents there. Who is often encouraging kids to swing or climb just a little higher, ride their bike just a little faster, or throw just a little harder? Who is encouraging kids to be careful? Mothers tend toward caution while fathers often encourage kids to push the limits. Either of these parenting styles by themselves can be unhealthy. One style tends toward encouraging risk without consideration of consequences. The other tends to avoid risk, which can fail to build independence, confidence, and progress. Joined together, they keep each other in balance and help children remain safe while expanding their experiences and their confidence. We will offer Father Engagement Activity Days at the site during the year. Notices will be posted.

EDUCATIONAL SERVICES

Our Early Education services are built upon Early Learning outcomes Framework and CA Preschool Learning Foundations. We use multiple curricula to guide the teaching practices to provide a rich learning experience for children of all abilities, cultures and languages. Our primary curriculum is the *Creative Curriculum* 5th Edition, supplemented with *Second Step & Abriendo Puertas*. Classroom environments are designed with multiple learning

centers to provide learning opportunities every day in every area. We ask you to participate in the program planning time with your child's Teacher. Planning time uses a "web" to connect the focus study topic and children's interests. This planning is used by Teachers to develop their lesson plans and provide learning activities and track their learning progress with the ongoing assessment tool (DRDP).

HOME VISITS AND PARENT CONFERENCES

A minimum of two home visits are conducted each year. These visits provide a special time for parents and teachers to share valuable information regarding the child's progress, and plan age-appropriate goals (IDP) to continue the child's development and growth in the program and home environments. Home visits also provide opportunities to establish a link between home and school. Teachers will coordinate with parents to arrange home visits.

In addition to the two home visits, we are required to conduct a minimum of two parent conferences. Parent Conferences share vital information regarding your child's development and how to continue your child's progress.

NOTE: Parents may also request additional conferences with their child's teacher as needed.

NON-BIAS PROGRAM

We provide a non-bias program. This means:

- Boys and girls are encouraged to engage in active play, and to enjoy quiet play.
- We help children develop a sense of freedom to explore as many of their talents, interests, and roles as they would like to.
- We encourage boys and girls to develop and express a full range of emotions.
- Children will have the opportunity to see men and women in a nurturing role, for them to learn and understand parenting as a responsibility shared by both men and women.
- Children will see men and women performing a variety of jobs, which will help them understand that people are free to choose their work, and that most jobs can be performed equally well by men and women.

BIRTHDAY RECOGNITION

Birthday calendars are posted in each classroom. Each child's birthday is recognized and celebrated individually. (i.e. songs, birthday crown, button, card) Parents are included in the planning. **According to our nutrition guidelines, cakes and other party sweets are not permitted.**

HOLIDAYS OBSERVANCES

Holidays are observed in ways that are respectful to our families. Our goal is to provide a consistent and calm environment with activities that are appropriate and interesting to the children. No particular set of beliefs is promoted, but children will be able to experience different customs observed by families through celebrations of cultural traditions. There will be no fundraising for the purpose of purchasing gifts. The Program Planning Committee (with the input of all parents) will select three holidays to explore during the program year.

END OF THE YEAR ACTIVITY

At the end of the program year, some children will be transitioning into a kindergarten program, while other children will return to the program for a second year. The end of the year activity is an acknowledgement of your child's School Readiness. **This is not considered a graduation ceremony, as it is not an appropriate end-of-year activity for preschoolers.** The Program Planning Committee will jointly plan transition activities one month before the end of the school year, such as End of the Year Jamboree (two days of fun and exciting child directed activities for the parents), bringing stories to life or group singing activities to encourage a secure, relaxed and enjoyable transition. Children must be in attendance for the entire scheduled day. Please send your child in regular comfortable every day school clothes. A release form must be completed and signed by all program parents before picture taking or videotaping is allowed to take place during special activities (e.g. End of the Year Activity).

Reminder: Food program regulations prohibit any outside food in the classroom.

FIELD TRIPS

Community walking fieldtrips can be planned as part of the curriculum to reinforce, and enhance the learning and educational experience of children in the program. Parents will be notified in advance and invited to assist. Field trips require a lower ratio of children to adults and requires the use of volunteers so you will be asked to participate.

To ensure the safety of each and every child:

- A lesson will be scheduled with the children to review Pedestrian Safety no more than one day before the field trip.
- All Volunteers/Parent Volunteers participating on the field trip will be provided with a refresher training on Pedestrian Safety no more than one week prior to the field trip.
- Each child will be assigned to a specific staff member for the duration of the field trip.
- Head counts will be conducted before, during, and after each field trip.

POSITIVE GUIDANCE

Our staff uses an approach to discipline and guidance that emphasizes respect for each child; developmentally appropriate expectations of children's behavior; and the use of positive discipline and guidance strategies. We work to create a relaxed, positive environment that enables children to explore and experiment while remaining safe and feeling well-supported. Through positive guidance strategies and modeling social skills, staff help children learn pro-social behaviors, build confidence and self-esteem, and develop greater respect for others' rights and feelings, as well as a sense that they are themselves respected.

Discipline concerns are handled by staff in a way that encourages children to solve problems and develop a sense of inner self-control. Children are given authentic choices and the opportunity to be an active part of decision-making in their environment, thus fostering a sense of personal responsibility. Staff help children to understand the reasons for rules and limits and to feel good about the choices they make.

Positive behavior is promoted by:

- Setting clear rules and limits.
- Redirecting a child's behavior, by encouraging the child to engage in constructive alternative activities.
- Helping children to verbalize their feelings.
- Teachers modeling appropriate behavior.
- Helping children understand the consequences of their behavior.
- Acknowledging good habits, and appropriate behavior.
- Presenting appropriate options/activities to a child.
- Second Step Curricula supports children's social-emotional development. Children will learn to recognize and name their feelings. You will see Second Step used during large group time with puppets, songs and self-soothing techniques. Second Step resources for use at home are available to you as handouts and on our website in the parent section.

There will be no use of corporal punishment or other forms of punishment that involve emotional or physical abuse or humiliation of any child in our program. All children will be under the direct visual supervision of teaching staff at all times.

SEPARATION & TRANSITION TO SCHOOL

During the first few weeks of school, it is natural for your child and yourself to experience some anxiety. Teaching staff are prepared and trained to help you with this situation.

To help ease separation and build trust we offer these strategies:

- Parents allow yourself some extra time in the classroom as needed.
- Be sure and say "good-bye" to your child and reassure him/her that you will return. If you leave without saying 'good-bye' they become more worried that you'll leave at anytime
- Acknowledge and be sensitive to your child's feelings. It is normal for children to cry when you leave during the first few days of school. Your child's teachers will help reassure them that you will return when class is over. Most children transition to the new routine within the first couple of weeks.

CLOTHING

Children learn best when they are dressed in comfortable clothing. Please dress your child in clothing that allows freedom of movement coincides with and allows the child to play in water, sand, paint and other typical "fun play". Children often get messy during the learning day; please send an extra set of clothing that can be washed easily.

Children may get messy, or have an accident, Comfortable, closed-toe shoes with socks must be worn daily for safety. Please dress your child according to the weather.

***Please remember to write your child's name on all articles of clothing and personal belongings.**

REST TIME (*FULL DAY PROGRAM & DOSAGE ONLY*)

Rest time is an important part of a child's day. It offers them an opportunity to rest their bodies. Teaching staff will provide a relaxing environment for naptime. Children in the full-day and extended hours program will have the opportunity to nap/rest daily. Children will nap/rest on cots or mats with sheets, and blankets. We provide all bedding and ask that you do not send bedding from home. Your child is welcome to bring a small soft toy from home if they need this to feel safe and secure during rest time. This toy will need to stay in their cubby at other times of the day. Please take it home and wash regularly.

DEVELOPMENTAL SCREENINGS

Screenings are a requirement of the Head Start program as a tool to help identify children who may need additional learning support. The Ages and Stages Questionnaire (ASQ) developmental screening is completed by the parent, with assistance from the Teacher as needed during the first home visit.

- Results and any concerns will be reviewed and appropriate referrals will be offered to parent.

The program offers the following screenings:

- Vision
- Hearing
- Height/Weight
- Dental
- Nutrition

The additional screenings listed below are required and can be done with your child's primary doctor. Please provide the screening results.

- Physical Exam
- Lead
- Hemoglobin
- Dental Exam (with Dental Home Provider)

ASSESSMENTS

We use the Desired Results Developmental Profile 2015 (DRDP-2015), a tool developed by the California Department of Education, Child Development Division, to assess the development of each child to measure the developmental progress of all children enrolled.

- Children will be assessed three times per year
- Assessments are ongoing, and information about the child's development will be shared with parents during home visits and parent-teacher conferences
- Parent input is a necessary component of this assessment.
- The assessment information is used by teaching staff to plan and provide age and developmentally appropriate activities for the children that support their continued development towards School Readiness in all the learning domains.

EMERGENCY/ CRISIS INFORMATION

Sites are equipped with food, water, and emergency supplies, such as flashlights, blankets, radios, first aid kits, etc. Each site has an emergency action plan (please see posted plan). Pedestrian safety, emergency and fire drills are conducted once a month.

Children will have opportunities to learn what to do in emergency situations, such as using the telephone to seek help.

In case of emergencies, we need correct emergency information. It is very important that the information you provide us on the emergency card is correct, and up to date (i.e. address, emergency phone number, etc). Parents are required

to notify the staff (FSA/Teachers) of any changes in their emergency information, as soon as possible. **Failure to report any change(s) will hinder our ability to contact you in case of an emergency.**

If there are changes in who has permission to pick your child up from school you must come into the center and edit the Emergency Contact Information form in person. For safety reasons we will not accept phone calls for changes in emergency pick up.

HEALTH GUIDELINES

In order to begin attending the program we must have on file full record of immunizations.

Immunization Record

Proof of minimal immunization requirements must be met prior in order to start class.

- 3 Polio
- 4 DPT
- 1 MMR and 1 HIB on or after 1st Birthday
- 3 Hepatitis B
- 1 Varicella

***Recommended: Hep A, Influenza & PCV)**

T.B. Risk Assessment, T.B. Skin Test or Chest X-Ray Results

A copy of your child's T.B. test or chest x-ray performed within the past year.

Medical Statement to Request Special Meals and/or Accommodations (form)

This form must be completed by a physician but is required **ONLY** for children with food allergies or intolerances, or Special dietary needs due to a disability. To ensure your child's health and safety, you must submit this form prior to your child's first day of school in order for the Registered Dietician to process your paper work or your child will not be permitted to start class on the first day.

Medication at School – Parent Authorization (form) & Physician Instructions for Medication at School (form).

These forms are required **only** if your child requires medication to be administered at school.

They must be completed by the parent and physician prior to the child's first day of school.

If these forms are not received prior to child's first day of school, your child will not be allowed to start school for the health and safety of your child. The child will be put on a short-term exclusion until all required documents are turned in.

If you need assistance with resources, appointments or paper work, please contact the Head Start main office at (626) 572-5107 and ask to speak with Family Service Associate who will assist you.

Each site is set up to care for healthy children. Teachers will conduct a daily health check on each child at the time of arrival, before the parent leaves. Teachers will not admit children into the classroom, if they show any signs of illness.

Additional items required to submit: Please contact your FSA if you need assistance.

Physical Exam

A completed and up to date Physical Exam must be on file throughout the program year.

Dental Exam (Dental Care Report)

A completed Dental Exam form which was performed within the past year must be on file. Parent must continue with child's follow up as needed (Treatment and 6 month recalls).

EXCLUSION INFORMATION

If your child has been ill, it may require that they stay home an additional day to ensure they are well to participate in class, and may require a doctor's note to return to class. This practice also helps us keep other children and staff from becoming ill.

Children must be kept home for 24 hours if they have had the following:

- Following an injury, surgery or illness where attendance would pose a significant risk to the child or anyone in contact with the child.
- Fever of 101* F or higher within the last 24 hours

- Behavioral changes (listless, lethargic)
- Sore throat with fever and swollen glands or mouth sores.
- Vomiting more than 2 times in the previous 24 hours.
- Runny or watery diarrhea that does not allow child to reach the toilet
- Bloody stool that is not explained by dietary change, medication or hard stool
- Rash *with* fever *or* behavioral changes.
- Mouth sores with drooling.
- Open draining sores or sores that appear infected.
- Pink or red conjunctiva (ie, whites of the eyes) with white or yellow eye mucus drainage (*signs of bacterial infection*).
- Any communicable disease (chicken pox, hand foot and mouth...)
- Live lice or Nits-children must have had at least one treatment at home before returning to the classroom. (*Removal of all nits is highly recommended but not required to return to the classroom*)

Any child who visited the emergency room/urgent care, has stitches, casts, confirmed communicable disease etc. will need a doctor's note, before returning to school, clearing the child to return to school and stating any type of restrictions/accommodations they may need in the classroom.

ILLNESS AND ACCIDENTS AT SCHOOL

In case of illness or an accident at school, the following procedure will be observed:

The teacher will contact the parent and inform them of the situation at hand. Additional steps will be taken based on the severity of the illness or accident.

- Call the Health/Nutrition Coordinator for advice.
- Isolate the child, and wait for parent to pick-up the child.
- If the parent cannot be reached, the teacher will contact the person listed by the parent on the Emergency Contact Information form.
- Call 911 if the illness or accident requires immediate emergency attention

MEDICATION

Non-Medical Staff (teachers) will be trained by a licensed nurse on how to administer medication to your child according to the physician's instructions.

The original medication must be clearly labeled with the following information:

- Child's full name.
- Name of Health Care Provider
- Medication should be in original labeled container
- Name of medication.
- Dosage
- Time and frequency
- Route of administration
- Expiration date

In order to administer the medication in the classroom, we must obtain the following: the Physician Instructions, Parent Authorization form and the medication. Without these items, the child will be temporarily excluded from the program until all the required documentation is gathered.

TOOTH BRUSHING

Site staff will promote dental health by teaching children good dental care, and by having children brush their teeth daily, using fluoride toothpaste.

MENTAL WELLNESS

Our program embraces a vision of mental wellness. All children benefit from an environment that values them as individuals; honors their abilities; and aids them in developing satisfying relationships with their peers, teachers, and family members. Children in both stable and stressful environments need support as they build life skills.

Mental health overlaps all areas of the classroom. In order to support mental wellness, mental health professionals visit each classroom regularly. During these visits, the mental health professionals consult with teachers and parents and observe children as they engage in their classroom activities. The emphasis is on prevention activities rather than treatment activities. Parents may request to meet with the mental health professional assigned to their classroom at any time while their child is enrolled in the program. Mental Health & Disabilities Coordinator and/or a Mental Health Consultant have a regular schedule of site visits, please see posted calendar at the site for availability.

SERVING CHILDREN WITH DISABILITIES

Our program is designed to be a community program that will serve the needs of families in a given neighborhood. Children with disabilities are a natural part of the population of any community and will be considered for enrollment along with all other children whose families meet the program guidelines. Teachers incorporate children's IEP goals into the weekly lesson plans to meet the unique needs of each child. If a child enters program with an IEP, it may be possible to transfer services to our agency depending on the needs of the child.

NUTRITION All children enrolled at Foundation for Early Childhood Education, Inc. participate in the Child and Adult Care Food Program, sponsored by "The United States Department of Agriculture" (USDA). An important part of our educational program is providing nutritious meals daily, which are high in nutrients, low in fats, salt and sugar, and at the same time provide and promote mealtime as a positive learning experience. These meals are provided to help establish good eating habits at a young age. Meals are served in a family style setting, with children and adults sitting around the table. A variety of food types are served, and children are allowed to have choices over what and how much they wish to eat, and are introduced to new foods, tastes and menus. A Staff member will model during meal time.

Food is never used as punishment or reward. Some of the learning experiences of the children include serving themselves, and cleaning up their spaces, learning about nutrition and healthy eating habits. Mealtime is also used for language development, such as conversations about different topics, e.g. "taking care of our bodies", etc. Based on food program guidelines, Head Start children may only eat food provided by the agency. No food shall be removed from the site, as this could create health issues. No food shall be brought to the site from home or store.

- AM Only Session Classes & LAUSD Collaboration Class (Sunrise #1 & #2) Breakfast and Lunch
- Full Day/Dosage Program- Breakfast, Lunch and Snack
- PM Only Session Classes- Lunch and Snack

Due to CACFP Guidelines children are only allowed to consume food and drinks provided by the Agency.

NO WATER BOTTLE OR BEVERAGES ARE ALLOWED IN THE CLASSROOM UNLESS THERE IS A MEDICAL REASON.

OTHER REGULATIONS/ PROGRAM POLICIES

PERSONAL BUSINESS

Personal business, such as buying and selling merchandise is not allowed at the site.

ZERO TOLERANCE POLICY:

Our Agency has a Zero Tolerance Policy against Violence or Any Act of Violence in order to ensure a safe and comfortable environment for staff, families, and children, which is enforced on our employees as well as the families we serve. Unprofessional conduct, including disrespectful and inappropriate communication and other conduct directed to a fellow employee, child, parent or anyone else associated with the Agency will not be tolerated.

HEALTHY SCHOOLS ACT/PESTICIDE TRAINING

The agency will from time to time be spraying for insects as needed around the perimeters of the building and if necessary inside. As part of the "Healthy Schools Act", the agency will inform all parents at least 72 hours before the application of the pesticide, through a posting at the site. As part of the notification, parents will be informed of the active ingredients or ingredients in each pesticide product. For further information on pesticides and their alternatives please visit (<http://www.cdpr.ca.gov>) or review the Safety Data Sheet Binder, located at your site. Please ask your teacher for the Binder.

RELIGIOUS INSTRUCTION OR WORSHIP

Our agency does not provide for or allow religious instruction/worship in its child development program.

NON-DISCRIMINATION POLICY

"This institution is an equal opportunity provider and employer."

Our program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental/physical disability in determining which children/families are served.

USDA Non-Discrimination Statement

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#) (PDF), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities and you wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities, who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

USDA is an equal opportunity provider and employer.

(Note: The protected classes for the Child and Adult Care Food Program are race, color, national origin, age, sex, and disability.)

PROCEDURE FOR SOLVING PROBLEMS, UNIFORM COMPLAINTS, APPEAL PROCESS

The Procedures for Hearing Complaints and Solving Problems is posted on the Parent Bulletin Board in each classroom.

- The Uniform Complaint Procedure is posted on the Parent Bulletin Board in each classroom.

For Full Day (7 Hour) Programs Only:

Due to State Regulations the notice of action appeal process is provided to full day parents upon enrollment.

- If a child is absent for 3 consecutive days and there is no contact with/form the family to the school, the family will be sent a "Notice of Action" with a "Termination of Services". If the parent chooses to appeal the agency's decision, the parent must follow the appeal process as stated on the "Notice of Action" form. The agency's next steps will be contingent on what the family has chosen to do.

For more information talk to your child's Teacher, your FSA or contact the main office at 1-626-572-5107.

School Readiness Objectives

School Readiness Objectives are selected by the Grantee, LACOE, as an expectation for all children. School Readiness Objectives are used in curriculum planning and implementation. We collect the DRDP data three times per year and identify learning domains that children are making the most significant gains and target learning domains where we can make changes to better support learning.

Language and Literacy

Children will increase their understanding and expression of written and spoken language in English and their home language.

Cognition

Children will increase their ability to reason, analyze, and understand math and science concepts

Approaches to Learning

Children will increase their effort, persistence, and motivation in learning experiences

Perceptual, Motor and Physical Development

Children will demonstrate healthy behaviors and safety practices and will develop improved perception, physical coordination and control.

Social and Emotional Development

Children will learn to regulate their behavior and emotions and increase their ability to develop positive relationships with children and adults.



ACKNOWLEDGEMENT

I hereby acknowledge receipt of the Parent Handbook 2019-2020

Child's Name: _____

Parent/Guardian Name: _____

Site Name: _____

Class Number: _____

Date Received: _____

Parent/Guardian Signature: _____

MANDATED CHILD ABUSE REPORTING

In accordance with child abuse reporting laws of the State of California (Penal Code sections 11165-11174.5), all persons/professionals working with children are obligated to report suspected child abuse. This includes teachers, consultants, supervisors, family service associates, etc. Therefore, each individual Foundation staff member or volunteer is a mandated reporter.

FALSE REPORTING PENAL CODE § 11172(a) *Any person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report, unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damages caused.*

