

Early Childhood Education Programs

Pasadena Unified School District



"The Journey Begins With Us"



Parent Handbook

Early Childhood Education Department
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Dear Parents/Guardians:

Welcome to the Pasadena Unified School District State Early Childhood Education Programs. We offer high-quality Early Childhood Education programs by providing a safe and nurturing environment that promotes the physical, social, emotional, creative, linguistic, and cognitive development of each child through developmentally and culturally appropriate practices while responding to the needs of the child and his or her Parent.

All staff members are looking forward to sharing this special time of development with your child. Our staff is committed to fostering positive self-esteem in children through modeling responsive listening skills, teaching effective ways to solve issues, and encouraging and supporting your children through these very important educational experiences.

We are pleased to present the Parent Handbook to you. It is designed to explain our program and policies to all the families participating in our program. Please read it carefully and as always, we welcome your comments and suggestions. Together, we can make this year an exciting and challenging one for your child.

We are looking forward to building a wonderful and successful school year with all the children and their families! Together we will create meaningful experiences for our children in preschool and at home.

Children are the living messages we send to a
time we will not see...



Our Mission

Mission Statement

The mission of Pasadena Unified School District's Preschool Program adheres to the view that children learn best when they are involved as initiators and active participants in their own learning. The program staff will provide an environment that is physically and emotionally safe, nurturing and one that promotes exploration and experimentation for all children. Children will have the opportunity to participate in both structured and unstructured activities that foster development in the areas of socio-emotional development, language and literacy, cognitive and creative development.

- **Social/Emotional & Physical Development of Motor Skills**

We believe that learning takes place when children have the opportunity and freedom to interact with objects and people in their environment. They will have the opportunity for expression of ideas and use of their whole bodies in imitation and self-created dramatic acting and dance. Children will also gain experience in developing their social skills with their peers and adults through a variety of interactive activities including running, jumping, climbing, and balancing in structured and unstructured outdoor activities throughout the day.

- **Language, Literacy and English Language Development**

Language development is integrated into all areas of the curriculum. Our preschool instructors will read to children, teach songs and rhymes, perform finger plays, and discuss and explore educational topics that are age-appropriate on a daily basis. Our instructors will also provide many opportunities for the children to speak and be heard and will respond consistently and positively to all communicative intent.

- **Critical Thinking Skills/Cognitive Development/Mathematics**

Learning in content areas such as reading, math, social studies, and science are integrated into the program through meaningful, active exploration with blocks, sand, food, music, art, and observations of seasons, animals, and other natural phenomena. Children are given the freedom to explore the various learning activities and interest centers that correlates to the monthly themes and weekly topics.

- **Creative Arts**

Children are provided with an opportunity for creative development through art activities, music and movement and dramatic play. Creative activities will focus primarily on the children's individual experience and process rather than the end product. Activities that encourage an appreciation of each child's differences are incorporated into the daily program design.

- **Parent Involvement**

The program also recognizes the parent/guardian as their child's first teacher and supports the cultural values of each Parent by providing a non-biased curriculum. We encourage all parents/guardians to join in partnership with the child's instructor towards serving the needs of the whole child. Please see page 13 for additional information.

Our Program

State Preschool Part Day (CSPP Part Day-Part year) Available to low-income families

Operates 7:15 a.m. – 10:45 a.m. and 11:45 p.m. – 2:15 p.m. or 8:15am-11:15am and 12:15pm-3:15pm. 183 -184 days a year following traditional school schedules. Emphasizes school readiness by creating learning opportunities for students in language arts, mathematics, science, and physical and social-emotional development. Emphasis is placed on pre-literacy and pre-mathematical skills and concepts

Dual Immersion State Preschool Part Day Programs (CSPP Part Day-Part year) The Spanish Dual Immersion Preschool Program at San Rafael, Jackson Elementary and Jefferson Elementary allows for students to learn Spanish through research based curriculum that prepares them for the Pasadena Unified Elementary Dual Immersion Program. Students are provided the opportunity to become bilingual, bi-literate, and culturally aware in Spanish. Students are taught 100% in Spanish throughout the preschool session. Educational Assistants are available to assist the students in English. *Enrollment in Spanish Immersion Preschool does not guarantee placement in the Elementary School for Kindergarten. It is the parents' responsibility to follow the district procedure for the school application process.*

State Preschool Full Day (CSPP Full Day –Full Year) Available to low-income families where adults in the household are either employed, seeking employment, or participating in a job training or education program. Center's operating hours are 7:00 a.m. – 5:45 p.m., 225-245 days a year. Certified hours will be offered to families based on their need. Our Children's Centers are open all year including summer, winter and spring break and pupil free days/teacher workdays. Emphasizes school readiness by creating learning opportunities for students in language arts, mathematics, science, and physical and social-emotional development. Emphasis is placed on pre-literacy and pre-mathematical skills and concepts

Self-Supporting Preschool Program – Half Day Preschool

Operates 7:45 a.m. – 10:45 a.m. and 11:45 p.m. – 2:45 p.m., 245 days a year. Available to families who do not qualify for the subsidy programs. Emphasizes school readiness by creating learning opportunities for students in language arts, mathematics, science, and physical and social-emotional development. Emphasis is placed on pre-literacy and pre-mathematical skills and concepts.

Before and After School Care-The School-Age program supports the elementary program by incorporating PUSD grade level academic standards in a student-centered stimulating environment that meets the individual needs, interests, and differences of each student. The program provides a safe and nurturing environment that promotes positive self-esteem, independence, and responsibility. Students receive assistance with homework and study skills in a group setting. The program's goal is to build a bridge between home and school by creating opportunities for parent education and involvement that aligns with the California's Early Childhood Education Division's Desired Results for Children and Families.

Open Door Policy

We have an open-door policy that encourages parent/guardians to participate in the daily activities whenever possible. When visiting the classroom, parents/guardians shall be respectful of the children's routines and programmed activities. Parents/Guardian may not bring siblings to classroom. Parent must also first obtain clearance from the Early Childhood Education office prior to visiting classroom. Please see page 14 for additional information and requirements. We welcome unannounced and announced visits.

Nondiscrimination

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

- welcomes the enrollment of students with disabilities,
- understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such students, and
- Implements those accommodations.

Worship and Religious Education

We believe it is important to model and teach values such as concern and respect for all people. We feel that it is the parents'/guardians' responsibility to provide religious instruction of their choice. Our program refrains from religious worship and instruction.

Early Childhood Education Children Center Locations (Pre-K & SA)

Jefferson Early Childhood Education Center

391 N. Sierra Bonita Ave.

Pasadena, CA 91106

Telephone – (626) 396-5712

Site Supervisor – Carolina Arizaga

Longfellow Early Childhood Education Center

1377 N. Mar Vista Ave.

Pasadena, CA 91104

Telephone – (626) 396-5947

Site Supervisor – Cassandra Brown

Washington Early Childhood Education Center

130 E. Penn St.

Pasadena, CA 91104

Telephone – (626) 396-5945

Site Supervisor- Dina Perez

Willard Early Childhood Education Center

345 S. Halstead Ave.

Pasadena, CA 91107

Telephone – (626) 396-5946

Site Supervisor – Lorna Washington

Part Day Pre-School Locations

Altadena Inclusion Preschool

743 E. Calavera St.

Altadena, CA 91001

(626) 396-5650

Field Preschool Mandarin Immersion

3600 Sierra Madre Blvd.

Pasadena, CA 91107

(626) 396-5860

Hamilton Preschool

2089 Rose Villa St.

Pasadena, CA 91107

(626) 396-5730

Jackson Preschool Spanish Immersion

593 W. Woodbury Rd.

Altadena, CA 91001

(626) 396-5700

Jefferson Preschool Spanish Immersion

1500 E. Villa St.

Pasadena, CA 91106

(626) 396-5710

Longfellow Preschool

1065 E. Washington Blvd.

Pasadena, CA 91104

(626) 396-5720

Madison Preschool

515 Ashtabula St.

Pasadena, CA 91103

(626) 396-5780

San Rafael Spanish Immersion

1090 Nithsdale Rd.

Pasadena, CA 91105

(626) 396-5790

Sierra Madre Preschool

141 W. Highland Ave.

Sierra madre, CA 91024

(626) 396-5890

Washington Preschool

1520 N. Raymond Ave.

Pasadena, CA 91104

(626)396-5840

Webster Preschool

2101 E. Washington Blvd.

Pasadena, CA 91104

(626) 396-5740

Willard Preschool

301 S. Madre St.

Pasadena, CA 91107

(626) 396-5690



Overview

Our State Preschool Program is administered by Pasadena Unified School District and staffed by a team of qualified instructors who have been approved by the State's Credential Commission to provide preschool instruction to children between the ages of three-five year olds. Our teams of instructors are experienced early childhood educators and participate in a continuous program of educational development through in-services and professional organizations.

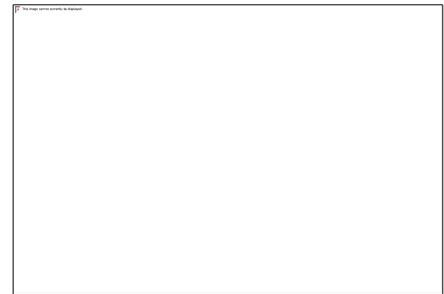
The program provides one lead instructor and two assistants for each 24 children enrolled. The staff-child ratio is 1 adult to each group of 8 students. Trained instructional assistants and parent volunteers assist in classrooms under the direction of the lead instructors. Prior to volunteering, parents/guardians and other volunteers must be immunized against; 1. Influenza, 2. Pertussis, and 3. Measles. Volunteers must have a Tuberculosis (TB) clearance on file in the Early Childhood Education Office and in preschool classrooms in order to participate in preschool activities.

The program includes various activities in the following developmental domains:

- Social/Emotional
- Physical Development of Large and Small Motor Skills
- Critical Thinking Skills/Cognitive Development
- Creative Arts
- Language Development

The program also complies with State-required components of:

- Assessment of the Child and Their Environment
- Parent/Guardian Monthly Meetings and Education Workshops
- Staff Development
- Use of California Preschool Foundations



California Preschool Foundations area used by staff to help develop age appropriate lesson plans to better assist children in learning the knowledge and skills that are age appropriate for them. There are 3 volumes of the preschool foundations, covering 9 domains. The *California Preschool Learning Foundations, Volume One* covers Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics. The *California Preschool Learning Foundations, Volume 2* covers Visual and Performing Arts, Physical Development, and Health. The *California Preschool Learning Foundations, Volume 3* covers the domains of History-Social Science and Science. Additional information on the Volumes can be found on the following website: <http://www.cde.ca.gov/sp/cd/re/pn>.

Desired Results Developmental Profile - (DRDP)

Our State Preschool Program follows the regulations stipulated through the CDE which requires implementation of the Desired Results structure consisting of the following six basic components

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy
- Families support their children's learning and development
- Families achieve their goals

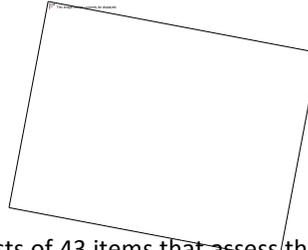


The DRDP (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. The DRDP (2015) is made up of eight domains (approaches to learning—self regulation, social and emotional development, language and literacy development, English language development, cognition: math, cognition: science, physical development—health, history and social science, and visual and performing arts). The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. It aligns with the CDE's Early Learning and Development Foundations.

Early Childhood Environmental Rating Scale (ECERS) and School-Age Environmental Scale (SACERS)

Our State Preschool Program also utilizes the Early Childhood Environment Rating Scale, Revised Edition (ECERS) which provides an overall picture of the surroundings that have been created for the children and adults who share a Preschool setting. The ECERS consists of 43 items that assess the quality of the Preschool environment including use of space, materials and experiences to enhance children's development, daily schedule, and supervision. This 43 item scale covers the following seven categories:

- Personal Care Routines
- Space and Furnishings
- Language-Reasoning
- Activities
- Interactions
- Program Structure
- Parents and Staff



The **School-Age Care Environment Rating scale (SACERS)** consists of 43 items that assess the quality of the School-age environment including use of space, and experiences to enhance children's development, daily schedule, and supervision. This 43 item scale covers the following six categories:

- Space and Furnishings
- Health and Safety
- Activities
- Interactions
- Program Structure, and Staff Development

FULL DAY PRESCHOOL SCHEDULE

Time	Activity
7:00 a.m. – 7:50 a.m.	Arrival: Free Play: Furnishings for Relaxation and Comfort, Space for Privacy, Books/Pictures, Fine Motor, Art, Block Area, Dramatic Play, Nature/Science, Math/Numbers, Sensory or Sand/ Water Play and Music.
7:50 a.m. – 8:00 a.m.	Clean up, Restrooms, Wash Hands. Teacher should role model discussing the importance of washing their hands while the children are in transition and washing their hands as well.
8:00 a.m. – 8:30 a.m.	Breakfast and social interactions amongst groups, enforcing the importance of independence, role modeling and family style meals
8:30 a.m. – 9:00 a.m.	Indoor Free Play: Schedule Furnishings for Relaxation and Comfort, Space for Privacy, Books/Pictures, Fine Motor, Art, Block Area, Dramatic Play, Nature/Science, Math/Number, Sensory or Sand/ Water Play, Computer, and Music.
9:00 a.m. – 9:10 a.m.	Clean up/ Bathroom/ Hand wash
9:10 a.m. – 9:50 a.m.	Outdoor Free Play: Schedule, Gross Motor Development, Social/Emotional Interactions, Furnishings for Relaxation and Comfort, Books/Pictures, Space for Privacy, Fine Motor, Blocks, Math/Numbers, Nature/Science, Art, Dramatic Play, Sensory or Sand/Water Play, and Music.
9:50 a.m. – 10:00 a.m.	Bathroom/ Hand wash
10:00 a.m. – 10:25 a.m.	Circle Time: Welcome Songs, Helpers of the Day, Calendar, Counting, Weather, Sound and Letters, Vocabulary, Reading and Response (Theme Storybook)
10:25 a.m. – 10:55 a.m.	Small Group Activity: Creative and Integrated with Theme
10:55 a.m. – 11:00 a.m.	Transition to Lunch Time/ Hand Wash/ Bathroom
11:00 a.m. – 11:30 a.m.	Lunch and social interactions amongst group, enforcing the importance of independence, role modeling and family style meals
11:30 a.m. – 12:10 p.m.	Indoor/Outdoor Free Play: Schedule, Gross Motor Development, Social/Emotional Interactions, Furnishings for Relaxation and Comfort, Books/Pictures, Space for Privacy, Fine Motor, Blocks, Math/Numbers, Nature/Science, Art, Dramatic Play, Sensory or Sand/Water Play, and Music.
12:10 p.m. – 12:20 p.m.	Restrooms/Wash Hands
12:20 p.m. – 1:50 p.m.	Children rest and soft, relaxing music is played for comfort or quiet reading.
1:50 p.m. – 2:00 p.m.	Cots put away, hand washing and bathroom
2:00 p.m. – 2:30 p.m.	Snack time and social interactions amongst group, enforcing the importance of independence, role modeling and family style meals
2:30 p.m. – 3:00 p.m.	Music and Movement: Schedule, Language Development, Gross Motor Development, Social/Emotional Skills
3:00 p.m. – 4:00 p.m.	Outdoor Free Play: Schedule, Gross Motor Development, Social/Emotional Interactions, Furnishings for Relaxation and Comfort, Books/Pictures, Space for Privacy, Fine Motor, Blocks, Math/Numbers, Nature/Science, Art, Dramatic Play, Sensory or Sand/Water Play, and Music.
4:00 p.m. – 4:10 p.m.	Bathroom/ Hand wash
4:10 p.m. – 4:30 p.m.	Story Time/ Discussion
4:30 p.m. – 5:30 p.m.	Indoor Free Play: Schedule Furnishings for Relaxation and Comfort, Space for Privacy, Books/Pictures, Fine Motor, Art, Block Area, Dramatic Play, Nature/Science, Math/Number, Sensory or Sand/ Water Play, Computer, and Music.
5:30 p.m. – 5:40 p.m.	Clean up
5:40 p.m. – 6:00 p.m.	Departure: Schedule, Review of the Day, Books and Pictures, Space for Privacy, Furnishings for Relaxation and Comfort, Fine Motor

PART DAY PRESCHOOL- AM Session

Time	Activity
7:45am-7:55am	Arrival- Children arrive, wash hands and prepare for breakfast
7:55am-8:00am	Transition: Walk to cafeteria
8:00am-8:25am	Breakfast in the cafeteria
8:25am-8:30am	Transition: Walk to classroom
8:30am-8:35am	Hand washing/ Bathrooms
8:35am-9:10am	Outdoor Activities/Free Play: Gross Motor, science/nature, art, dramatic play, blocks, fine motor, manipulatives, sand/water, picture books, furnishing, music, private area, math and schedule.
9:10am-9:15am	Transition: Hand Washing/Bathrooms
9:15am-9:40am	Circle Time/ Large Group: Calendar, Alphabet, Vocabulary, Math, Music, Reading and Responding
9:40am- 10:00am	Small Group Activity: Books, math, Science, Social Studies, Fine Motor, Art
10:00-10:35am	Learning and Discovery Centers/ Free Play: Art, block area, dramatic play, sensory table, music, reading books, furnishing, private area, math fine motor, listening to read along books, science, computer and schedule
10:35am- 10:40am	Transition: Clean up
10:40am- 10:45am	Good Bye Song/ Departure

PART DAY PRESCHOOL- PM Session

Time	Activity
11:45am-11:55am	Arrival: Children arrive, use restroom as needed and go outdoors
11:55am- 12:30pm	Outdoor Activities/ Free Play: Gross Motor, science/nature, art, dramatic play, blocks, fine motor, manipulatives, sand/water, picture books, furnishing, music, private area, math and schedule.
12:30pm- 12:35pm	Hand Washing/ Bathrooms
12:35pm-12:40pm	Transition: Walk to cafeteria
12:40pm- 1:05pm	Lunch in the cafeteria
1:05pm- 1:10pm	Transition: Walk to the classroom
1:10pm- 1:15pm	Wash Hands/ Bathrooms
1:15pm-1:40pm	Circle Time/ Large Group: Calendar, Alphabet, Vocabulary, Math, Music, Reading and Responding
1:40pm- 2:00pm	Small Group Activity: Books, Math, Science, Social Studies, Fine Motor, Art
2:00pm-2:35pm	Learning and Discovery Centers/ Free: Play Art, block area, dramatic play, sensory table, music, reading books, furnishing, private area, math fine motor, listening to read along books, science, computer and schedule
2:35pm- 2:40pm	Transition: Clean up
2:40pm-2:45pm	Good Bye Song/ Departure

SCHOOL-AGE SCHEDULE

Time	Activity
7:00am – 7:30am	Arrival, Activities/ Free Play
7:30am – 7:50am	Breakfast
2:15pm – 2:30pm	Group discussion
2:30pm – 3:00pm	Snack
3:00pm – 3:30pm	Homework/ FREE PLAY
3:30pm – 4:30pm	Outdoor Activities
4:30pm-5:30pm	Indoor Activities

Instructors' Responsibilities

The Preschool Instructor is responsible for creating a developmentally-appropriate learning environment that meets the diverse needs of the students and participating families in order to establish a positive partnership between home and school. Preschool Instructors are to assist children and parents/guardians in activities which support development in language, math, art, science, social, safety and health skills in order to build a strong foundation for school readiness.

- Provides developmentally appropriate learning experiences in language development, large/small motor development, mathematics, reading readiness, literacy, art, dramatic play, music, nutrition, health and safety.
- Creates a classroom environment that is appropriate to maturity and interest of students.
- Develops reasonable and specific rules of classroom behavior and procedures to maintain order in the classroom.
- Develops daily instruction that offers a range of developmentally-appropriate activities by utilizing District-adopted curriculum and State-adopted foundations.
- Performs, maintains, and completes State-required assessments, documentation and records within a timely manner.
- Provides individual and small-group instruction designed to meet the needs of all students.
- Plans and coordinates work of assistants, parents/guardians, and volunteers in the classroom and on field trips in order to obtain maximum learning benefits.
- Establishes parent/guardian Monthly Parent Meetings to develop parent/guardian education programs, activities and services which promote: Parent literacy, parent/guardian education, parent/guardian participation and involvement in children's education activities.
- Communicates effectively on a regular basis with parents/guardians in order to strengthen parental knowledge of individual needs of students through Parent-Teacher Conferences and individual sessions as requested by parents.
- Offers support to parents/guardians in Early Childhood Education, parent-child interaction, sibling interaction, school-readiness activities, and Parent literacy activities

Clothing

Children should be dressed in clean, comfortable, safe, and washable clothing including shoes while at school. Play and learning in the Preschool Program involves materials such as paint, water, and glue, which may get on children's clothing.

Children must wear shoes that allow them to climb and run safely. No open-backed shoes or sandals, no slick-bottomed boots or shoes such as dress shoes (heels of shoes should be no higher than one inch) will be permitted. Shoes should fit properly (not too big for child so they slip off). Coats, jackets, sweaters, etc., should be clearly marked (usually on the inside collar) with the child's full name to prevent loss or confusion over duplicates.

Personal Items

Since there are many interesting toys and games available at school, we ask that children leave their personal belongings such as candy, gum, toys, money, balloons, and/or jewelry at home. This will eliminate problems with ownership, breakage or loss.

Health

Health Checks

It is California State Law that teachers give each child a daily health check upon arrival at the Early Childhood Education center. Instructors are unable to accept children with contagious diseases or other serious health problems. Please allow a few minutes every morning for a short examination and be prepared for other child care arrangements if we are unable to accept your child. It will be helpful if you check your child every morning before coming to school as the following conditions may temporarily exclude him/her from participation at the center:

- | | |
|---|---|
| * Fever | * Pink eye (eyes closed shut due to mucous) |
| * Injuries which could require medical care | * Impetigo, Ringworm |
| * Head lice | * Rash that would indicate a communicable disease |
| * Cold, runny nose | * Vomiting and/or diarrhea |

Health Requirements

Each child is required to have a complete medical examination submitted prior to or within 30 calendar days of enrollment and shall not be more than one year old. The exam is to be completed by a licensed physician and is to provide the following:

- A record of infectious or contagious diseases that would preclude care of the child by The Agency.
- Results of a TB test or verification on physical that no risk factors are present.
- Identification of any special problems and/or needs.
- Identification of any prescribed medications.
- Ambulatory status of child.
- Dietary restrictions and allergies.

Immunizations

The California School Immunization Law Requires that children be up to date on their immunizations (shots) to attend a child care, day nursery, nursery school, family day care home, or development center. If a license physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a medical exemption for the missing shot(s), including the duration of the medical exemption. A personal Belief exemption is no longer an option for entry into child care; however a valid personal beliefs exemption filed with a child-care facility before January 1, 2016 is valid until entry into the next grade span(transitional through 6th grade) and may be transferred between child-care facilities in California.

Licensing

The Department of licensing agency shall have the authority to interview children or staff; and to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with any child(ren), or any staff member and for the examination of all records relating to the operation of the facility. The Department of licensing agency shall have the authority to observe the physical condition of the child (ren) and facility in which our program operates.

Medication

Prescribed medication may be administered by designated school personnel only when the designee has received written statements from both the student's authorized health care provider and the parent/legal guardian. If the parent/guardian so chooses he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another

individual who is not a school employee to administer the medication to the student supported by a written notice from the parent/guardian.

Parking Regulations

Many schools have limited parking. Families are encouraged to allow for additional time when dropping off and picking up children at school. Arrive to school early each day and avoid the morning and dismissal rush. Families are highly encouraged to arrive at least fifteen minutes early before the start of school. Children must be supervised by families at all times before school starts. Do not block other cars or access ways. If you park across the street from the school, you must walk your child across the street. Watch for all children when driving in the school vicinity.

Nutrition

Monthly meal menus are posted in each classroom and are distributed to all families. A nutritional supplement is provided to enrolled children free of charge.

Children who have been medically diagnosed as being allergic to certain foods will be served a nutritious replacement for that portion of the menu. Parents/guardians must provide medical documentation to the lead instructor at their assigned site, who will then notify the cafeteria manager. A copy of this form shall be placed in the student's file in the office and at the site.

Our Preschool Program, in accordance with the Federal and State Wellness Laws, adheres to the following Wellness Policy: Instructors shall limit celebrations or parties that involve food during the school day. Food items brought to school for special occasions/events are to be commercially prepared and packaged. **Food prepared in a home may not be offered.** Birthday celebrations involving food items and beverages shall not be consumed in class. We suggest for families to provide muffins instead of a birthday cake along with and/or individually wrapped snacks for children to take home. Families may also send "goody bags" or individually wrapped treat bags for each student in class to be sent home at the end of the day.

List of Suggestions for Healthier Food Alternatives

- Gatorade
- Milk
- Sports Drink
- Water
- Granola Bars
- Popcorn
- 100% Fruit Juice
- Breakfast Bars (no Peanuts)
- Fruit
- Vegetables
- Jerky
- Raisins
- Trail Mix
- 100 Calorie Snack Packs

Emergency Procedures

In case of an emergency occurring at school due to sudden illness or accident, the parent/guardian will immediately be notified. **It is the responsibility of the child's Parent to notify the Early Childhood Education Office at (626)396-5762 of any changes in your child's emergency form.** In the case of less serious injuries, the staff will document the injury and place a copy in the child's record and notify the parent/guardian or authorized adult on the emergency card with the nature of the injury when the child is picked up from class. In the event of an actual site emergency, Preschool classes follow the instructions of the Program Director. Emergency Procedures are posted in your child's classroom. Preschool students participate in monthly fire and or disaster drills. Because emergency phone numbers and/or addresses are very important, parents/guardians are responsible for making sure the child emergency information on file is current and correct at all times. Please notify the Early Childhood Education Office, of any changes in your child's emergency form.

Parent/Guardian Responsibilities and Involvement

Parent/guardian involvement is an important and a required component for our State Program. Studies of pre-school programs indicate that children whose parents/ guardians become involved in their education make greater developmental progress. Your involvement is an important contributing factor to your child's development and growth.

- Parent/guardian must supervise their child until the child has been signed in and accepted by the instructor.
- Parent/guardian or designee is asked to participate in the classroom and other activities as planned by lead instructors.
- Parent/guardian must attend monthly parent meetings throughout the year.
- Parent/guardian must attend two parent conferences as scheduled during the school year.
- Effective September 1, 2016, a person may not be employed or volunteer at a child care center or family child care center unless he or she has been immunized against influenza, pertussis, and measles or qualifies for an exemption. Unless an exemption applies, each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year.
- Immediately notify the instructor of any change in address and/or telephone numbers.
- Provide two emergency adult contacts other than the parents/guardians and update this information as needed.
- Send children bathed and well groomed to school in clean, casual clothes and shoes for school activities.
- When a child is absent, contact the school giving specific illness (cold, measles, etc.) or other reason. Absences are excused when the child is ill, and/or for medical appointments. All children should make every effort to attend all required days.
- Encourage and support your child's growth and development by providing a regular healthy and safe home routine and seeing that he/she is bodily, emotionally, and intellectually ready for school each day.
- Parents/guardians working in the classroom as volunteers or visiting must wear appropriate clothing and footwear (no halter tops or revealing clothing).
- Parents/guardians coming to leave a child or pick-up a child must wear appropriate clothing and footwear as above.
- Parents/guardians must always use appropriate language with staff, children and other parents/guardians.
- Cell phones are to be set in the silent mode, turned off or left outside when parents/guardians are in the classroom.

Parent/Guardian Orientation

Parents/guardians must attend an orientation prior to their student beginning class where the Program Director along with lead instructors explain the handbook and provide an overview of the program. Parents/guardians must sign an acknowledgement form at the conclusion of the orientation.

Parent/Guardian-Teacher Conferences

In order for the center to offer the best educational program for the children, each lead instructor will schedule two (2) Parent/Teacher conferences per year to review the results of the ongoing developmental tool Desired Results Developmental Profile (DRDP). Instructors will discuss your Child's Developmental Process including their strengths, what they are currently working on, and how all parties can help your child learn and develop during class and at home.

Parent/Guardian Advisory Committee (PAC)

The PAC is made up of a parent/guardian staff representative from each school site. The PAC meets a minimum of three times a year and minutes will be recorded and available for all parents to review. The District will send letters informing parents when these meetings will occur throughout the year. The purpose of the meetings is to provide information about your child's preschool, upcoming events, and provide opportunities for parents/guardians to share mutual concerns, parenting tips, and issues during the Open Forum time. All parents are encouraged to attend the meetings as well as special functions at their child's program site throughout the year. The parent education program presentations are based upon Parent needs assessments and the Parent interest form that was completed at Back-to-School Night/Parent Orientation.

When forming a PAC, the following procedures can be followed:

- develop goals and objectives;
- plan meetings to keep parents informed and involved in the overall evaluation of the program;
- include parents in decision-making and participation in the self-evaluation process with administration providing leadership, direction, and a clear and appropriate structure for committee input;
- plan and implement parent education workshops/training sessions to address the needs of families and to support student achievement;
- provide parents with resources to use at home in order to complete homework along with all other learning activities; and,
- Continue to provide meetings at different times and places to encourage more parents to attend.



Eligibility and Need

Admission Eligibility:

To receive California state **Full Day, Half Day Preschool Program services or General Child Care-Before and After School Programs (CCTR School Age)**, families enrolling shall meet the eligibility criteria. In addition to meeting eligibility requirements, to be eligible for services the child must live in the State of California while services are being received.

All families must be certified at least once each contract period, and no sooner than 12 months from when they were last certified. When a family meets eligibility and need requirements at initial certification or recertification, a family shall be considered to meet all eligibility and need requirements for not less than 12 months.

For families receiving services because of being at risk of abuse, neglect, or exploitation, the certification is for a period of no less than 12 months.

When there are alternates between the homes of separated or divorced parents/guardians for a student's residence, eligibility, needs, and fees shall be determined separately for each household in which the student is residing during the time Early Childhood Education services are needed.

Once determined and certified as income eligible for services, families remain income eligible until their adjusted monthly income exceeds 85 percent of the most recent SMI, adjusted for family size. Pursuant to EC Section 8263(h)(2), once a family is certified or recertified as income eligible for services, they have an obligation to report increases in income that exceed the 85 percent threshold.

After reporting, the contractor must re-determine the family's ongoing eligibility for child care services, including eligibility for other state or federally funded child care programs.

Any change in family size, income, marital status, employment status, or residence may be voluntarily reported decreasing their service need under specific conditions. After reporting, the contractor must re-determine the family's ongoing eligibility for child care services, including eligibility for other state or federally funded child care programs. If changes will be grounds for termination of child care services. Parents/Guardians have the right to appeal the termination as indicated in the back of the Notice of Action (NOA).

State Preschool Programs (CSPP-Full Day):

Families receiving full-day, full year services shall meet both the state eligibility and need criteria in order to receive program services. Families who qualify must meet the monthly income guidelines mandated by the California Department of Education (CDE). To participate in the preschool program, children must also be three (3) years old by the cutoff date-September 1st of the enrolling school year.

Admission Priorities:

- A. First Priority: 3&4 year-olds who are recipients of CPS or at-risk of abuse, neglect or exploitation.
- B. Second Priority: Eligible 4 year-old children in income ranking order
- C. Third Priority: Eligible 3 year-old children in income ranking order
- D. Fourth Priority: Income eligible 3 & 4 year-old children whose income is not more than 15% above income threshold (up to 10% of enrolled children).
- E. Fifth Priority: Exceptional needs over income 3 and 4 year olds (May enroll age-eligible children with exceptional needs without regard to income. Exceptional needs children do not count towards the 10% limit of Over-income children.

1. Eligibility is based on documentation and verification of at least one of the following:
 - **Income** (Gross wages or salaries, overtime, tips, cash aid, child support, portion of students grants or scholarships not identified for educational purposes for the month preceding certification or recertification.)
 - **Current Aid recipient** (Notice of Action indicating amount being given to family)
 - **Homelessness** (Written referral from an emergency shelter or other legal, medical, or social services agency.)
 - **Child Protective Services** (Written referral from a legally qualified professional from a ,medical or social services agency or emergency shelter, dated within six months of application)
 - **At Risk of Abuse, Neglect, and/or Exploitation** (Written referral from a legally qualified professional from a ,medical or social services agency or emergency shelter, dated within six months of application)
2. Families must provide supporting documentation regarding the number of children and parents in the family. Supporting documentation for the number of children shall be at least **one** of the following:
 - Birth certificate
 - Child custody court order
 - Adoption documents
 - Foster Care placement records
 - School or medical records
 - County welfare department records
 - Other reliable documentation indicating the relationship of the child to the parent (Income Taxes)

Need Criteria:

Certified hours of child care correspond to the need of the parent/caretaker, as documented by the contractor. For all contracts with a need for service requirement, the contractor verifies the need of each family which is not to exceed 12 months.

For full day, full year services, **need** shall be established by the following:

1. Employment- When the parent is employed, the contractor shall, as applicable, verify the income and more. As applicable, verify the parents:
 - a. Salary/ wages
 - b. Rate(s) of pay
 - c. Potential for overtime
 - d. Tips or additional compensation
 - e. Hours and days of work
 - f. Pay periods & rate of pay
 - g. Start date for the employee, etc.

If the parent is self-employed, they must provide a combination of documentation necessary to establish current income. The documentation shall consist of as many of the following types of documentation as necessary to determine income:

- a. Letter from source of income
 - b. Copy of the most recently signed and completed tax return with a statement of current estimated income for tax purpose, or
 - c. Other business records, such as ledgers, receipts, or
 - d. Business logs
2. Seeking employment - A family that establishes initial eligibility or ongoing eligibility on the basis of seeking employment shall receive services under this chapter as follows:

(A) Documentation of seeking employment shall include a written parental declaration signed under penalty and perjury stating that the parent is seeking employment. The declaration shall include the parent's plan to secure, change, or increase employment and shall identify a general description of when services will be necessary.

(B) Families certified for services on the basis of seeking employment shall receive services for not less than 12 months.

(C) Child care services are limited to thirty (30) hours a week, five (5) days a week. Vacation days and best interest days are counted as part of the allowable 12 months per Parent per fiscal year.

3. Participation in vocational training leading directly to a recognized trade or profession. Parents/guardians wishing to participate in vocational training are required to submit a vocational training plan which will be reviewed at the beginning of each academic semester/quarter. Parents/guardians enrolled in an education or vocational training program must provide and keep up-to-date the following documentation no less than 12 months:
 - a. Name of the school or organization where training is received.
 - b. Dates that current training activities will begin and end.
 - c. A statement of the vocational goal(s) of the parent(s)/guardian(s).
 - d. The anticipated completion date(s) of all required training activities to meet the vocational goal(s).
 - e. Class schedule which includes the courses that the parent/guardian is currently enrolled in; day(s) of the week and time(s) of day of the courses; signature of parent/guardian along with the date the application was signed; and signature or stamp of the training institution's registrar.
 - f. Report cards, transcripts, or other records to document that the parent/guardian is making progress toward the attainment of the vocational goal. The education or vocational training must directly lead to a recognized trade, paraprofessional, or profession. The vocational training plan shall be reviewed by Early Childhood Education personnel no less than 12 months to determine that progress is being made toward the vocational goal specified in the California Code of Regulations, California Administrative Code, Title 5, section 18087. Study time will be added to the hours of service granted based on the number of units and specific classes the parent/guardian is enrolled in.

4. Incapacitation: When a parent/guardian is incapacitated and the nature of the incapacitation precludes the Parent/guardian from being able to care for the child, verification by a legally qualified professional must be submitted that describes:
 - The nature of the incapacitation,
 - The duration of the incapacitation,
 - The number of hours child care is needed because of the incapacitation.

General Child Care - Before and After School Program (CTTR School-Age):

The school-Age, Before and After school program is for children from Transitional Kindergarten until the age of 12. In order for the family to be eligible for enrollment, parents/guardians must be working, engaged in a work training program, or enrolled full-time in a school of higher education leading directly to a recognized trade, Para profession, or profession. Families must qualify for services based on income and need eligibility.

Admission Priorities:

- A. First priority California *Education Code (EC)* Section 8263(b)(1),: Families whose age eligible children are receiving child protective services or families whose age eligible children are at risk of being abused, neglected, or exploited. Within this priority, children receiving protective services through the local county welfare department shall be admitted first.

- B. Second priority *EC* Section 8263(b)(2): All children shall be admitted in accordance with family income ranking, with the lowest income ranks being admitted first. For purposes of determining the order of admission, public assistance grants are counted as income, and shall be ranked accordingly. When two or more families have the same income, the family that has a child with exceptional needs shall be admitted first. If none of the families with the same income ranking has an exceptional needs child, the family that has been on the waiting list the longest shall be admitted first.

For Admission Eligibility and Need Criteria please refer to the Full Day Preschool Guidelines as indicated above.

Recertification for Full Day Preschool and School Age programs:

- Families shall be recertified at intervals no less than twelve (12) months.
- For recertification, families shall be required to provide documentation to support continued eligibility and need for services no less than 12 months. Families shall be notified in advance of recertification date.
- For eligibility and/or need based on "At Risk", certification and need shall be on any other need criterion - not "At Risk."
- Child Protective Services (CPS) Documentation - Statement from local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services (CPS) and that child care and development services are a necessary component of the CPS service plan.
 - ✓ Probable duration of the CPS service plan.
 - ✓ Name, address, phone number and signature of the county child welfare staff.

State Preschool Programs (CSPP-Part Day):

To participate in the Half Day preschool program, children must be three (3) years old by September 1st of the enrolling school year.

For Admission Priority please refer to the Full Day Preschool Guidelines as indicated above

Admission Eligibility

Eligibility is based on documentation and verification of at least one of the following:

- Income (Gross wages or salaries, overtime, tips, cash aid, child support, portion of students grants or scholarships not identified for educational purposes for the month preceding initial certification or recertification.
 - Current Aid recipient (Notice of Action indicating amount being given to family)
 - Homelessness (Written referral from an emergency shelter or other legal, medial, or social services agency.)
 - Child Protective Services (Written referral from a legally qualified professional from a ,medical or social services agency or emergency shelter, dated within six months of application)
 - At Risk of Abuse, Neglect, and/or Exploitation (Written referral from a legally qualified professional from a ,medical or social services agency or emergency shelter, dated within six months of application)
1. Parents/Guardians are not required to be working or enrolled in a training program to participate in a Half Day Preschool Program.
 2. Admission is given to families with the lowest income and child's birthday. Families are ranked based on their monthly income earnings and family size. Once 4 year old children are enrolled and vacancies remain, then three (3) year old children will be enrolled followed by child's birthday and ranking status.
 3. State Preschool program operates for (3) hours a day, (5) days a week.



Fees (Full Day Preschool and School Age Programs):

Fees are assessed at the time of eligibility and are based on:

1. The adjusted monthly family income
2. Family size
3. The total number of hours per month.

Certification is based on the California Department of Education, Early Childhood Education Division Parent Fee Schedule. Fees are due in advance of services, the first day of the month or week. The fee or the Verification of Child Care Costs form is due on the first day of attendance. It may be paid by check or by money order payable to the Pasadena Unified School District, Early Childhood Education.

- Fees are considered delinquent after seven (7) calendar days of the month. Upon request and approval of the Director, payment arrangements can be made for different circumstances.
- If the fee is delinquent, a delinquent fee letter will be given or mailed to the parent/guardian. If a reasonable plan for payment of delinquent fees has not been provided by parents/guardians, services shall be terminated if all delinquent fees are not paid within two (2) weeks of such notification.
- Fees must be paid for all days of enrollment. If your child is absent due to illness or vacation, you are still responsible for payment. There is no charge for a holiday or other days when the programs are closed.
- A service fee will be charged for any check returned for any reason. This payment must be made by money order only. If a second check is returned due to insufficient funds, all future monthly fee payments must be made by money order only.
- Parents/guardians need to keep their canceled checks and/or receipts for tax purposes, as no other records can be furnished.
- Please retain this Federal ID Number for tax preparation purposes: # 956002372
- Upon written request and approval of the Director, a refund may be issued for overpayment of fees.

Exclusions from Fee Assessment

No fees shall be collected from the following types of families whose children are enrolled:

1. With an income level that, in relation to family size, is less than the first entry in the fee schedule, or
2. In which any individual counted in the family size is receiving CalWORKs cash aid.
3. In which the child(ren) are in the Federal Based Migrant Program.
4. In which the child(ren) are in the Severely Handicapped Program.
5. Families whose children are enrolled in a part-day CSPP as described in *EC 8235(d)*.

Families receiving services because the child is at risk of abuse neglect, or exploitation, may be exempt from paying fees for up to twelve (12) months if the referral is prepared by a legally qualified professional from a legal, medical, or social services agency, or emergency shelter specifying that it is necessary to exempt the Parent from paying a fee.

Families receiving services because the child is receiving protective services may be exempt from paying fees for up to twelve (12) months if the referral is prepared by the county welfare department or a child welfare services worker specifying that it is necessary to exempt the parent from paying a fee.

The cumulative period of time of fee exemption for families receiving services because the child is at risk of abuse, neglect, or exploitation or for families receiving child care services because the child is receiving protective services shall not exceed twelve (12) months.

Full time Preschool, Part time Preschool and School Age Programs

Certified hours of attendance are determined based on the needs of the families. Children's contracted hours for the full day preschool and school age program are based on the parent(s)/guardian(s) employment hours, school hours, job and housing seeking activity, or specified hours by a licensed professional if parent is incapacitated or referred by child protective services.

To fully benefit from the program, your child needs to arrive at the beginning of the program day, in accordance with the classroom schedule. Parents/guardians must supervise their own child/children until the Preschool center is open for service and the child has been signed in.

When you bring your child to school, you must sign your child in using your full signature. An authorized adult is to clearly sign their first and last name in full and record the correct time under the headings "time in" and "time out". Parents/guardians or other adults are to wait until a staff member can check the child for signs of illness.

Children benefit when he or she attends and participates in the complete Preschool day. Therefore, parents/guardians must drop off and pick up their child at the designated beginning and ending class times. Should an issue with punctuality or attendance arise, a conference with the instructor and/or Program Director will be arranged to explore alternative options to better serve the family.

At the end of the school day, parents must be on time to pick up and sign your child out. An authorized adult is to clearly sign their first and last name in full and record the correct time under the correct heading. In the event a child needs to be picked up early, please inform the staff ahead of time so arrangements can be made.

The parent's/guardian's written permission is necessary if anyone other than those listed on the identification and emergency form is to pick up the child.

Anyone under the age of 18 is not allowed to pick up children unless they are the biological parent.

Parents/guardians are responsible to inform other adults who may drop off and or pick up their child of the arrival and departure procedures.

LATE PICK-UP

Families must adhere to their contract hours. Late arrivals will be given a late arrival slip. Children must be picked up before the closing time of your center. Parents' are required to record the time shown on the clock that is present in the classroom as the official time. If someone else is picking up your child, it is still your responsibility to have him or her arrive by the closing time of the classroom. It is always recommended that you phone your classroom to let the staff know if your child will not be attending or arriving late. This will assist in reducing the stress and worry for everyone!

After the closing of the program (after 6pm) day if parents are late there will be a \$1.00 per minute late pick up charge along with a late slip issued to parents/guardians. After (3) late notifications have been given to a family, services may be terminated.

Absences/Vacation

1. Parents must notify the teacher if their child will be absent.
2. Upon return to the Center after an absence, parents must complete an absence report.
3. After the student has been absent for five (5) days with no communication from the parent/guardian and the Center staff has made every effort to contact the parent/guardian, the Parent's child care services may be terminated through the issuance of the Notice of Action (CD 7617) form. Parent has the right to appeal the decision by following the instruction indicated in the Notice of Action.
4. Excused absences: Excused absences are those which occur due to illness, quarantine, doctor/dentist appointment, funeral of immediate Parent member, or Parent crisis. Such examples include:
 - Illness or Quarantine of the student, or parents/guardians - (e.g. chicken pox, stomach ache, headache, fever, sore throat, runny nose, diarrhea, flu, cold, unidentified rashes, ring worm, scabies, head lice, or any other serious illness or contagious diseases.).

- Family Emergency - (e.g. transportation and/or housing emergency, death of a member or close relative, natural disaster, illness of an immediate member such as a sibling has chicken pox, measles, etc.)
 - Court Ordered Visitations. (with court order on file)
 - Best Interest Days - (e.g. Parent recreation day, Parent vacation, visiting with relatives, Parent holiday/cultural day, all appointments not related to illness). Children receive ten Best Interest Days per year (July 1 - June 30). Including Doctor or Dental appointments.
5. Prior notice must be given for vacations, including court ordered visitations, and all fees must be paid in advance to ensure continuous enrollment. If there is a court order for the student to visit a parent/guardian, and the student will not be attending the Center during the visit, the Center will need a copy of the court order to reserve a space for the student.
 6. Best Interest days (BI days): Excused absences for the “best interest of the child” which includes all of the above with exception of illness, will be limited to 10 days per school year with the exception of children who are recipients of protective services or at risk of abuse or neglect (Title 5 California Code of Regulations Section §18066).

Unexcused Absences

1. An unexcused absence is any absence not noted above as excused - (e.g., woke up late, didn’t want to come, was crying, babysitter didn’t feel like dropping off child at the center, forgot blanket, couldn’t find shoes, parent felt lazy, suspension from program etc.) Unexcused absences cannot exceed five days per contract year.
2. After five (5) unexcused absences during the school year, our office shall provide written notice to the parent/guardian of the student indicating the intent to remove the student from the Preschool Program, explaining the reason(s) for the proposed removal, and offering to meet with the parent(s)/guardian(s) to review the attendance criteria, absence record, and the decision to inactivate the child.

State law indicates that when a child is absent it is the parent’s/guardian’s responsibility to notify the instructor or office staff of the reason for the absence.

Any absence due to reasons other than the above or without the required verification shall be considered an unexcused absence. Children who continue to have excessive unexcused absences may be removed from the Preschool Program.

Discipline and Safety

All families must follow the guidelines mandated by the California Department of Education (CDE) along with the Pasadena Unified School District rules and policies on discipline. All parents/guardians and students must demonstrate appropriate behavior and follow reasonable rules of conduct.

The Pasadena Unified School District Early Childhood Education Program reserves the right to terminate services at any time when families have violated any of the stated guidelines indicated above. Parents have the right to appeal any decisions made by this agency. Please refer to the Notice of Action for information on appeal rights.

Discipline in the classroom is a procedure to teach children appropriate behavior with the goal for each child to develop self-control. Instructors are trained to assist children through redirection, positive reinforcement, and behavior management techniques.

At no time will any form of discipline or punishment be used or permitted that violates a child’s personal rights. Staff is to ensure that each child is treated with dignity and respect in a safe and comfortable environment.

Instructors are to inform parents/guardians of their class discipline policies which provide the child several opportunities to gain self-control. Teachers are to establish, explain, post and regularly review class rules with the children and classroom volunteers. Rules are designed to be developmentally appropriate to meet the needs of the children.

Instructors are to include the parent/guardian in the plan for individual children who require additional assistance in behavior needs. Hurtful behavior, such as hitting, kicking, biting and/or throwing objects at other children and adults is unacceptable behavior. A child having difficulty in the above areas will be reminded and redirected. The teacher will schedule a conference with the parent/guardian to discuss the child’s behavior and together set reasonable goals. The teacher will notify the parent/guardian of the following steps if the behavior continues. (See Behavior Contract Form)

Field Trips

One of the most valuable learning methods for children is for them to visit a new place and discuss what they see with their peers. Children will participate in walking field trips within the Pasadena community throughout the year. A signed release form from parents/guardians is required upon enrollment in order to participate in the field trips. Occasionally, a school bus or a city bus field trip will be planned. You will be notified in advance. Your child must be in the classroom at least 30 minutes before all trips to attend that trip. If you arrive at the site less than 30 minutes prior to the field trip departure time, you are responsible for your child for the day. You cannot drop your child off nor pick him/her up from any field trip site. Every possible precaution will be exercised to assure the safety and welfare of your child. Parents are asked to pay a \$25.00 Field Trip each year.

Mandated Reporting

By law, all Preschool instructors are to inform Child Protective Services (CPS) of any and all suspected cases of child abuse, neglect and/or child endangerment.

Uniform Complaint Procedure

The Board of Trustees recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

Notice of Action (NOA)

A Notice of Action is a written statement of specific information to the parents when a parent applies for services or when a change is made to the service agreement including, but not limited to, reduction or termination of services.

All parents/guardians of children enrolled in our program will receive an NOA at the time of enrollment, when changes to their contract have occurred and when a child is terminated from the program.

If the action is one the parent can correct, such as providing a specific piece of documentation or paying family fees, the NOA will be rescinded.

Parents who have Limited English Proficiency will be issued a Memo in their home language with each Notice of Action stating the importance of finding someone who can translate the information. If parent is unable to find assistance to translate the NOA, assistance will be offered here at the Burbank Early Childhood Education Center when possible or information on other local agencies that can assist will be given.

Families have the right to appeal and request a hearing when he/she disagrees with the contractor's action.

Appeal Information:

Agency Level

If you do not agree with the agency's action as stated in the Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed in the back of Notice of Action (CD-7617 Rev. 4/11). If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned.

Submit your appeal to:

Appeal Coordinator
Burbank Early Childhood Education Office
2046 Allen Avenue
Altadena, CA 91001
Phone: (626) 396-5762

Appeal Methods

The methods by which a parent can request a hearing consist of the following:

- In person
- Over the phone
- Via Email
- Via Fax

Parent's must select in writing their selection and submit it to the Program Specialist within the appeal date issue in the Notice of Action.

Authorized Representative (AR)

5 CCR Section 18120(e) allows for a parent to have an authorized representative (AR) attend the hearing on behalf of or with the parent. When a parent has an AR who attends the hearing, the parent is not required to attend his or her hearing. A parent authorizing an AR should notify the CDD contractor in writing. However, if parent fails to submit his/her request and oral notification should be sufficient.

State Level

If you disagree with the written decision of the agency, you have 14 calendar days in which to appeal to the Early Education Division (EED). Your appeal to the EED must include the following documents and information: (1) a written statement specifying the reasons you believe the agency's decision was incorrect, (2) a copy of the agency's decision letter, and (3) a copy of both sides of this notice. You may either fax your appeal to 916-323-6853, or mail your appeal to the following address:

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

Within 30 calendar days after the receipt of your appeal, CDD will issue a written decision to you and the agency. If your appeal is denied, the agency will stop providing child care and development services immediately upon receipt of CDE's decision letter.

Termination of Services

Child Care Services may be terminated under the following conditions:

- 1) **Excessive unexcused absences.** Excessive absences are defined as:
 - More than the allowable state regulation of 10 days in the best interest of the child
 - More than five days per month for illness (excused absence) unless illness is of a serious nature requiring a doctor's attention.
- 2) **Behavior by an adult** or child that is disruptive or dangerous to the program, staff, other parents and/or other children enrolled in the program.
- 3) **Failure to complete** required forms necessary for enrollment or recertification in a timely manner.
- 4) **Failure to report changes** in family size, need for childcare, address, income, or telephone numbers.
- 5) **Failure to pick up child** before the closing of your child's classroom as stated in the late pick up policy (See Late Pick-Up Policy Page 21).
- 6) **Failure** to sign child in or out using full legal signature, on the official sign in/out form after proper training has taken place.
- 7) **Failures to take action to correct and/or update a sign-in sheet for your child after three (3) notifications have** been given.
- 8) **Endangering the child** in any manner such as unsafe transportation to and from the program (example, putting the child on the handlebars of a bicycle) or arriving to pick up the child in an intoxicated state or smelling of alcohol and refusal of the parent to take corrective action.
- 9) **Not providing an adult designee** to come into the program to drop off/ pick up, sign the child in and out and refusal to take corrective actions.
- 10) **Failure to keep current** all emergency information.
- 11) **Failure to pick up child** before the contracted hours of care.
- 12) **Failure to pay monthly family fees** (if applicable) in a timely manner.

**Pasadena Unified School District
Early Childhood Education
Program**

I/We have received and agree with the policies and regulations provided in the Parent Handbook for Pasadena Unified School District's Early Childhood Education Program. As a parent/guardian, I/We will work in partnership with the Early Childhood Education Staff to ensure my child achieves a successful experience.

Child's Name

Parent's/Guardian's Signature

Date