



Pacific Grove Unified School District

California State Preschool Program

2024-2025

Parent/Guardian Handbook



**Pacific Grove Unified School District
California State Preschool Program
1004 David Avenue, Pacific Grove, CA 93950
831-646-6547**

Dear Parents and Guardians,

We are excited to have your child in our preschool program and we are looking forward to a great and successful school year!

Our staff at our Pacific Grove Unified School District State Preschool Program are committed to the families of the children enrolled in the program. Our program staff goal is to support and help parents and families educate their children by providing them with developmentally appropriate practice along with age appropriate curriculum and activities. We are coordinating with the kindergarten curriculum by offering age-appropriate learning activities that use STEAM (Science, Technology, Engineering, Arts, and Math) concepts.

We also value and provide significant time to play! Through play, children learn how to cooperate, share, solve problems, be creative, and make decisions. Our play times are purposeful although it may appear to be unstructured.

Our program is committed to prepare parents and families to get involved in their children's education and encourage parents to attend Parent Committee Meetings, volunteer in the classroom and participate in program events.

Children's growth and development are assessed twice a year using the Desired Results Developmental Profile. Our teacher regularly adjusts the curriculum, based on her observations of the children, to engage the children's interest and maximize learning. Two conferences with parents are scheduled each year and parents are invited to speak with the teacher about their child at any time. Our program will ask families to complete the Desired Results Family Survey as results from the survey are used to ensure that family needs are met. Please feel free to contact us regarding your concerns or ideas.

Wishing you a joyful school year,

Barbara Martinez
Pacific Grove State Preschool Director

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VISION STATEMENT

Our vision will be achieved by adhering to rigorous academic standards, high expectations, a comprehensive curriculum, and a positive school climate.

MISSION STATEMENT

The Mission of the Pacific Grove Unified School District State Preschool Program is to provide a safe, healthy, culturally and developmentally appropriate program in partnership with the parent/guardian, school and community, which celebrates each child's uniqueness, assisting with linguistic, social, emotional, cognitive and physical development, and encourages parents and families to take an active role as the child's primary teacher, advocate and informer in the life long journey for the love of learning.

Pacific Grove Unified School District State Preschool Program is part-day comprehensive developmental program for three-to five-year-old children. The program emphasizes parent education and encourages parent involvement. In addition to preschool education activities that are developmentally, culturally, and linguistically appropriate for the children served, the state preschool programs provide meals or snacks to children, referrals to health and social services for families, and staff development opportunities to employees. We will attend to the development of each child with focused attention on individual strengths and needs. Children with disabilities are welcome, and are encouraged to participate in this inclusion model.

GENERAL INFORMATION

We offer preschool programming for children ages 3 years to 5 years old. We operate a part-day, California State Preschool Program (CSPP). The program is sponsored and administered by Pacific Grove Unified School District (PGUSD) and is considered an integral part of our district. The program is licensed through the Department of Social Services, Community Care Licensing Division.

Equal Opportunity Education

The PGUSD State Preschool Program is operated on a non-discriminatory basis, according equal opportunity for access to services and employment without regard to sex, sexual orientation, gender, ethnic group identification, ancestry, national origin, race, color, religion or mental or physical disability. No religious instruction of any kind is provided. Children are enrolled according to established admission and eligibility policies or waiting list procedures.

Program Goals

We believe that the Pacific Grove Unified School District State Preschool in collaboration with the parent/guardian, school and community members, can and will provide and maintain a safe, healthy, high quality environment, which is crucial to the development and later success of children.

The Pacific Grove Unified School District State Preschool program will perform regular evaluations and reviews to establish yearly objectives.

1. We will ensure that all children are viewed as active learners and that adults are viewed as facilitators of learning.
2. We will provide quality teachers and staff, trained in Early Childhood Education, for each class.
3. We will provide opportunities for parents/guardians to be actively involved in the education of their children. We value the partnership between home and school.
4. We will provide a smooth transition into the formal school setting as your children enter kindergarten.
5. We will maintain facilities, equipment and materials to be conducive to maximize positive learning experiences through exploration, discovery, and cognitive connections.

Quality Assurance and Program Evaluation

Monterey County First 5 Quality Matters Initiative

PGUSD State Preschool participates in the Quality Matters Initiative funded by First 5 Monterey. To be endorsed as a Quality Preschool Initiative participant, a program must undergo a comprehensive review process and be able to meet certain criteria for high-quality preschools. The Quality Matters Initiative provides one-of-a-kind support to preschool programs giving them tools they need to provide quality for children such as: conducting external reviews to evaluate program safety and environmental quality, customized coaching support responsive to the needs of each teacher and site, assessment of children for special needs referral to services as needed, and professional development. For more information please visit <https://www.first5kids.org>.

PGUSD State Preschool maintains high quality, developmentally appropriate environments that meet or exceed standards set by the State of California and Community Care Licensing. By using a variety of measurement tools to evaluate our program on a regular basis, we continually look for ways to improve. We conduct an annual self-assessment of our programs. During this process we identify areas in need of improvement in our classroom environments utilizing the Environmental Rating Scale (ERS), curriculum, DRDP (2015), parent surveys, and staff development to identify how well we are meeting the needs of the families we serve. Our preschool programs are licensed by the California Department of Social Services, Community Care Licensing Division and undergo annual inspections to ensure continual compliance with all regulations.

Required Enrollment Documentation

Parents are required to completely fill out and return the following forms in addition to submitting a copy of their child's birth certificate or other proof of birth date and an up-to-date immunization record:

- Identification & Emergency Information
- Consent for Emergency Medical Treatment
- Personal Rights
- Parents Rights
- Pre-Admission Health History: Parent's Report
- Preschool Admission Agreement
- A Statement of Good Health form/Physicians Report
- Proof of a negative TB test, proof of Measles, Pertussis, and annual Influenza vaccinations are also required for each adult who will be participating in the classroom. Only persons with medical safety reasons would be exempt from such immunizations with written documentation from a physician. The childcare center or preschool is required to maintain documentation of the required immunizations and exemptions from the employee and volunteers' records. Each employee and volunteer must receive an influenza vaccination between August 1-December 1 of each year. A person is exempt from the requirements only if the following circumstances are met: (1) the person submits written statement from a licensed physician proving that the person has evidence of current immunity to the diseases described (2) the person submits a written declaration that he or she has declined vaccination. This exemption applies ONLY to the influenza vaccine.

All of these documents must be turned in and verified prior to the child's first day of attendance. In addition, prior to or within 30 calendar days following the enrollment of a child, the licensee shall obtain a written medical assessment of the child. This medical assessment enables the licensee to assess whether the center can provide necessary health-related services to the child. Such assessment shall be performed by, or under the supervision of, a licensed physician, and shall not be more than one year old when obtained. Parent's must also provide proof that their child has had a negative TB test OR they must have a note from the child's doctor indicating that no risk factors are present and the test is not necessary at this time (this can be indicated on the Physician's Report form LIC701).

It is the responsibility of the parent/guardian to keep these forms current. It is crucial that the Identification Emergency Information card be updated whenever information changes. The most important part of the Emergency Card is the list of family and friends whom we may contact in the event of an emergency or disaster and the list of people authorized to pick your child up. It is the responsibility of the parent/guardian to notify preschool staff and/or the Director of any change in address, telephone numbers, email, emergency contacts, or other information.

A mandatory orientation is conducted before your child starts in our program.

Dress Code & Emergency Kits

Each child has a cubby or plastic container at the site to hold extra clothing. Please make sure your child has an extra pair of socks, underwear, long pants and a shirt in their cubbies at all times. We strongly recommend that you label your child's clothing, especially jackets and sweatshirts. Children are asked to keep food items, gum, candy, and toys at home. The only exception is when it is your child's sharing day. Please check your child's pockets daily prior to entering the classroom to ensure that no small toys or items that could be a potential choking hazard are brought in.

We also ask that you provide an emergency kit for your child in the event that something happens and you are prevented from arriving to the center to retrieve your child in a timely manner. This kit should consist of a zip-lock bag labeled with your child's name containing a bottled water, a juice, a non-perishable snack item (such as a granola bar), and a picture of your family.

PROGRAM COMPONENTS

Documentation & Assessment

Our program utilizes two developmental assessment tools, **The Desired Results Developmental Profile (DRDP 15) and the Ages and Stages Questionnaire (ASQ)**. **The DRDP 2015** is a tool developed by the State of California to assess children's development and to guide the planning of curriculum that meets the needs of individual children in all areas of development (cognitive, social emotional, physical, etc.). The DRDP 2015 is aligned to the California Preschool Learning and Development Foundations and the Elementary Common Core State Standards.

This assessment instrument was designed to measure developmental outcomes for the individual child and to provide teaching staff with information needed to support the development of children in their care and to improve their classroom and program as a whole. Parent input is a necessary component of this assessment. Through regular communication with your child's teacher and at conference time you will be asked what skills and abilities your child has at home, and together you will set learning goals that reflect your child's needs and strengths.

A DRDP 2015 will be completed within 60 days of your child's enrollment and again every six months thereafter for State Preschool, and within 90 days of your child's enrollment and again in six months for tuition-based participants.

Ages and Stages Questionnaire

The Ages and Stages Questionnaire (ASQ) is a parent completed screening tool that is completed within the first 60 days of a child's enrollment and again during the spring semester or 6 months from previous screening. The **ASQ questionnaire** is used to assess a child's general development. The results help determine if a child's development is on track in the areas of communication, gross motor, fine motor, problem solving and personal-social skills. If needed teaching staff will make referrals to outside agencies to help children in areas of need. Most areas of concern are improved by regular attendance and individualized curriculum to support the child's individual needs.

The Ages and Stages Questionnaires (ASQ) is one of the primary ways we track development, especially in the first few months of care. The ASQ is a joint effort between home and school to best assess how the child is progressing along developmental milestones. Upon entry into the program, you will be asked to fill out an ASQ for your child based on their current age in months. After a few weeks of getting to know your child, the teacher will fill out an ASQ and compare scores. The information will allow us to create a comprehensive plan for supporting your child's development.

Every 3 months we will complete ASQ's as they are specific to the age of your child. Over time, it will give us an extensive picture of your child's development. So much happens in the first months and years of life, we want to make sure we are paying as much attention as possible to your little one's growth!

The parent completed ASQ's are done in the comfort of your own home and are a great opportunity for you to have quality one-on-one time with your child. As we progress through the questionnaires, you will be able to see the tremendous growth that happens for your child. By comparing your scores with ours, we are able to assess what your child enjoys and responds to, both at home and school, and incorporate that information into our programming.

Conferences

Parent-teacher conferences are an opportunity to discuss your child's strengths, styles of learning, and developmental progress. Your child's teacher and you will work as a team to set goals for your child's continued growth and development. These conferences are very important as they help ensure that we are working together to best meet the needs of your child. Parent-teacher conferences will be held twice yearly, parents are required to attend both conferences. Please plan ahead to arrange a time to schedule for these required conferences. The conferences are scheduled at a time that will be most convenient for you during the center's normal hours of operation. If you have any questions, comments, or concerns, feel free to make an appointment with your child's teacher or the program director. We are happy to meet with you.

Our Staff

Professional Qualified Teaching Staff

PGUSD hires qualified staff to be a part of our team. All staff members hold appropriate permits or course equivalents required by the state of California Department of Education and Community Care Licensing. All PGUSD program teachers have been fingerprinted, a comprehensive background check has been conducted by the California Department of Justice (DOJ), Federal Bureau of Investigation (FBI), and The Child Abuse Central Index (CACI), meet immunization requirements, a tuberculosis (TB) clearance, a pre-employment physical examination and a thorough reference check. **All of PGUSD's teachers possess a Bachelor's Degree or higher ed degree and a minimum of 24 units in Early Childhood Education.** PGUSD staff is diverse in terms of age and personal background. Staff members are culturally diverse to reflect the rich background of the children in our programs.

Staff Development

PGUSD supports continuous growth by assessing the needs of staff members, and providing professional development activities based on professional goals to enhance their growth. PGUSD has an ongoing plan for professional development that meets the individual needs of our staff. Staff are required to complete a minimum of 21 hours per year of professional development to maintain their **Child Development Teacher permits and Quality Matters rating requirements. The California Department of Education requires all staff to be trained annually on the Desired Results Developmental Profile (DRDP).** This ensures that staff utilizing the tool and the outcomes for children follow the state standards for preschool programs. In addition to these trainings, PGUSD holds one all staff training per year, in addition to in house trainings throughout the year for staff based on their individual needs and interests.

Open Door Policy

The center maintains an open-door policy with all parent/guardians of enrolled children. Parent/guardians are not only welcomed but also highly encouraged to volunteer and visit their child's classroom. Parent/guardians and all visitors are required to check in at the office before proceeding to the classroom and sign out upon exiting campus. The teacher will always remain responsible for the student's health and safety. Parent/guardians will have immediate access without prior notice to the center.

DISCIPLINE POLICY

The physical environment and general atmosphere of our preschool classroom is designed to be safe and to encourage age-appropriate behavior from young children.

Program-Wide Expectations

The expectations and limits set by the staff for the children are simple and consistent. The program wide expectations are: Be Safe, Be Friendly, and Be Respectful. These expectations are most effective when utilized both inside and outside of the classroom. They are also implemented district wide and will follow your child throughout their elementary education.

Positive Behavior Support

A positive approach is used with children in ensuring their safety and emotional well-being while in the program. The teachers are trained to effectively use positive approaches of discipline such as redirection, role modeling, and problem-solving discussions. Harsh and humiliating punishment techniques such as spanking, hitting, yelling, and shaming are not allowed. Depending on age, temperament, and individual needs of a child, the following techniques and accommodations are used to foster cooperative, peaceful, and safe behavior of children in our programs:

- Modeling and recognizing acceptable behavior
- Recognizing each child's individual needs
- Structuring or modifying the environment and schedules as needed
- Anticipating and eliminating potential problems
- Planning routines to allow children a successful mix of choice and structure
- Engaging children in purposeful activities
- Recognizing and encouraging children's attempts at solving problems
- Identifying and discussing what a child might be feeling
- Stating what a problem is and discussing ways to respond
- Giving choices
- Encouraging children to use their words and social problem-solving skills
- Redirecting a child's attention to another activity or area of the room
- Using natural or logical consequences
- Utilizing Positive Descriptive Acknowledgements (PDA)

Our curriculum is established to encourage and highlight caring and responsible behavior. We believe that an important part of a child's learning in the preschool classroom comes from the give and take required in a group setting. Our staff is committed to actively listening to children and assisting them with finding the words to express themselves and their feelings appropriately. When we use this method with children, it teaches empowerment and self-control. Our staff facilitates problem solving in conflict situations, allowing children to arrive at solutions for themselves to the greatest extent possible.

The practice of time-out as a punishment is not used. When consistent unsafe behavior persists, a child's actions will be stopped. Physical restraint will only be used when another person's physical safety is being threatened. For example, this includes instances of physical and verbal aggression towards other children or teachers, bullying, inappropriate throwing of objects, kicking, biting, and hair pulling. If needed, the child is asked to remove him/herself away from the existing situation and is directed to another activity in the room. Staff allows the child to return when they believe it will be safe. When children are asked to leave a play situation because of unsafe behavior, staff gives a simple explanation of the situation and the reason why the child is being asked to leave. The child is able to return to the play situation as soon as both the teacher and the child feel the child has calmed down and can behave safely and cooperatively.

Under no circumstances will corporal punishment be allowed in our preschool. This holds true for parents as well. WE DO NOT allow any hitting, spanking or verbal abuse from parents towards their children or other children in the classroom, on school grounds or at school related functions.

Intensive Individualized Interventions

When a child's behavior leads program staff to believe that our program is unable to meet the needs of a particular child, a minimum of two conferences will be scheduled to develop a plan of action to find a way to meet the needs of all. If after two conferences, the Director determines that the program is unable to meet the needs of a particular child, the parent will be given a notice of termination. It is important to remember that we MUST keep ALL children and staff safe at all times. The Preschool Director retains the right and responsibility to immediately suspend a child for violent and aggressive behavior if absolutely necessary once all other interventions have been exhausted. Our goal is to help teach children socially acceptable ways to get their needs met and support children in developing the social skills they need to be successful in school and life.

PARENT PARTICIPATION

Parents are a vital and important part of our preschool program. We communicate with parents on a frequent and ongoing basis about their child's experience in our program and parents are always welcome in the classroom. Parents are also asked to complete a survey annually regarding their experiences in the program as well as offer feedback and suggestions during Parent Advisory Committee (PAC) meetings with their child's classroom or site.

We believe it is critical for parents to share our philosophy so that we can work together to meet the needs of the children we serve. Therefore, we offer parent workshops to provide the information parents need to support their child's social, emotional and cognitive development. If you are interested in a specific topic please let us know.

We believe that by creating partnerships with parents, we can provide a challenging, nurturing, and culturally diverse environment in which children can play and grow.

Communication

Our classroom has a parent area where important information about our program and upcoming events are posted. This is usually near the sign-in binder. Important information regarding the program or classroom is often shared via email. Often, information is sent home in writing to each family as well. Fliers and notices are posted on our parent board and are handed directly to the person(s) dropping off or picking up children. Emails and phone calls are also used as a way of communicating important information. It is critical that each family has current contact information on file for this reason. Please be sure to communicate with your child's teacher on a regular basis. Our classroom has a phone number with voicemail and the teachers have district provided email addresses where they can be reached.

Confidentiality

We are an inclusive preschool program that strives to meet each child's unique needs. We understand that every child has areas of strength and areas where growth is needed. Any concerns or issues will be discussed and addressed solely with the child's family as they are confidential. In our program, children are treated equitably and receive the support needed to be successful at school and at home. We work very hard to build family partnerships and there is often a great deal of "behind the scenes" work happening in an effort to meet the needs of each child. Every child and family deserve to be treated with respect. If you have concerns, please address them with us. Do not discuss children or their behavior while in their presence. Children's behavior should only be discussed with the teachers, not other parents.

Social Media

PGUSD staff may publicize the program by contributing to newspaper articles, or posting pictures on social media. Families wishing to opt out of having their children's pictures posted in social media will sign the district release form.

You must have permission to take or post pictures of other people's children while at school. Please do not upload pictures taken at the program or on field trips to social media sites unless your child is the only one in the picture and/or you have permission from parents of any/all children who's faces can be seen in the photo.

SAFETY AND SECURITY

All parents or adults planning to stay on campus during school hours must sign in at the classroom and obtain a badge or sticker.

Parents are asked to check their child's pockets daily before entering the classroom to make sure there are no small items or potential choking hazards. Jewelry should not be worn to school as it may be lost during play and pose a choking risk.

Parent Safety Expectations

Supervise your children at all times while on the premises. Use indoor voices and avoid gathering to allow families to quickly enter or exit the classroom. Turn cell phones OFF or on vibrate while in the classroom. Keep gates and doors closed that have a sign "Please Close." Children are not allowed to play on school campus before or after school hours for safety reasons. No pets are allowed on school campus.

School Emergency Information

Planning. Training. Communicating. These are the essentials for ensuring safety. Our classroom is included in elementary school safety plans which include participation in monthly drills. The school site safety committee updates the school site safety plans as needed. To see the plan for your child's school, check with the school office staff.

In the event of an emergency:

1. School staff enacts the school safety plan. Securing the students is the first order of business.
2. District administrators maintain frequent communication with school staff, police, and other local authorities.
3. When the situation stabilizes, staff can begin parent notifications.

If it becomes necessary to change the student release or arrival time, parents would be notified in one or more of the following ways:

1. Telephone, email and text messages. As circumstances permit, staff will phone/email parents to tell them of the school closure and inform them of where they can pick up their children.
 - a. Please be aware that legally, **STUDENTS CAN ONLY BE RELEASED TO THOSE PEOPLE IDENTIFIED ON THE IDENTIFICATION AND EMERGENCY FORM.** Please be sure that the information on the card is up to date and that the school can reach you or your designee in the event of an emergency.

Shutdown/Shelter-In-Place

In compliance with district, county, and state mandates in the case of program shutdown, continued efforts of distance learning will be enacted. Ample learning opportunities and parent outreach will be made daily and weekly for families that can be done at home. Teachers will continue to connect with families with vital program support to carry out virtual learning opportunities. These may include, but are not limited to, a bevy of weekly activities that cover a wide range of developmental domains as well as group and individual check-ins through virtual methods (e.g. Zoom, Skype, Google Hangouts, and emails) with families. In the event that a shutdown/shelter-in-place occurs, the program will be following the most current guidelines from the Public Health Department, Community Care Licensing, and CDE.

Campus Gates and Doors

All gates will be closed and locked after classes start at each elementary school's instructional day for the safety of the children located on campus. Parents entering the campus after that time must do so by calling the teacher.

Daily Sign-in & Out

Pacific Grove Unified School District State Preschool requires that each child is signed in daily upon arrival and signed out daily by an authorized adult when leaving the center. Each adult must sign their full signature, and record the actual time and date every day. The Department of Social Services, Community Care Licensing Division and California Department of Education legally requires all licensed centers to ensure an authorized adult over the age of 18 signs each child in and out daily. If you or another adult fail to sign your child in or out you will be called to immediately return to the center to fulfill that legal requirement. Children will be released only to authorized persons whose names are on the emergency forms. The person dropping off or picking up the child must be at least 18 years old. If an adult arrives to pick up a child who is not recognized by the teachers, their

name and photo ID will be requested and verified by looking at the child's emergency list. If the name is not on the emergency list, the child will not be released to them. Parents or guardians will be contacted immediately. All changes and/or additions to the list of people authorized to pick up your child must be made in writing. Please be sure to exit the campus immediately after signing your child out. In the event that an authorized pickup cannot be contacted within 1 hour of sign out to immediately pick up a child, the local police department and Child Protective Services will be contacted due to failure to pick up a child.

Child Injuries

Your child's teacher will care for minor cuts and scrapes in the classroom using First Aid. Parents will receive an accident report documenting the injury and treatment. In the event that a more serious injury occurs, parents are notified at once. If necessary, the authorized persons will be contacted and/or specific directions designated on the emergency card will be followed. In the case of an emergency situation that we feel needs immediate medical attention, we will call 911 and try to contact you. Unless otherwise specified, a child will be taken to Community Hospital of the Monterey Peninsula (CHOMP) and appropriate emergency medical treatment services and procedures will be administered as deemed necessary. In the event of a dental emergency, the parent and the designated dentist on your child's Identification and Emergency form will be contacted.

Emergency/Natural Disaster Plan

The preschool staff will respond to an emergency on campus or in the community such as fire, floods, and earthquake, as specified in the site safety plan. Our evacuation plan for fire or earthquake is posted in our classroom, near the door. Our preschool has drills that we practice monthly. If necessary, children will be evacuated to the parking lot. Parents are to provide an emergency kit with some food and water for their child at the beginning of the school year (please refer to the section of the handbook titled "Extra Clothing & Emergency Kits). Designated program staff will remain with the children until parents arrive to pick up their child. We would expect you to arrive as soon as possible to pick up your child in this event.

Custody Issues

PGUSD State Preschool cannot prevent any parent from removing his or her child from the classroom if there is no court order on file. If there is a court order restricting a parent from visiting or picking up their child, a copy of the court order must be provided to the PGUSD State Preschool, which will be placed into the child's confidential file. It is the parent's responsibility to notify the preschool and teacher if there is a change in the status of the order. Additionally, in the event of shared custody, it is the parent's responsibility to communicate student needs with one another. Preschool staff are not responsible for communicating with both parties for incidences or conferences.

CHILD HEALTH AND NUTRITION

Parents should make sure that their child eats a healthy breakfast before coming to school. Children should also arrive each day with clean, trimmed fingernails. Hand washing upon entering the classroom should be part of your child's regular routine in the morning.

Peanut Free Facilities

Each classroom is designated a Peanut-Free zone. The state preschool and general childcare programs do not serve foods that contain nuts of any kind due to the increasing health risk of peanut allergies in young children. If you are providing your child's snack or lunch in our tuition-based program, or opt out of district provided meals and snacks, please check all food labels to avoid bringing any items containing peanuts. **Please note that some classrooms may be designated Nut-Free dependent on student enrollment and severity of participant allergies. The health and safety of all students is our priority.

Birthday & Holiday Celebrations

PGUSD is a multicultural community of people from diverse backgrounds. Our activities, programs and everyday interactions are enriched by our acceptance of one another and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. Sharing family traditions and holidays is an important part of our curriculum. Celebrations and holidays are shared with the children as special events and as part of our on-going program. Children are encouraged to share their traditions with their class. On special occasions such as birthdays and holidays, parents may provide store bought snacks for children to celebrate. We value healthy cooking and nutrition and therefore want to avoid highly processed food with excess fat, salt and sugar content. Please discuss your plans with staff at least one week prior to the celebration.

Examples of healthy treat items include:

- Fruit/cheese
- 100% frozen juice bars
- Vegetable sticks
- Tortilla Chips and Salsa

Please note that we are unable to serve children food that has been prepared at home. All food items must be purchased from a store or prepared in a commercial kitchen. Food may be prepared as part of a snack project in class.

Hygiene and Sanitation

All children and staff are expected to follow and implement handwashing guidelines. Signs and posters of proper and effective handwashing techniques in the restrooms and near sinks will be displayed. Frequent handwashing, every hour, will be built into the classroom's daily schedule so that staff and children are practicing regular handwashing. Teachers will encourage children to sing a popular child-friendly song or count to 20 (handwashing should last 20 seconds) with soap rising to a lather and rinsing. In addition, teachers will model and practice handwashing before and after eating, after coughing or sneezing, after playing outside, and after using the restroom.

Cleaning Procedures

All preschool classrooms, offices, and work spaces will engage in regular cleaning processes and procedures. Frequently used and high-touch surfaces such as door handles, sinks knobs, toilets, tables, shelves, etc., are regularly cleaned throughout the day. Disposable paper towels and micro-fiber cloth towels will be used. A cleaning policy for classroom toys and materials will be implemented by staff on a daily basis.

Illness Policy

The incidence and severity of illness can be greatly reduced if we work cooperatively together to prevent the rapid spread of communicable infections among the children in our preschool. All parents are requested to help their child wash their hands when they first enter the classroom in the morning and when they go to leave the classroom after class in order to reduce the spread of germs. A daily health assessment will be made of each child upon admission as mandated by the state. If a child shows any signs of illness or infection, the child will not be accepted at the classroom. Any health concerns will be directly discussed with the parent.

If a child shows signs of illness or infection while at school, the parent will be contacted. Parents will be asked to pick up their child within 30 minutes, or to designate another adult to pick up the child. If your child exhibits any of the symptoms below you must keep your child at home for a minimum of 24 hours symptom free without medication, even if your pediatrician has given authorization for your child to return.

Parents are required to notify the school if they or their children contact a communicable disease such as chicken pox, giardia, lice, conjunctivitis (pink eye), strep throat, measles, etc. Parents will be notified if their child is exposed to a communicable disease while at school. Please observe your child each morning for signs of illness. Our sick policy also applies to all staff members, who remain home when ill.

Children must stay home if any of the following symptoms are evident:

Fever: temperature above 100°F [37.7°C] by any method with a change in the child's behavior. A fever without any signs or symptoms of illness, whether or not fever reducing medication was given, will not be excluded but will be monitored.

Colds and Runny Noses: runny nose with fever, lack of appetite, lethargy, or irritability; runny nose plus other signs of illness. Any symptoms that persist for two or more weeks usually require medical attention. Child can come to school with a runny nose if there are no other symptoms.

Cough: a wet, wheezy cough with mucous secretion or a constant cough, especially if the child gets red or blue in the face or makes high-pitched croup or whooping sounds after coughing

Ear Infection: with fever, lethargy, nausea, vomiting, loose stools, drainage, irritability, tugging on ears. Child may return to school when on medication and 24 hours after symptoms are gone.

Eye Infection: with yellow or green drainage. (Pinkeye or another undiagnosed eye discharge). Please seek diagnosis and treatment from your healthcare provider. Children do not need to be excluded from school unless they are unable to fully participate in group activities.

Vomiting: recurring or with fever or vomiting more than once in a period of 24 hours.

Skin Infection and Rash: any undiagnosed skin rashes, irritations, or infections with drainage. Children having dried skin lesions may come to school.

Lice or Scabies: We have a no-live lice or nit policy. The essential components of a no-live lice policy are the following: early detection of head lice infestations through routine screening by parents and or caregivers, treatment of children found to have live lice, distribution of educational materials to program staff, and parents on head lice, nit combing and treatment. If lice or nits are found on a child at school, the child's parent will be called and asked to pick up their child. This policy allows the parent to treat overnight. The day following treatment the child will be re-examined and admitted if no live lice or nits are present.

Diarrhea: All cases of diarrhea must be reported to the school. Diarrhea is defined as having more than one loose, watery or mucousy bowel movement within a 24-hour period usually accompanied with additional signs of child being sick (fever, runny nose, lack of appetite). Diarrhea has more serious consequences than catching a cold. Severe dehydration can lead to hospitalization. The risks of spreading diarrhea are more serious than the risk of spreading colds.

Other Health Concerns:

- Difficult or Rapid Breathing
- Yellowing Skin or Eyes
- Unusual Coloration of Urine or Stool
- Headache and stiff neck
- Any illness or injury which prohibits a child from actively participating in the program within the past 24 hours
- If your child experiences allergies, asthma, or any other type of chronic illness or discomfort, please inform our staff in writing.

COVID-19 Health & Safety Protocols

Our program is committed to ensuring the health and safety of all children and staff. We continue to implement current COVID-19 policies, regulations, and processes as recommended by district, county, and state.

Medications

Program staff that has been trained in medication administration can administer medication necessary for a child’s health and safety. This will be determined on a case-by-case basis. Parents may visit the classroom at any time and administer medication themselves. All approved medications will be kept in a secure location out of the reach of students. Parents and the child’s physician must sign a new Medication Administration at School form each year, which includes written instructions for the staff on what to look for in deciding if a child needs immediate treatment and exactly how to administer the medication. Any child who is required to take prescribed and over-the-counter medication during the regular school day will be assisted by the designated school personnel if both of the following conditions are met:

1. The student’s authorized health care provider executes a written statement specifying, at a minimum, the medication the student is to take, the dosage, and the period of time during which the medication is to be taken, as well as otherwise detailing (as may be necessary) the method, amount, and time schedule by which the medication is to be taken.
2. The student’s parent or legal guardian provides a written statement initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication in accordance with the authorized health care provider’s written statement.

Parents or legal guardians are responsible for delivery of the medication to the school site, and they are responsible for picking up the medication at the school at the end of the school year.

Identification and Assessment-Special Education (Education Code Section 56302)

Each school district, special education local plan area, or county office shall provide for the identification and assessment of an individual's exceptional needs, and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the regular instructional program.

Individualized Education Program (IEP)

The IEP is a written plan comprised of goals and objectives to meet a particular student's needs developed by a team including parent(s), teacher, special education staff, administrator, and child (if appropriate). An IEP must include:

1. The student's present levels of academic performance
2. Annual goals for the student
3. Short-term instructional objectives related to the annual goals
4. Special education and related services that will be provided and the extent to which the child will participate in regular education programs
5. Plans for starting the services and the anticipated duration of services
6. Appropriate plans for evaluating, at least annually, whether the goals and objectives are being achieved
7. Plans for the transition of older students

An IEP meeting must be held within 60 calendar days after the date of written consent to an assessment (excluding school breaks over 5 consecutive days) for eligible children. The IEP is developed by a team including the parents, an administrator, the teacher, the person(s) who conducted the assessment(s), at least one general education teacher if your child is or may be participating in the general education classroom, and other individuals as needed and appropriate.

To qualify for an IEP, students must be eligible under at least one of the thirteen federally defined disabling conditions:

- Autism (AUT)
- Deaf-blindness
- Deafness (DEAF)
- Emotional Disturbance (ED)
- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)

GENERAL POLICY

Photo & Video Documentation Policy

Documentation of children's play and curriculum activities is a vital part of our program. Consequently, center staff and supervised volunteers may frequently photograph children while they play. These photographs and videotapes may be used in parent teacher conferences, for educational purposes, on bulletin boards and photo displays, in newsletters, and in articles about the PGUSD State Preschool Program.

Transportation & Field Trip Policy

All field trip activities are carried out under the direction of the teacher. Transportation will be provided by the child's parent. Advance notification of all field trips will be given, through the form of a permission slip and parent notes. Parents have the right to refuse permission on any particular field trip by simply notifying the classroom teacher in writing.

Mandated Reporting

Child care providers are required by law to report any unusual marks on a child, statements from a child that make any reasonable individual suspect child abuse may have taken place, or any type of physical or emotional neglect, to Child Protective Services and to Community Care Licensing. Child Protective Services and Community Care Licensing have the right to review your child's file at any time for any reason.

Termination of Services

PGUSD State Preschool reserves the right to terminate services for a child at any time when we believe disenrollment is in the best interest of the child and/or the program. Our first priority is to provide quality care and early education for all children enrolled in our program, but on rare occasions there may be a need to terminate services for a child. Some of the reasons for involuntary dismissal might include:

- Serious aggressive or disruptive child behavior
- Abusive/disruptive behavior by parents/guardians towards any PGUSD employee, student, family, or volunteer
- Failure of a parent/guardian to cooperate with an individual behavior support plan and or failure to obtain necessary services through referrals made to outside agencies that are in the child's best interest
- Uncooperative parent or guardian
- A parent or guardian who is verbally or physically threatening any staff or child
- Serious health or mental problems/conditions that cannot be adequately served in our program
- Failure to supply our administrative office with mandated documentation by office deadlines

Termination of services shall be in effect for 1 calendar year from the date of termination. Re-enrollment may be considered no sooner than 1 calendar year from the date of termination. To request consideration for re-enrollment, a parent may request in writing a meeting with the Program Director to discuss corrective action taken to prevent a re-occurrence of the reason for termination. The Program Director will determine if services will be reinstated in writing within 10 business days of parent meeting. Any re-enrolled family will be placed on provisional status for a period of no less than 90 days. Failure to adhere to program policies, procedures, and expectations will result in immediate termination and disqualification from future re-enrollment in the PGUSD State Preschool Program.

RIGHTS

Parent Concerns Policy

Parents who are not satisfied with services provided by the Pacific Grove Unified School District State Preschool need to follow the procedure outlined below. At any time during the process, if a parent is not satisfied, they are to contact the Principal.

1. Discuss your concern with the classroom teacher, asking him/her specifically what he/she plans to do to resolve the situation.
2. If no changes have occurred, then provide the Principal with a written statement to schedule an appointment to discuss the issue.
3. If no changes have occurred, then make an appointment to discuss the issue with the Preschool Director.

Grievance Procedures

If a problem or concern arises, parents are encouraged to speak directly with the classroom teacher. If further discussion is needed, parents may contact the Principal. We will attempt to address the concerns as quickly as possible.

Uniform Complaint Procedures

Pacific Grove Unified School District Governing Board Policy

Pacific Grove Unified School District Board Regulations outline the uniform procedures. Pacific Grove Unified School District will follow up when complaints alleging unlawful discrimination or failure to comply with state or federal laws are received. Areas covered are:

1. Equity in gender, ethnicity, religion, age, color, or disability
2. Compliance with state and federal law in categorical aid programs
3. Child Care programs
4. Child Nutrition programs
5. Special Education programs

To promote prompt and fair resolution, the following procedures shall govern the resolution of a complaint:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally.
2. If a complainant is unable or unwilling to resolve the complaint directly with the person involved, he/she may submit an oral or written complaint to the employee's immediate supervisor or the preschool director
3. When a written complaint is received, the employee shall be notified in accordance with collective bargaining agreements.

The District is primarily responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. At the beginning of the school year, and during the year as new students arrive, the District provides a notice to all families of enrolled students and to District employees that describes procedures for filing complaints.

Pacific Grove Unified School District Board Policy outlines the Uniform Complaint Procedures that Pacific Grove Unified School District will follow when complaints alleging unlawful discrimination or failure to comply with state or federal laws, **including Title IX, are received.**

Persons filing a complaint (“complainants”) shall be advised of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable. Complainants have the right to appeal the District’s decisions to the California Department of Education by filing a written appeal within 15 days of receiving the District’s decision.

A complaint form may be obtained at the school office, district office, or downloaded from the district’s website at www.pgusd.org. **You may also download a copy of the California Department of Education complaint form from the following website: <http://www.cde.ca.gov/re/cp/uc>**

Each school and work site have copies of the Uniform Complaint Procedures on file for access by employees, parents, and the public. **The District’s Director of Human Resources serves as Compliance Officer. Complaints may be filed by calling the Human Resource office at 831-646-6507.**

Parents Rights

Parents have the right to do the following:

- Contact the California Department of Social Services (DSS) to determine if any complaints have been filed about the State Preschool Program
- File a complaint if necessary
- Observe the program during any hours of operation

The Pacific Grove Unified School District State Preschool Program is in compliance with the equal rights of every individual without regard to their gender, ethnicity, age, religious beliefs, physical handicap, ancestry, national origin, or sexual preference.

Licensing Agency Rights

A representative from Community Care Licensing has the right to enter the preschool facility at any time to speak with staff, perform investigations and investigate complaints. They also have the right to speak to or interview children any time they feel it is appropriate. Licensing representatives also have the right to look at any records pertaining to children in the program.

*Our program reserves the right to update policies reflected in the Parent Handbook in accordance with Community Care Licensing or California Department of Education Regulations. Parents will be informed semi-annually of licensure updates or changes to policies in procedures in alignment with updated regulations.

Community Resources

If a family needs any type of support, we ask that they please contact the preschool office located at the Pacific Grove Adult School. Our teachers are available to support families in connecting them to community resources. At conference time, the child’s teacher will ask the family if they can be of support with providing access to resources at that time. Parents can ask for support at any time

ENROLLMENT CONTACT INFORMATION

Site Supervisor

Kine Samuels

(831) 646-6547

ksamuels@pgusd.org

APPENDIX A: CALIFORNIA STATE PRESCHOOL

Selection and Enrollment Process

The program has limited openings for eligible families. The first step to access one of our subsidized programs is to apply for services. Each family interested in applying for subsidized services must fill out a program eligibility application to begin the enrollment process. This application can be obtained from Site Supervisor, Kine Samuels. Once the application is complete, parent/guardian must return the application and its supporting documentation to the program director for processing. An eligibility rank will be assigned to the family based on need, income, and family size reported on the application. When an opening is available, we access our waiting list and contact families based on the following program admission priorities:

1. Child protective services, or at-risk of abuse, neglect or exploitation
2. Admission priority based on adjusted gross monthly income and family size

When multiple families are within the same ranking:

1. Child with exceptional needs within the same ranking is admitted first
2. Entry with the oldest application is admitted second

Note: For our preschool program, age eligible four-year-old children are enrolled prior to age eligible three-year-old children. In addition, an over-income family whose child has exceptional needs may be served. These families shall to the extent possible, be enrolled in income ranking order, lowest to highest.

CSPP Only: “Eligible three-year-olds” who regardless of their chronological age, will have their third birthday on or before December 1st of the fiscal year they are being served. “Eligible four-year-olds” are defined as having their birthday on or after December 2nd of the fiscal year they are being served.

*Our program reserves the right to update program enrollment, eligibility, and health and safety policies and procedures in alignment with Title V regulations. Parents will be provided program policy and procedure updates on a semi-annual basis.

Participant Qualifications and Determination of Services

Enrollment into a program is determined by specific family eligibility and need criteria. In addition, a child’s parents must live in California. Family’s complete a certification process at initial enrollment and must re-certify their eligibility every 24 months thereafter, with the exception of (Ed. Code (EC), Section 8261 (h) (1) adapted for Santa Clara County Pilot 24-month eligibility):

- Families who qualify for seeking employment are qualified for services for no longer than 12 months
- Families who are certified as income eligible and during their certification period, their income exceeds the maximum income threshold, which is 85% of the state median income
- Families who do not adhere to program policies (attendance, code of conduct, delinquent fees, etc.)

Family Data File

A family data file is maintained for each family receiving services. When a child’s residence alternates between the homes of separated or divorced parents, eligibility must be determined separately for each household in which the child is residing during the time services are needed.

Proof of Residency

Determination of eligibility of services shall be without regard to immigration status of the child or the child's parents.

- Must live in California
- Any evidence of a street address or post office address in California, including the 4-digit zip code extension
- Homeless may submit declaration of intent to live in California

If enrolled as a FRPM CSPP four-year-old, additional proof of residency is required:

Verified residency within approved FRPM elementary school boundary:

- Utility bill
- Property tax bill
- Voter registration
- Rental/lease agreement with Landlord's information
- Employment pay stub
- Documentation that a contractor reasonably relies upon to prove a family's residency

Exceptional Needs Child

If your child has exceptional needs, the file must contain the following documentation for us to best serve your child:

- Individualized Education Plan or Infant & Family Service Plan

Health and Emergency Information

Participants must provide child health and current emergency information along with current immunization records for enrolled children.

Court Order

If there is a court order that impacts child care services, it must be included in the family data file.

Families may be disenrolled if they have been found to have abandoned care.

Proof of Family Size

Biological/Adoptive Parent: "Family" shall be considered the parents and the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

Guardian/Foster Parent

"Family" shall be considered the child and related siblings.

Participants must provide the names of adults and the names, gender, and birthdates of children identified in the family. At least one document for ALL children counted in the family size must be on file and indicate the relationship of the child to the parent.

- Birth certificate
- Child custody order
- Adoption documents
- School or medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

Eligibility Criteria

Eligibility is based on either child or family eligibility. Participants must provide documentation of eligibility in 1 or more of these categories:

Child Eligibility

- Child Protective Services (Referral letter from CPS unit)
- At-risk of abuse, neglect or exploitation (Referral letter from legally qualified professional)

Family Eligibility

- Homeless (Referral Letter or Self-Declaration)
- Current aid recipient (Proof of current aid)
- Reside within approved FRPM elementary school boundary (State Preschool 4-year-old only)

Income Eligibility (Documentation of all income)

- Predictable Income: Full month of current & ongoing gross income
- Unpredictable Income: Gross income for the preceding 3 to 12 consecutive months
- Guardian/Foster: Full month of current income received for the child

Participants must notify the program within 30 days if their gross monthly income at any time during their certification period exceeds the maximum income threshold for on-going eligibility.

Need for Services

In addition to meeting the eligibility criteria, all parents must meet at least 1 need criteria.

Note: A Family whose eligibility criteria is CPS or At-Risk are not required to meet a need criteria.

Based on the need criteria, see the applicable need form for further guidance on what documentation is required:

- Employment Verification
- Declaration of Self-Employment
- Request & Plan to Seek Employment (Max 5 days per week, for less than 30 hours per week)
 - Training Verification (Training leading to a vocational goal & must make adequate progress. In addition, services are limited for up to 6 years from the date participant starts classes or until participant reaches 24 units after the attainment of a bachelor's degree)
 - Educational Program Verification (English Language Learner, High School Diploma or High School Equivalency Certificate)
- Request & Plan to Seek Permanent Housing (Max 5 days per week, for less than 30 hours per week)
- Homelessness Referral Letter
- Statement of Parental Incapacity (Max of 50 hours per week)
- Welfare to Work Plan Activity Assignment (CalWORKs programs)
- No Established Need: Parent Request form (State Preschool 4-year old only)

Right to Voluntarily Report Changes

When a family voluntarily requests a reduction to their family fee (if applicable) by reporting a change such as family income, days and hours of care needed, or family size, the contractor must reassess the family fee. The parent must provide documentation to support the reported change. The family fee reduction takes effect on the first of the month following the receipt and approval of the required supporting documentation. This documentation may not be used to make any other changes to the family's service agreement (MB 17-11). If a participant needs to change their service level during their certification period, the following must be submitted:

- Request to Change Services Form
- Documentation to support the request

Please contact our program office, 831-646-6547 to request a Change Services Form.

Schedules and Contracted Hours

Our State Preschool classroom is open Monday through Friday from 8:30 a.m. to 12:30 p.m. in accordance with our State Preschool Program calendar. Families must adhere to their contracted hours.

Changes

It is the responsibility of the parent/guardian to notify the preschool teacher of any change in employment, family size, class schedules, address, telephone numbers, and emergency contacts.

Absences & Vacations

There are three areas of absences considered in the Preschool Absence Policy:

1. Excused Absence (Examples below)

- Specific illness of child (written on the attendance sheet) or parent illness
- Quarantine of child or parent
- Dental, doctor or therapy appointment (child or parent)
- Family emergency (i.e. sudden illness/death in the family, funeral, car accident, sibling illness or any unusual circumstance), any and all unusual circumstances must be reported to the program office and will be evaluated on a case by case basis (limited to three (3) per fiscal year).
- Court ordered visitation with absent parent of enrolled child (court order must be on file). If applicable, please provide the program with all child support court orders and child custody arrangements.
- Best Interest of Child days
- Transportation issues (limited to two (2) per fiscal year).

2. Unexcused Absence

All other absences not included under excused absences will be considered unexcused. Unexcused absences are limited to three (3) per fiscal year. If unexcused absences exceed the allowed days, a Notice of Action (NOA) will be issued to terminate services. Examples of "Unexcused" absences include:

1. Child did not feel like coming to school
2. Woke up late (parent/child)
3. Play date with other family members)

3. Best Interest of the Child

Best Interest Days (BID) are limited to ten (10) days per school year (July 1-June 30). Examples below:

- Vacation (request in writing)
- Out of town
- Religious holiday
- Quality time with family member
- Occasional special event
- Child's birthday, and
- Other reasons which are clearly in the best interest of the child.

A child can be released from the program if he/she exceeds allowed days in the fiscal year July 1-June 30

- 10 "Best Interest Days"
- Two (2) Transportation issues
- Excessive unexcused absences (3 or more days)
- Parents/guardians may verify the child's absence, and are responsible for submitting proper documentation

Sign In/Out Procedure

- Children must be signed in and out by parent, guardian, caretaker, or a responsible adult who has been designated in advance by the parent
- Person signing must be 18 years old and over with proper identification.
- Teenagers 18 and under cannot sign children in or out under any circumstances.
- Under no circumstances should you send your child to class alone
- All signatures are required to have a date and time
- A full signature with first/last name in blue or black ink is required on the daily sign in/out sheet
- Upon returning from an absence, the parent must state the specific reason for the absence on the sign-in/sign-out sheets.
- Submission of a doctor's note is needed if a student has been absent 3 or more days.

It is very important that each child arrives to school on time.

- In the case your child will be arriving late, please notify your child's teacher in advance.
- If the teacher is not notified that your child will be late, he/she may not be accepted after the grace period.
- There is a 5-minute grace period at the beginning and a 5-minute grace period at the end of the session before it is considered late.
- Late arrival also refers to your contracted hours. If your hours start at 8:15 a.m., and if you arrive at 8:20 a.m. your child is late. Therefore, we allow for a 5-minute grace period for arrival. An exception is when you have an emergency, or your child has a medical appointment; then you must bring an appointment card or doctor's note to verify the late arrival.
- Continued late arrivals could lead to dismissal from the program.
- When a child is chronically tardy, the program will follow the following policy:
 - a. After 5 unexcused tardies, the lead teacher will schedule a parent meeting to review program policy and contract hours.
 - b. After 10 unexcused total tardies, the department administrative assistant will schedule a parent meeting to review program policy and contracted hours, and a final warning will be issued.
 - c. After 15 unexcused total tardies, a Notice of Action will be issued to terminate services.

Parent Decision to Terminate Services

Parents are expected to give a minimum of a two-week notice prior to ending or changing their child care services. Families will be issued a Notice of Action at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program.

Volunteering in the Classrooms

We strongly encourage that an adult representing each family participate in our preschool classroom at least once a month. If the parent is not available due to work or school commitments, this person could be a grandparent, other relative, or nanny. If you know what day you will be able to volunteer in advance, please be sure to notify the teachers. Each classroom posts a volunteer calendar for you to write on for this purpose. It is the volunteer's responsibility to log their time monthly. There will be a binder for volunteers to record their hours.

Family participation supports the development of a strong parent/child relationship and assists in motivating children to view school and their learning as important. Siblings are not allowed inside the classroom after the parent has signed in their preschool child due to licensing and safety regulations. If you are not volunteering in a classroom or attending a meeting or class, please immediately exit the campus after dropping off or picking up since our district maintains a closed campus policy to ensure safety and reduce liability. Please make childcare arrangements, as necessary, when volunteering in the classroom.

For the safety and security of all children, volunteers must sign-in at the classroom and wear a volunteer badge or sticker at all times. In addition, California Department of Social Services, Community Care Licensing and California Department of Education Title 5 regulations require that any adult that volunteers in a center must provide the results of a negative test for tuberculosis performed not more than one year prior to or seven days after initial presence in the classroom. In addition, each volunteer must sign a statement affirming that he/she is in good health. Therefore, in order to ensure the health and safety of our preschool children, we will require that all family representatives who will be volunteering in the classroom sign a statement that affirms that he/she is in good health and to turn in a negative tuberculosis test result that was administered and read not more than one year prior to initial participation in the center. If an adult has had a prior positive result they are not required to take another tuberculosis test but they will be required to prove that they do not pose an exposure risk to the others in the center.

During classroom participation, parents are able to observe strategies and behaviors that have been modeled for them by the teaching staff. This encourages parents to allow their children to take responsibility for their "OWN" behaviors, work habits and interactions. We ask parents NOT to discipline the children while in the classroom. We have specific positive behavior management methods we use with children who need guidance. Please review our positive behavior support approach for more information.

Field trips, parent meetings and parent teacher conferences are part of the program. Parents are encouraged to assist us in presenting authentic cultural experiences for our children by visiting the classroom, providing cultural dress and food items for activities, providing cultural music and language experiences, and teaching us about cultural celebrations that they regularly observe. Parents will not be able to participate in class field trips without all documentation and having completed their volunteer hours for the previous month. This is to ensure volunteers are familiar with the children in our program, have begun to develop a relationship with our students, and are familiar with our program expectations and policies to ensure the safest possible experience for our children

Volunteer Roles

While the main purpose of our parent volunteer expectation is to ensure each family is involved in a meaningful way, there are also some daily program functions and needs that can only be met with the support of volunteers.

On your volunteer day, there are several tasks that you will be asked to help out with in order for the routine to run smoothly. If you are unable to perform any of these duties due to medical or physical restrictions or limitations, please let us know right away. Duties may include but are not limited to

- Preparing and setting-up meals for children
- Assisting in the clean-up of meals
- Supervising children in ratio when teachers must step away from the classroom or playground for a short time

There are also many different roles and jobs that volunteers can take on to be involved in a meaningful way. Each volunteer should be sure to communicate with the classroom teachers about how he/she feels most comfortable participating in the program. Here are some suggestions for various roles and responsibilities volunteers can choose from:

- **Housekeeper:** Help keep the classroom looking fresh and clean. You can sanitize toys, wipe down tables, chairs, and shelves, clean out the refrigerator, sanitize trash can lids, clean the painting easel, etc. Support the teachers in preventing the spread of germs.
- **Organizer:** Having an organized classroom allows teachers to focus on planning fun learning experiences for the children. You can file art work or paperwork, re-organize or tidy up supply cabinets and closets, or prepare materials for upcoming projects or activities.
- **Documenter:** Children practice skills, learn new concepts, and make discoveries through play. Taking pictures or videos of the students working and playing together gives teachers and parents a chance to see those discoveries taking place.
- **Chef:** Snack is an important part of the preschool routine. Children socialize, practice using manners, and develop healthy eating habits and self-help skills. When it's nearing snack time, you can set the tables and prepare the food so that this part of the day is relaxed and organized. You may need to provide tasks and support for the "snack helper" of the day so that he/she can contribute in a meaningful way. If you would like, you could even plan and facilitate a cooking project with a small group of children!
- **Guest Reader:** Children love when adults read to them and it helps them develop important literacy skills. Consider choosing a story to read to the class or to a small group of children.
- **Activity Leader:** The teachers often plan small group activities for children that need the support of an adult. Glue bottles can be tough to open and sometimes children aren't sure how to hold scissors correctly just yet. You might enjoy managing a small group activity or project and providing the support children need to be successful.
- **Artist:** One strategy that teachers use to help students learn new information involves "drawing" pictorials in front of the children. These drawings need to be pre-traced for them in light colored pencil. If you have artistic talent, you could also help by drawing large murals for children to color or writing out songs and chants for teachers to post and sing with the children.

- **Play Supporter:** It's important to interact and have conversations with children to make sure that they are engaged and that their thinking is being challenged. Just being with the children during free play, small groups, and at circle times to support their learning and understanding is a great way to spend your volunteer hours. Remember to follow their lead, ask questions to challenge their thinking, expand on what they say, and provide positive feedback & encouragement.
- **Interior Decorator:** An aesthetically pleasing environment makes children feel safe, comfortable, and happy. Help the teachers by creating displays using children's art, freshen up bulletin boards, posters, and charts, or display photographs of the children and their families for all to see.
- **Teacher's Assistant:** There are tasks and projects on every teacher's "to-do" list. Ask the teacher if there is something that you can do to help them check something off that list.
- **Specialist:** We all have unique hobbies, interests, and talents to share. Consider sharing yours with the students in class. Bring in your rock collection for them to see and feel, demonstrate how to juggle, or teach them how to make an origami animal. Do you have a job that might be interesting or familiar to the children? Come in and share what you wear, what tools you use, or what you do.
- **Event Coordinator:** The Event Coordinator helps the preschool teachers plan classroom celebrations, family events, and other special activities as they arise. This might include organizing parents to help with supplies, getting things set-up and cleaned-up, and/or volunteering ideas.
- **Scholastic Book Order Coordinator:** Scholastic Books offers affordable books for families and the classroom gets points towards free books each time a purchase is made. The Scholastic parent passes out and collects book order forms and keeps track of orders.
- **"Raising a Reader" Coordinator:** This parent will keep track of the "Raising a Reader" bags that will go home with each student on a weekly basis. He/she will check the numbered bags in and out once a week and follow-up with parents to make sure the books are returned and in good condition.
- **Library Parent:** Each month this parent will make a trip to the local library and check out some theme-related books for the teachers to read aloud in the classroom.

Appeal Process

Notice of Action – Parent Appeal Process

Parents enrolled in a State funded program have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of a one-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

Step 1: Request a hearing

The procedure to request an appeal hearing is outlined on the back of each Notice of Action received by the parents. Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, telephone number, full address, explanation why the parent disagrees with the program's action and date the request is signed. The request for hearing may be submitted by mail, in person, phone or e-mail to:

PGUSD State Preschool
Attention: Kine Samuels, Site Supervisor
1025 Lighthouse Ave
Pacific Grove CA, 93950
Phone: (831) 646-6547 Email: ksamuels@pgusd.org

Step 2: Schedule Hearing

Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to re-schedule the hearing date one (1) time.

Note: At any reasonable time, including before a hearing, a parent has the right to review the data file

Step 3: Conduct Hearing

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." Hearings will be conducted at Pacific Grove Unified School District Office, located at 435 Hillcrest Ave, Pacific Grove. In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of support documentation. The hearing will be audio recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that they disagree with the proposed action indicated by the referenced NOA.

This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being ended and the contested action being taken. A parent designating an Authorized Representative to be present must inform the PGUSD State Preschool in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. No children are allowed to be present during the hearing.

If the parent fails to appear, it will be deemed that the parent has abandoned their appeal and enrollment will end immediately.

Step 4: Hearing Decision

The hearing officer will send notification in writing, of the decision within 10 calendar days after the hearing. If the parent disagrees with the written decision, they have 14 days from the date of the written decision to file an appeal with the **California Department of Education (CDE), Early Education and Support Division (ELCD) located at 1430 N Street, Suite 3410, Sacramento, CA 95814**. The appeal to CDE must include a written statement specifying the reasons the parent believes PGUSD State Preschools' decision was incorrect, a copy of the decision letter and a copy of both sides of the NOA. Within 30 calendar days after the receipt of the appeal, ELCD will issue a written decision to the parent and the agency. Once ELCD has rendered a decision, the decision is final.

Pacific Grove Unified School District
California State Preschool Program
1004 David Avenue, Pacific Grove, CA 93950
831-646-6547

ADMISSION AGREEMENT
PARENT SIGNATURE PAGE FOR 2024-2025

Our program goal is that all our students have an enriching and positive experience at the Pacific Grove State Preschool Program. This handbook has been written to describe our program, it's goals and policies, and the many practical details that make each school day as happy and successful as possible.

We use our Pacific Grove State Preschool Parent/Guardian Handbook as a reference to the Department of Education, Community Care Licensing and Monterey County Office of Education/Pacific Grove Unified School District Laws, Policies and Procedures. Please keep this handbook for your reference, as it will answer many of your questions.

This page will serve as an Admission Agreement between Pacific Grove State Preschool and the Parent/Guardian of the enrolling child.

I have received the Pacific Grove State Preschool Program Handbook and acknowledge receipt of information regarding my rights, responsibilities and protections.

Child's Name (please print): _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____