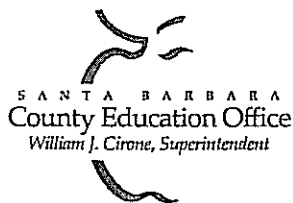


Welcome

State Preschool Program



Parent Handbook



Funded by:
California Department of Education
through
Santa Barbara County Education Office

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**State Preschool Program
Center Location**

Program Director: Trudy Adair-Verbais (805) 964-4711 x4409
P.O. Box 6307
Santa Barbara, CA 93160-6307

De Colores State Preschool (805) 742-2455
c/o Clarence Ruth School
501 North W Street
Lompoc, CA 93436

Just for Kids State Preschool (805) 742-2167
c/o Arthur Hapgood School
324 South A Street
Lompoc, CA 93436

La Honda State Preschool (805) 742-0433
608 E. Central Avenue
Lompoc, CA 93436

Learning Place State Preschool (805) 742-2077
c/o Crestview School
VAFB - Utah Avenue
Lompoc, CA 93437

Los Alamos State Preschool (805) 344-1024
c/o Olga Reed School
480 Centennial Street
Los Alamos, CA 93440

Santa Ynez Valley State Preschool (805) 686-7317
c/o College School
3525 Pine
Santa Ynez, CA 93460

Classroom Rules

During your child's time in the center they will be expected to follow our classroom rules and support our values. Parents, guests and volunteers will have this same expectation.

- Take care of ones self
- Take care of others
- Take care of the Learning Community

Classroom Values

- Respect
- Empathy/Caring
- Generosity

Mission Statement

The Child Development Programs provide resources, leadership, expertise and quality service to the children, parents and community of Santa Barbara County in early care child development, school readiness and education.

Vision

We envision children served by our program growing up:

- In good health
- With a zest for learning and living
- Free of; fear, abuse, drugs, and prejudice
- In a community that welcomes and supports them
- Better prepared for school success

We envision families served by our programs

- Achieving their personal and self sufficiency goals
- Actively supporting their children's learning

History

The Santa Barbara County Education Office, Child Development Programs has a 30-year history of providing services to income eligible families in Santa Barbara County. During this history our programs have demonstrated the highest standards, and a commitment to quality and service.

Funding for the State Preschool is provided by the California Department of Education, Child Development Division.

The central purpose of the State Preschool program is to provide an opportunity for income eligible children, age 3 to 4 years, to prepare for elementary school enrollment in an environment which supports and accepts differences, stimulates learning and is developmentally and individually appropriate.

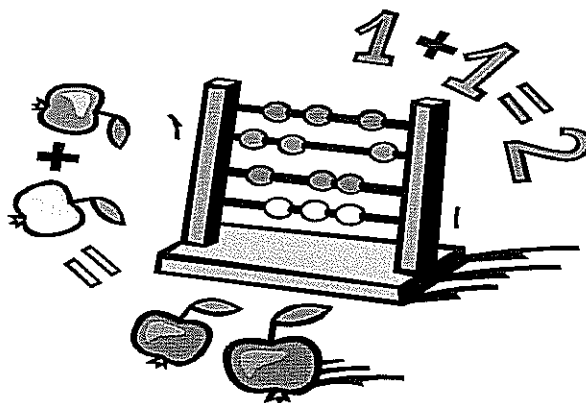
Philosophy

We believe:

- in providing a staff whose attitudes and practices are supportive of all cultures, ages, roles, skills, and other human diversities.
- each child and family served brings with them unique values, abilities, strengths, interests and needs and that each deserves individualized resources and services.
- in providing appropriate nurturing and affection to children. Including, hugging, hand holding, lap sitting, etc.
- each child is a whole being with integrated social, emotional, cognitive, physical, and creative needs.
- child care in a safe, healthy, secure, affectionate and developmentally appropriate environment supports each child to develop to his/her fullest potential.

We believe:

- children learn through active exploration and interaction with their environment inside and outside through the provision of developmentally appropriate activities and materials that are messy.
- self selected activities, child initiated and teacher initiated learning fosters independence and confidence, helps build self-esteem and develops problem solving and critical thinking skills and supports school readiness.
- outdoor experiences with nature are essential for children to develop empathy, to learn to care for the environment, and to engage their imagination.
- our school garden and classroom pet help support our goals for children to learn to care for, respect and nurture others.



Staff

The staff of the State Preschool Program is comprised of the following positions:

1. Program Director
The Program Director has administrative and supervisory responsibility for the center.
2. Site Supervisor/Teacher
The Teacher is responsible for the day-to-day operation of the center.
3. Associate Teacher and/or Instructional Assistant
The Associate Teacher and/or Instructional Assistant provides assistance and support to the teacher in the instructional program.
4. Child Care Assistant
The Child Care Assistant provides assistance and support to the children in all program activities.
5. Secretary
The Secretary provides support for program administration.

At least one bilingual Spanish speaking staff member is available at all sites.

(The Program Director is located in Santa Barbara at the Child Development Programs main office. She may be reached by calling (805) 964-4711 ext 4409.)

Program Goals

1. Provide a part day school readiness State Preschool Program for children age 3 to 5 years, whose families are income eligible.
2. Provide an individual, developmentally and culturally appropriate program, where adults act as guides and facilitators for children.
3. Provide for communication between parents, preschool staff, program administration, and school-site staff.
4. Provide ongoing staff development and training.
5. Provide articulation between the Preschool and K-5 programs.

6. Provide opportunities for parent involvement and education.
7. Provide information and referrals to families for community resources.
8. Provide opportunities for community involvement.
9. Provide a daily nutritious snack.

Children's Program

The State Preschool program provides a school readiness curriculum based on project learning; developmentally appropriate practices, California Department of Education Desired Results and Pre-Kindergarten Guidelines.

Children are supported individually and in-group settings.

Curriculum

Foundation:

Preschool teachers and staff develop curriculum as they organize their environments, select materials and equipment, plan the daily schedule, assess children's learning and development, and cultivate caring relationships among staff, children and families. On this foundation learning goals are established and daily activities and projects are planned that promote children's learning and development.

We:

- Offer children choices
- Provide time for exploration and for trying out new activities and ideas
- Balance teacher-initiated and child initiated activities
- Provide content that is interesting and meaningful to children
- Involve children regularly in initiating, planning, and implementing activities and then reflecting on what they have learned
- Reflect children's diverse cultures and communities
- Accommodate many learning styles and abilities and offer many ways to be successful
- Provide alternating periods of active and quiet activities
- Offer activities in individual, small group, and large group formats

Ooey Gooey Play Days

In the State Preschool program children learn through active exploration, discovery, and play. **Children will get dirty.** Please save their best clothes for other wear. When children come to Preschool they should be dressed comfortably for busy active learning.

Our Vision for Children's Learning in the State Preschool Program:

- Children enter Kindergarten with the skills needed to be successful with school tasks
- Children show greater knowledge of verbal and numerical concepts
- Children show social/emotional competence
- Children show greater task orientation
- Children are more likely to make normal progress through the primary grades
- Children are less often retained or placed in special education classes
- Children show development of Critical Thinking Skills
- Children show problem solving abilities

California Department of Education Desired Results for Children and Families participating in the State Preschool Program:

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

In the State Preschool we use an integrated curriculum approach using all learning domains and learning modalities.

Integrated Curriculum:

- Social/Emotional
- Cognitive
- Physical
- Creative
- Auditory, Visual, Kinesthetic
- Learning Centers, Dramatic/Fantasy Play, Block, Manipulative, Library/Literacy, Creative, Writing, and Computer
- Individual, Small and Large Group
- Simple to More Complex

Emergent Curriculum:

Emergent Curriculum is a process in which the teacher integrates children's spontaneous, day-to-day discoveries, interests, and questions into established learning goals and curriculum. The children's experiences, personalities, knowledge, skills and interests determine what, how, and when activities occur.

Foundation Skills:

The Preschool Curriculum helps develop the social/emotional, cognitive, physical, language, numeric, literacy and reasoning skills that prepare children for entrance into kindergarten. As necessary, teachers use teacher-directed instruction with individual children or groups to meet individual learning goals.

Techniques used in the Preschool Classroom:

- Project Learning (Extended, in-depth investigation of a topic)
- Daily Plan, Do, and Review
- Technology in the classroom (computer)
- Individualization (Teacher's Observe-Ask-Adapt to children's needs)
- Journaling
- Whole Language

What Do We Want Children to Know Before Leaving Preschool

Social/Emotional Skills:

1. Willing to share time and materials
2. Willing to wait for a turn
3. Able to listen attentively for 15 minutes
4. Demonstrate care for others/animals
5. Demonstrate self confidence (Leadership)
6. Demonstrate self esteem (I can, I am)
7. Demonstrate self awareness (Body, Image/Drawing, Face Drawing)
8. Demonstrate self help (snap, button, zip, wash hands, push in chair, return materials to their place, assist in clean up, self toileting)
9. Express emotion appropriately and self regulate emotion
10. Able to form and maintain satisfying relationships with others

Language and Literacy Skills:

- Recognize written name
- Knows some letter names
- Engage in conversation that develops a thought or an idea
- Plays with sounds
- Experiments with language
- Understands that letters make up words
- Recognizes print in the environment
- Responds to adult questions about story content
- Follows along as books are read aloud
- Dictates stories
- Listens to and recites familiar poems, songs, finger plays, etc.
- Matches, sorts, and trace letters
- Offers predictions about a story during initial reading
- Attempts to write (scribble/write letters)
- Makes a letter-sound association (Phonologic Awareness)
- Selects time to look at/read books
- Orients book appropriately

Mathematics Skills:

- Counts to ten
- Understands that number represents quantity
- Enumerates small sets

- Matches sets
- Recognizes attribute variance (color, shape, size)
- Classifies objects according to one characteristic
- Demonstrates knowledge of shapes (circle, square, rectangle, triangle, oval)
- Demonstrates knowledge of spatial position (above/below, behind/in front, under/over)
- Arranges objects from smallest to largest
- Demonstrates pattern knowledge
- Participates in use of charts and graphs
- Demonstrates knowledge of measuring
- Estimates

Physical and Motor Skills:

- Able to maintain stability in various positions
- Able to move from one position to another
- Show greater balance and control
- Runs, jumps, climbs, hops, skips, dances
- Avoids obstacles
- Climbs stairs without holding onto the railing
- Pedals a tricycle
- Kicks, catches, throws a ball
- Shows increasing eye-hand coordination
- Manipulates two small objects at the same time
- Uses tools with increasing precision
- Moves in slow motion or with speed

Creative Expression Skills:

- Participates in dance and music
- Able to sing familiar songs
- Able to dramatize familiar stories
- Participates in dramatic/fantasy play
- Uses props and materials to enhance dramatic/fantasy play
- Play simple musical instruments
- Claps rhythmically. Follows rhythm patterns
- Draws, paints spontaneously
- Uses clay and play dough to form representational objects
- Uses art materials in individual creative ways
- Enjoys listening to music
- Creates spontaneous opportunities for creative expression

Science Skills:

- Demonstrates critical thinking skills (Hypothesis-Test-Result)
- Responds to “What do you think will happen...” questions
- Demonstrates interest and curiosity in the natural world
- Demonstrates investigative skills (Project Learning)
- Communicates discoveries to others

Nutrition Skills:

- Can name foods
- Can identify some foods from basic food groups
- Recognizes relationship between food, physical growth, and health
- Can self serve snack
- Participates in food preparation
- Can identify some food sources

Developmental Profiles, Portfolios and Desired Results

The State Preschool program uses Portfolio Assessment to help determine each child's learning needs throughout the school year. The developmental profile, photographs, antidotal records from staff and samples of the child's work are part of the Portfolio.

The State Preschool program uses the Desired Results Assessment system to: plan an individualized learning program for each child, and to assess the overall quality and effectiveness of the program services. The Desired Results Assessment system includes:

- Developmental profile for each child
- Classroom assessment
- Environmental Rating Scale

A developmental profile for each child will be compiled two (2) times a year. The profile is intended to help the center staff plan for each child's needs in the center, and will be discussed with the parent at the two parent/teacher conferences. The developmental profile is part of the child's individual portfolio. Parents may request an opportunity to review their child's portfolio.

Transition to Kindergarten

The State Preschool Program is dedicated to supporting your child's readiness for school. One important part of your child being ready is a successful transition from Preschool to Kindergarten.

To support transition to Kindergarten the Preschool will involve you and your child in the following activities:

- Visit to the Kindergarten class to meet the teacher and principal
- School Open House
- Kindergarten registration
- Make sure all records, including current immunizations and emergency contacts are in the school office
- Support child to be school ready through parent/child activities during the summer. The Preschool teachers can make good suggestions.

- At least two weeks before Kindergarten starts, begin school schedule (for example: consistent early bed time)
- Preschool teachers will share Pre-K experience summary with your child's Kindergarten teacher to help the new teacher to get to know your child.

Parental Support of Child's Learning

It is very important for each parent to help support their child's learning in the Preschool program and school readiness. Parents can help by:

1. Making sure your child is in school every day, unless ill.
2. Reading to your child every day.
3. Participating in the Parent Advisory Committee.
4. Attending parent meetings and parent/teacher conferences.
5. Volunteering in the classroom.
6. Helping your child with school projects at home.

English Language Development

The Preschool program supports the acquisition of English language skills by supporting English learners to listen to, and to understand and speak English. Bilingual staff is available at all Preschool classrooms.

Health

In order to learn, children must be in good health. To help ensure the health of everyone in the program the following is required:

1. Verification of your child's age appropriate **immunizations** (includes **TB screening**) must be on file before your child may attend school. A child who is exempt from immunizations will be excluded from the center if there is a risk of exposure to a disease preventable by immunizations.
2. A record of a **physical examination** and evaluation are required. This should include instructions for any health problems or limitation, which require special attention, diet or limit activities.
3. A **health and developmental history** is requested to help the staff become better acquainted with your child.

To help improve health outcomes for children in the program a **Health Advocate** will:

- Assist staff in collecting and reviewing the above documents
- Perform and coordinate health screenings, including vision, hearing and oral health
- Provide health and safety education and training for staff, parents and children in the program
- Consult with staff and parents regarding health and social service information and resources, including Healthy Families and MediCal insurance and providers

Illness

Please be aware that if this is your child's first experience in group care, he or she may be ill more frequently than in the past. **BE SURE TO PLAN ACCORDINGLY FOR ALTERNATIVE CARE ARRANGEMENTS.**

1. We try not to share communicable disease and ask that you evaluate your child's health before sending him/her to school. **Please keep your child at home if he/she has any of the following symptoms.**
 - Vomiting
 - Diarrhea
 - Earache
 - Excessive or productive coughing
 - Temperature above 100 degrees
 - Undiagnosed rash
 - Extreme irritability
 - Yellow/green discharge from eyes or nose
 - Head lice or scabies

Or if your child is not able to fully participate in all activities both indoors and outdoors.

Any child who has a fever (temperature above 100 degrees), diarrhea or has vomited must be kept at home for 24 hours after all symptoms have subsided. A child taking antibiotics must be on medication for over 24 hours before being allowed to return to the Center. This health policy pertains to antibiotic drops and ointment as well as antibiotics prescribed for non-contagious illnesses, such as ear infections.

2. To prevent the spread of infectious diseases, state regulations require that program staff evaluate each child's health when the child arrives at the center. The ***Daily Health Check*** is a head to toe evaluation (including check for head lice). Children with obvious symptoms of illness or children who have had any of the above listed symptoms within the last 24 hours will not be accepted in the center.
3. Should your child become ill at the center and/or is unable to fully participate in the classroom's daily activities, you will be contacted to pick-up your child. Your child will need to be taken home as quickly as possible. **Please be sure that you or a designated friend/relative is always available to pick-up your sick child. Please keep your emergency card in the center current.**

Medication

We would prefer that all medication be administered at home rather than during school hours. However, if your child is well enough to be in school but requires medication administered during school hours:

- You must complete the *Medication Dispensation Approval* form

- The medication must be in the original container with child's name, drug name, instructions for administering the proper dose and timing
- The use of an inhaler requires a physician's signature as well as training in the use of the inhaler by the parent before its initial use
- The center does not administer medication to lower a fever and these **medications should not be given to a child prior to coming to school**

Accidents

If your child is injured at school the program staff will:

- Administer first aid for any minor injuries and will complete an accident report and/or injury log. A copy of the report will be sent home to you and/or staff will contact you by phone.
- In case of a serious injury, the parent or another adult listed on the Emergency Card will be contacted immediately. In a life threatening emergency the staff will call 911 first. **Please be sure that you or someone on our emergency form can be reached at all times.**

Clothing

- We recommend that children wear sturdy, washable play clothes to school since many activities involve vigorous play with paint, sand, mud, and water. A very important part of your child's experience in each classroom is exploring a variety of materials, and we want the children to feel free to participate in all activities without having to worry about getting their good clothes dirty or stained.
- Because, we encourage children to manage their bathroom and changing needs as independently as possible we request that the younger children wear pants with elastic waistbands, no belts or overalls. Children must be fully potty trained to participate in the State Preschool program.
- We encourage children to wear tennis shoes to enable them to participate in all large muscle activities: tricycle riding, climbing, running, etc. Open toed shoes, "jellies", party shoes with slick soles or high heels are not adequate for these activities.
- In case of accidents, each child must have a complete change of clothing (including underclothing) in the center. All items should be well labeled with your child's first and last name.
- Jewelry – particularly necklaces or hanging or hoop earrings can present a safety risk for children engaged in active play. We ask that you do not send children to school wearing these items.
- Please send a lightweight jacket or sweater to school. The weather is unpredictable and we do not want your child to be cold.

Nutrition

The State Preschool program provides a nutritious breakfast/snack daily. The meal or snack served complies with California Department of Education, Child Care and Adult Food Program standards. Meal time is relaxed and pleasant. Staff model good eating

habits and encourage children to enjoy and try new foods. Service is family style. Children serve themselves and are encouraged to demonstrate good table manners.

If you wish to celebrate your child's birthday or special event at the school, please discuss with the teacher one week in advance of the birthday.

Picky Eaters

In the State Preschool snacks are served family style. A monthly menu is posted in the center for your information. The menu will include a variety of nutritious foods including some your child may not be familiar with. Please help encourage your child to try the food served. Children are encouraged but not forced to eat. If a child refuses a particular food, that is fine, but a substitute will not be provided.

In the State Preschool program parents are encouraged to share recipes from home or to bring food items to share for special events or class projects.

Food Allergies or other Special Dietary Restrictions

Reasonable accommodations can be made for children with food allergies or other special dietary restrictions however it is not possible for special meals to be provided.

Rules of Discipline

Discipline in the State Preschool program is approached by staff as an opportunity to teach children rather than punish. The rules of discipline are used, in the State Preschool program, for the benefit of the children served. Parents are informed of discipline techniques and are encouraged to utilize them in their home in order for children to receive consistent guidance. As teachers and caregivers, we each accept the responsibility to guide children toward acceptable behavior.

Techniques employed by the staff include:

- Reinforcing appropriate behavior. Staff members use reinforcement to help children build internal controls over their behavior and develop positive self-esteem.
- Anticipating problems before they begin. Staff members greet each child at the beginning of each session to determine what the child's needs are that day. For example, if the child did not rest well the night before staff may anticipate the need for extra attention or may help direct the child to quiet activities. Staff will remain observant in the classroom and will intercede to provide additional materials or to change the environment to prevent disruptive behavior.
- Redirecting children from unacceptable behavior to positive activities. Staff will help children move to another activity or area of the room, and will engage them

in positive interaction with other children or materials. For example, if a child is throwing blocks staff will intercede to provide the child with beanbags or balls, which are acceptable for throwing.

- Using quiet time. When anticipation and redirection fail to meet the child's need for discipline, the staff will offer the child quiet time in order to regain his or her inner control. Children are encouraged to rejoin as soon as they feel they are in control.
- Physical restraint of a child may be used in extreme cases when a child presents an immediate threat or danger to himself or herself, to others and/or property. If restraint is used the parent will be contacted.

Conflict Resolution

General Attitude Toward Children's Conflicts

1. Be calm and control reactions
2. Recognize that the conflict belongs to the children
3. Believe in children's ability to solve their conflicts

Principles of Teaching in Conflict Situations

1. Take responsibility for children's physical safety
2. Use nonverbal methods to calm children
3. Acknowledge, accept, and validate all children's feelings and perceptions of the conflict
4. Help children verbalize feelings and desires to each other and listen to one another
5. Clarify and state the problem
6. Give children the opportunity to suggest solutions
7. Propose solutions when children do not have ideas
8. Uphold the value of mutual agreement and give children the opportunity to reject proposed solutions
9. Teach impartial procedures for settling disputes when a decision is arbitrary
10. When both children lose interest in the conflict, do not pursue it
11. Help children recognize their responsibility in a conflict situation
12. Offer an opportunity for restitution if appropriate
13. Help children repair the relationship, but do not force children to be insincere
14. Encourage children to resolve their conflict by themselves

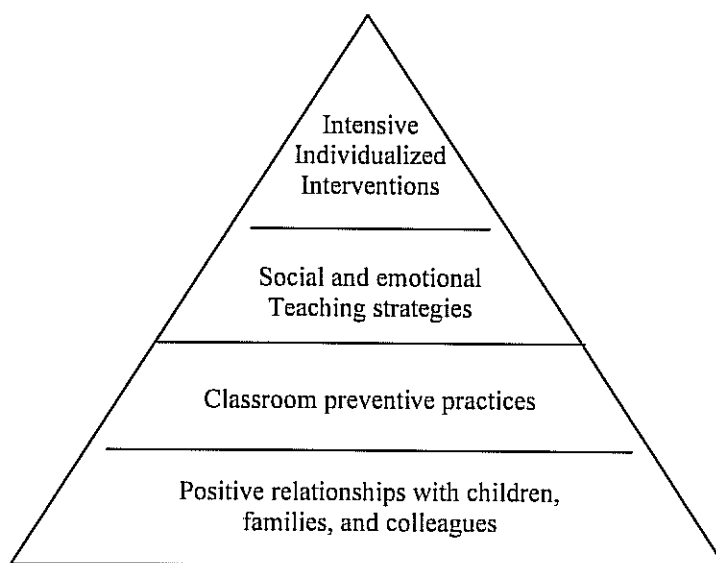
Children Who are Disruptive or Hurt other Children and/or Staff

The State Preschool Program does not provide one-to-one supervision. Children who are not able to be successful in a group environment may have:

1. Their days and/or hours in the program reduced to help them achieve success and to accommodate behavior change needs.
2. A referral to the "C.A.T.C.H." program for behavior support.

3. A referral to a support agency for the child and/or family.
4. A referral to Special Education Program.
5. May be dropped from the program to protect the safety of other children and/or staff, and to maintain the integrity of the learning environment.

The foundation of an effective early education program is based on positive, supportive relationships between teachers and children as well as with families and other professionals (Bredekamp & Copple 1997; Joseph & Strain in press). Good relationships are key to effective teaching and guidance in social, emotional, and behavioral development.



The Teaching Pyramid

A model for supporting social competence and preventing challenging behavior in young children

Confidentiality

The use or disclosure of any information pertaining to family eligibility is confidential and is restricted to purposes directly connected with the administration of the State Preschool Program.

Children’s progress reports, health information, and developmental profiles are available, on request, to custodial and non-custodial parents.

Eligibility

To receive State Preschool Program services families shall meet the following eligibility criteria:

1. Reside in Santa Barbara County.
2. Income eligible as established by the California Department of Education Income Eligibility Guidelines for State Preschool.
3. Pre-kindergarten children ages three (3) to four (4) years at the time of enrollment.

Religious Instruction

State Preschool Program services exclude religious instruction and/or worship. The Child Development Programs refrain from religious instruction or worship, in the delivery of services to children and their families.

Admission/Non-Discrimination Policy

Eligible families are admitted to the State Preschool Program and provides civil rights guarantees without discrimination actual or perceived, regarding sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a persons association with a person or group with one or more of the above actual or perceived characteristics.

Compliance with Title IX

“No person in the United States shall, on the basis or sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The State Preschool program is committed to creating and maintaining a learning environment where all individuals are treated with respect and dignity. Each student has the right to learn in an environment free from discrimination.

Any concerns should be addressed with the Program Director.

Admission Priorities

Following are priorities for admission to the State Preschool Program:

1. Eligible children age 3 to 4 years who are currently receiving child protective services (CPS) and/or “at-risk” children referred by a legally qualified professional.
2. Eligible four year old children, who live within school site attendance boundaries, whose families have the lowest per capita monthly income at the time of enrollment.
3. Eligible four year old children whose families have the lowest per capita monthly income at the time of enrollment.
4. Eligible four year old children with exceptional needs whose Individualized Education Plan (IEP) as described in Section 56026 of the Education Code and Sections 3030 and 3031 of Title California Code of Regulations, identifies a State Preschool program as being an appropriate placement during all or part of the State Preschool day will receive priority within the income rank, when two or more family incomes are the same, the child with verified exceptional needs will be served first.
5. Eligible four year old children enrolled in the Lompoc School Readiness program shall receive priority within an income rank. When two or more family incomes are the same, the School Readiness child shall be served first.
6. Eligible three year old children, who live within school site attendance boundaries, whose families have the lowest per capita monthly income at the time of enrollment.
7. Eligible three year old children whose families have the lowest per capita monthly income at the time of enrollment.
8. Eligible three year old children with exceptional needs whose Individualized Education Plan (IEP) as described in Section 56026 of the Education Code and Sections 3030 and 3031 of Title 5 California Code of Regulations, identifies a State Preschool program as being an appropriate placement during all or part of the State Preschool day will receive priority within the income rank, when two or more family incomes are the same, the child with verified exceptional needs will be served first.
9. Eligible three year old children enrolled in the Lompoc School Readiness program shall receive priority within an income rank. When two or more family incomes are the same, the School Readiness child shall be served first.

10. After all eligible four and three year olds are served children who are not otherwise eligible for participation including; children from families whose income exceeds the current income ceiling issued by the California Department of Education by 15% or less of the monthly income for income eligible families of the same size, may be enrolled. These children shall comprise of a maximum of 10% of the total enrollment.

Attendance

All children are expected to attend daily unless they are ill or in cases of family emergency. Daily attendance is important to support and maintain your children's learning and their school readiness.

1. Sign-in/out sheet – A sign-in/out sheet must be completed on a daily basis. The time in and out must be entered, to the nearest five (5) minutes, and the parent must sign using a full signature. At the end of the month, the parent must review the daily sign-in/out sheet, verifying attendance, and sign at the bottom.
2. Absences – If a child is absent from the State Preschool or will arrive late, the parent must call the center on the day of the absence. Failure to call may result in the absence being unexcused and possible termination from the program.
3. Excused Absences – An excused absence is an approved absence from the center. Excused absences are for “good cause”. Excused absences include:
 - Illness or quarantine of the child, sibling or parent.
 - Family Emergency (e.g. death, serious accident, or illness in the family).
 - Court-ordered visitation with an absent parent. (A copy of the court order must be on file in the center).
 - Best Interest Days – A maximum ten (10) approved days of excused absence will be given per school year. These days are to be used for absences in the “best interest of the child” (e.g. spending time with a relative visiting from out of town, vacation with parent).
4. Unexcused Absences – An unexcused absence is an absence from the center, other than an excused absence for “good cause”. Unexcused absences are limited to five (5) days per school year. If a child has more than five (5) unexcused absences, the family is subject to termination. Unexcused absences include but are not limited to the following:
 - Parent over-slept
 - No transportation
 - Moving
 - Parent thought it was a holiday

5. Termination for Absence – If a parent uses all of their best interest absences and unexcused absences the parent is subject to termination. Parents will be given one (1) Notice of Action informing them of non-attendance. If non-attendance continues the family will be immediately terminated and their space in the preschool filled.
6. Closed Days – The State Preschool program follows a planned calendar. At the beginning of the school year or on enrollment each parent receives a calendar with the days the center will be in operation. Parents should review the calendar on a regular basis; the preschool calendar is not always the same as the school site calendar.
7. No Show – If a child is absent from the center for three (3) consecutive days, with no contact from the parent, the family is subject to immediate termination. It is the parent’s responsibility to contact the center each day to report absences.

Late Pick-up Policy

It is important for parents to pick their children up on time each day. The Preschool program is three hours long, each session, morning (am) and afternoon (pm). Personal time for staff lunch breaks is scheduled between sessions. At the close of the day, staff needs to be able to leave on time to attend to their families.

Therefore, we reserve the right to impose a late fee of \$1.00 per minute for every minute past the close of each session morning (am) and afternoon (pm) that you are late picking up your child.

Authorized Pick-up from the Center

Only the parent, or those persons designated on the Emergency Card, may pick up (take) a child from the center. It is the parent’s responsibility to keep the Emergency Card updated at all times. This is for the protection of the child and parent. If someone else, not listed on the Emergency Card, must pick up a child the center staff will release the child providing:

1. The parent has given the person’s name and specific permission to release the child to that person, and
2. The person has picture identification

A child cannot be released to a person who places the child at risk. If a parent is obviously under the influence of alcohol or drugs, the child will not be released to that parent. The authorized person for pick up on the emergency card will be contacted.

Emergency Center Closure

In the event of a community or center emergency it may be necessary to close the center. In the event of a center closure, parents will receive notice either by:

- Calling the center for a closure message
- Arriving at the center and receiving written or verbal notice,
- Receiving a phone call notifying the parent of the closure

Depending on the type of emergency any one of these methods may be employed.

Parent Participation/Involvement

Parents play an integral role in assisting their child's learning and are expected to participate in the State Preschool program on a regular basis in a variety of ways. The center has an open door policy, which allows parents the freedom to visit the center at any time.

Parent Participation Opportunities:

1. Center activities – At the first parent meeting, parents will be asked to identify the ways in which they plan to be active in the center. Following is a partial list of parent participation activities:
 - Serve on the Advisory Committee
 - Spend time volunteering in the center
 - Make learning materials at home or center
 - Collect objects for classroom projects
 - Share items from home
 - Contribute recipes and cooking ideas
 - Read to children
 - Develop resources
 - Attend center and non-center sponsored events
 - Cook, paint, clean, etc.

Please identify your areas of interest and a schedule of planned participation with the teacher.

2. Parent meetings – During the year the staff will plan a minimum of seven (7) parent meetings. **Parents are required to attend at least four (4) of these meetings.** Parents will participate in the selection of topics for parent education meetings.
3. Advisory Committee – Parents are full partners in their child's education. Twice each year a committee of interested parents, staff, school site personnel, and

others will meet to assist in education choices, develop resources, to assist with the annual self-evaluation of the center, and to provide feedback regarding center operations.

4. Parent/Teacher conferences – Twice each year the State Preschool program teacher will schedule a parent/teacher conference to inform parents about their child’s progress in the center. **Parents are required to attend.**

Department of Social Services Community Care Licensing

The Department of Social Services has the authority to interview children or staff, and to inspect and audit child or child care center records, without prior consent.

1. The licensee shall make provisions for private interviews with any child(ren) or staff member; and for the examination of all records relating to the operation of the child care center.
2. The Department has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect or inappropriate placement.

Social Service Referrals

As needed, referrals will be made for parents and their children to meet the needs of family. The staff is knowledgeable about resources offered in the community and can assist parents in locating appropriate services.

Child Development Program staff are mandated reporters of suspected or actual child abuse, neglect or exploitation. In the event a report is made, the staff will continue to work with the family and the Department of Social Services to provide for the welfare and safety of the child.

If you need immediate assistance call:

Helpline:

211 or 1-800-400-1572

or

- Santa Barbara 211 or (805) 692-4011

- Lompoc 211 or (805) 734-2711
- Santa Maria 211 or (805) 928-5818
- Santa Ynez Valley 211 or (805) 688-1905

Healthline:

California Childcare Health Care Program

1-800-333-3212

For additional information, www.healthfinder.gov.

Domestic Abuse/Sexual Assault Hotline

1-800-367-0166

District Attorney's Office for Child Support Assistance (Family Support Division):

- Santa Barbara (805) 568-2330
- Lompoc (805) 737-7980
- Santa Maria (805) 346-7448

Children's Resource and Referral Program

(for referrals to licensed childcare providers):

- Santa Barbara (805) 962-8988
- Lompoc (805) 737-0073
- Santa Maria (805) 925-1989

Uniform Complaint Policy

These regulations are established to provide a uniform complaint procedure for the resolution of complaints alleging that the County Education Office has violated state or federal laws or regulations governing the following programs:

- Consolidated Categorical Aid
- Child Care and Development
- Special Education
- Migrant Education
- Regional Occupational Programs
- Any other program or activity of the County Education Office that receives state or federal funds

excluding complaints relating to child abuse, health and safety issues in a Child Development program, discrimination issues in Child Nutrition Programs, Title IX, employment discrimination, or fraud. Information regarding procedures for filing complaints not covered by this Administrative Regulation will be provided upon request by the Assistant Superintendent, Human Resources.

All complainants shall be free from retaliation and the identity of the complainant shall remain confidential as appropriate.

Compliance Officers

The County Superintendent of Schools designates the following compliance officers to receive and investigate complaints and to ensure compliance with law:

<u>Program</u>	<u>Compliance officer</u>
Consolidated Categorical Aid	Administrator, Categorical & Special Programs
Child Care and Development	Director, Child Development
Special Education	Asst. Supt., Special Education
Migrant Education	Director, Migrant Education
Regional Occupational Program	Director, ROP
Section 504	Administrator, Categorical & Special Programs
Other state or federally-funded programs	Asst. Supt., Instructional Services or Administrator, Categorical & Special Programs

The County Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

The designated compliance officers shall meet the notification requirements of the Code of Regulations, Title 5, section 4622, including the annual dissemination of complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The designated compliance officers shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

Filing a Complaint:

If a complaint pursuant to Section 504 originates in one of the 23 local school districts, it shall be brought to the attention of the student's resident district. The County Education Office has no jurisdiction or appeal structure for district complaints. Each district has an assigned 504 Compliance Officer.

The County Superintendent of Schools designates the Assistant Superintendent, Human Resources, to serve as the Coordinator of the Uniform Complaint Resolution Process. Written complaints of alleged noncompliance shall be filed with the Coordinator of the

Uniform Complaint Resolution Process, who shall submit them to the appropriate compliance officer(s) named above.

Complaints alleging unlawful discrimination may be filed by a person who alleges that s/he personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. Any such complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Once a complaint is filed, no new material may be added by the complainant without the express approval of the Coordinator of the Uniform Complaint Resolution Process. If the complainant has new evidence, s/he may file a new, and separate complaint.

The Coordinator of the Uniform Complaint Resolution Process shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4632.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, assistance in filing the complaint will be provided in compliance with the Code of Regulations, Title 5, Section 4600.

Investigation of Complaint

The Coordinator of the Uniform Complaint Resolution Procedure and/or the appropriate compliance officer shall conduct and complete an investigation within sixty (60) calendar days from receipt of a complaint. This time period may be extended by written agreement of the complainant.

Complaints of discrimination shall be investigated in a manner that protects confidentiality of the parties and the facts.

The investigation shall provide an opportunity for the complainant and/or the complainant's representative(s) and representative(s) of the County Education Office to present relevant information, and may include an opportunity for the parties to meet and discuss the issue(s) or question each other or each other's witnesses. Complaints may be resolved through mediation, but in no case shall mediation be mandatory.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation, or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Refusal of the Santa Barbara County Education Office to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation, or engage in any other

obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Assistance for Complaints

Complainants may seek help from agencies such as legal assistance agencies or local mediation centers, or from private attorneys.

Written Decision

Within sixty (60) days of receipt of the complaint by the County Education Office, the Coordinator of the Uniform Complaint Resolution Process and/or the appropriate compliance officer shall prepare and send to the complainant a written decision, which shall include the following:

- The findings and the disposition of the complaint
- Corrective actions, if any
- Rationale for such disposition
- Conclusion of law
- Notice of the complainant's right to appeal to the California Department of Education
- Procedure for initiating an appeal to the California Department of Education.

The report of the decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write the report in the complainant's primary language, a meeting shall be arranged at which a community member will interpret for the complainant.

Appeal to the California Department of Education

A complainant may appeal the decision of the County Education Office within fifteen (15) days of receipt of the decision by filing a written appeal with the Superintendent of Public Instruction.

When appealing to the California Department of Education, the complainant must specify the reason(s) for the appeal, and must include a copy of the locally filed complaint and the decision of the County Education Office.

Uniform Complaint Policy AR2006

Approved by County Superintendent: October 1, 1992

Revised: April 7, 1994; September 2, 1999; August 7, 2000;

August 7, 2001; November 7, 2002; November 23, 2005;

March 15, 2006

Termination of Services

Termination from the State Preschool will result if:

Parent is no longer eligible for State Preschool program services or fails to submit, in a timely fashion, required information.

Parent is not cooperative, fails to comply with center policies or is verbally or physically abusive with the staff, other parents or children. Or, if the parent is disruptive to program success/operations by: harassing or threatening staff in any way; engaging in spreading false rumors; undermining the credibility of the program. In the case of a two-parent family the abusive parent will be bared from the State Preschool program.

Child has been absent for three (3) consecutive days with no contact from the parent.

The Child Development Programs reserves the right to termination or reduce State Preschool program services if a child is not able to fully benefit from the program participation or if a child interferes with other children's ability to participate, to learn or to enjoy the center. The program is not able to provide one to one supervision/support on an on-going basis for individual children.

Failure to attend required parent meetings and/or parent/teacher conferences.

A parent or child who is terminated from the State Preschool program is ineligible for services for a period of six (6) months, after which time the family may again be placed on the waiting list, provided the cause for the termination has been cleared.

Right to Appeal

A parent who is terminated from the State Preschool program may appeal the action by submitting a written request, within fourteen (14) days of the date the termination date was issued, to the State Preschool Program Director. Appeals not resolved at this level may be advanced in writing to the Assistant Superintendent of Instructional Services. If unresolved, the appeal may then be addressed to the California Department of Education, Child Development Division by following the procedure outlined on the Notice of Action informing the parent of the termination.

March 2001

Revised 5/2004; 11/2005; 8/2009

It's You I Like

*It's you I like
It's not the things you wear.
It's not the way you do your hair,
But it's you I like.*

*The way you are right now,
The way down deep inside you,
Not the things that hide you
Not your toys-they're just beside you.*

*But it's you I like
Every part of you –
Your skin, your eyes, your feelings
Whether old or new.
I hope that you'll remember
Even when you're feeling blue
That it's you I like, it's you yourself
It's you. It's you I like.*

-Fred M. Rogers

Additional Financial Support Provided by the:



First 5
Santa Barbara County
Children & Families Commission

Health Linkages Program

Support Services – People Helping People
Santa Ynez Valley State Preschool