

Fairsite Elementary and Early Learning Center

Fairsite Fireflies



Parent Handbook Manual para padres 2026-2027

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ARRIVAL AND DISMISSAL

To assure the safety and well-being of students, only the individuals on the authorized emergency form will be allowed to pick up your child. Parents are responsible for updating the emergency contact information. **Any person that picks up your child must be 18 years or older and provide a valid photo ID.**

Preschool Only: Students **MUST** be signed **in and out each day** on the daily attendance log, and individuals must use a **full signature**. A **“full signature”** means the legal signature of the individual (e.g., signature normally used on checks and other legal documents).

Sign in procedure:

1. Every child must be signed in and out each day on the daily attendance sheet.
2. The attendance sheet **must only be signed at the time of arrival or departure**.
3. A full legal signature (*Fiona Firefly*) and exact time (8:03) must be written.

Student Name Nombre del Estudiante	Arrival Llegada	Legal Signature Firma Legal	Departure Salida	Legal Signature Firma Legal
Freddie Firefly	8:03 am	<i>Fiona Firefly</i>	11:33 am	<i>Fiona Firefly</i>

Class Schedules:

- AM **Preschool** Classes 8:00am-11:30am M-F
- AM TK Classes 8:10am-11:30am M-F
- PM TK Classes 11:30am-2:50pm M/T/Th/F
- Full Day **Preschool** 8:00am-3:00pm M/T/Th/F
- Special Education Classes 8:00am-11:30am M-F
9:30am-1:00pm M-F
11:30am-3:00pm M/T/Th/F

Wednesday Early Dismissal: District-wide, students are released early every Wednesday. This is designed to provide teachers time for collaboration and professional development to improve classroom instruction and practices.

Wednesday schedule

- Full Day **Preschool** 8:00am-2:00pm
- PM TK 9:30am-12:50pm
- PM Special Education 9:30am-1:00pm

ATTENDANCE AND ABSENCES

It is very important for children to attend school every day possible and that they arrive on time. The habits built now will lead to good habits in the future.

Children enrolled in the **California State Preschool Program (CSPP)** are expected to attend class daily for the hours and the days the program is in operation unless excused from attendance. **It is the responsibility of the parent/guardian to contact the office when a child is absent.** After 30 consecutive days of no contact, the child will be disenrolled from the program for abandonment of care (**preschool only**).

Absences are defined as follows per **CSPP**:

- **Excused:** Absences are considered excused for the following reasons:
 - Illness or quarantine of the student or the parent
 - Medical, dental, counseling, or legal appointments
 - Court appearances and court-ordered visitations
 - Lack of transportation and family emergencies, illness, or death of a family member
- **Best Interest Days:** Up to 10 days per year can be used for the “Best Interest of the Child”
 - Vacation or out-of-town
 - School Program/field trips
 - Religious Preference: Religious instruction classes or worship, religious holiday or does not celebrate holidays
 - Child’s birthday
 - Other reasons which are clearly in the best interest of the child
- **Unexcused:**
 - Exceeded the best interest of child absences (**preschool only**)
 - Other personal appointments
 - Court-ordered visitation with NO copy of court order on file
 - Parent/child overslept
 - Any absence not reported to the office

Please notify the school office of all absences. Excused absences must be documented in writing or by a telephone call from the parent. If you keep your child home due to illness, please specify the type of illness or symptoms so we can monitor our other students.

- **Tardies:**
 - **Preschool:** A student is considered tardy 15 minutes after school starts. **If your child arrives late, you must bring them to the office for a late slip before walking him/her to class. The teacher will not admit your child without a late slip.**
- **Late pick up or early check out:** A student is considered picked up late 10 minutes after class time is over. At this 10 minute mark, emergency contacts will be called to pick up your child. This 10 minute period is for an occasional late pick up.

Program hours for the full day **State Preschool Program** are 8:00am to 3:00pm (2:00pm on Wednesdays), and 8:00-11:30 for half day programs. Children cannot be dropped off before class starts, and they must be picked up at the end of their class time. The Admission Contract that parents initial and sign at the time of enrollment states “Failure to adhere to contract days

and hours may result in termination.” to convey to parents the expectation that program hours be followed.

Failure to adhere to the pick up policy may lead to termination.

- 1st late pick up: verbal reminder of the policy
- 2nd late pick up: written notice
- 3rd late pick up: meeting with the director/administration
- 4th late pick up: services terminated

A student is considered checked out early if it is before the scheduled time class ends. To check your child out early, please first go to the office. Let office staff know you are checking your child out early, and we will contact the teacher. **The teacher will not release your child to you without a phone call from the office.** Preschool parents will need to sign children out at the classroom.

For TK: A student’s absence shall be excused for the reasons specified in the District’s Parent Information Guide, page 4. The most common excusable reasons for absence are:

- Personal illness, including absence for the benefit of the student’s mental or behavioral health
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometrically, or chiropractic service or appointments
- Attendance at funeral services for a member of the student’s immediate family

Please refer to the District’s Parent Information Guide for a complete list of excusable absences.

Please notify the school office of all absences. Excused absences must be documented in writing or by a telephone call from the parent. If you keep your child home due to illness, please specify the type of illness or symptoms so we can monitor our other students.

- **Tardies:** A student is considered tardy if they arrive after their class starts- 8:10am for the AM classes and 11:30am for the PM classes. **If your child arrives late, you must bring them to the office to sign in and get a late slip. The teacher will not admit your child without a late slip.**
- **Late pick up or early check out:** A student is considered picked up late 10 minutes after class time is over. At this 10 minute mark, emergency contacts will be called to pick up your child. This 10 minute period is for an occasional late pick up. Although TK does not fall under the State Preschool Program guidelines, children must still be picked up on time.

A student is considered checked out early if it is before the scheduled time class ends. To check your child out early, please first go to the office. Let office staff know you are checking your child out early, and we will contact the teacher. **The teacher will not release your child to you without a phone call from the office.**

EDUCATIONAL PROGRAMS

Fairsite offers several educational programs for its young learners. In addition to general education programs, the following are available:

Special Education: Students with identified learning disabilities with an Individualized Education Plan (IEP) are served in our Special Education classes. Several settings are available depending on the needs of the child.

Dual Language Immersion (DLI): This program is open to all students, and participation is based on parent request. The DLI program has three goals: bilingualism/biliteracy (Spanish/English), academic achievement, and socio-cultural competence. There is an application process. For more information, please contact the school administrator.

ELIGIBILITY FOR **STATE PRESCHOOL** (not TK)

Preschool aged children may be eligible for **part-day or full-day CSPP** if the child or family meets one of the following:

1. The family is a current aid recipient
2. The family is income-eligible
3. The family is experiencing homelessness
4. The child is a recipient of child protective services or has been identified as being abused, neglected, or exploited or at risk of being abused, neglected, or exploited.
5. Families who have a member of their household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by the department, will be categorically eligible. The CDE has determined that CalWORKs is a means-tested government program that families can also use under this provision to get categorical eligibility.
6. The child has a disability; only the children in the family with a disability may enroll under this eligibility category.

Once children have been determined to be eligible they will be added to our eligibility list in accordance with admission policies as well as the County Child Care Centralized Eligibility List. Once spots are full, families will be added to our waitlist and will be notified when an opening is available. Priority will be given to students based on the following criteria:

1. The first priority for services shall be given to three-year-old or four-year-old children who are **recipients of child protective services or who are at risk** of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.
2. The second priority for services shall be given to all three- and four-year-old **children with exceptional needs** from families with incomes below the income eligibility threshold.
3. The third priority for services shall be given to eligible four-year-old children who are not enrolled in Transitional Kindergarten.
 - a. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the **child that has a primary home language other than English shall be enrolled first.**

- b. If there are no families with ***a child that has a primary home language other than English***, the child that has been on the waiting list for the longest time shall be admitted first.
4. The fourth priority shall be given to eligible three-year-old children.
 - a. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the ***child that has a primary home language other than English shall be enrolled first***.
 - b. If there are no families with ***a child that has a primary home language other than English***, the child that has been on the waiting list for the longest time shall be admitted first.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be children from families whose income is no more than 15 percent above the eligibility income threshold. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the percent of funded enrollment set aside pursuant to Section 8208, then to four-year-old children before three-year-old children without exceptional needs.
6. The sixth priority shall be given to families that meet eligibility criteria without having a need for services. Within this priority, contractors shall enroll families in income ranking order, lowest to highest, and within income ranking order, enroll four-year-old children before three-year-old children.
7. The seventh priority will be given to any three- and four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income.

A Notice of Action (NOA) is issued to the parent/ guardian upon approval, denial, termination, or change of services (family fee changes, hour changes, etc.). The NOA provides a summary of the family's application information and an explanation of the action being taken with regard to the child care services. Parents will receive a Notice of Action upon approval or denial of their enrollment into the program. Notice of Action will also be used with any changes that might occur during the period of service.

ENROLLMENT

Transitional Kindergarten

Enrollment in Transitional Kindergarten requires that a child be 4 years of age by September 2. Families are required to complete a **district** registration application and provide the appropriate documentation: proof of residency; immunization record, proof of age.

Preschool

Families must complete the required paperwork, including the basic application packet, admission contract, and any other state or district required forms, and provide complete and accurate information. Withholding information at the time of enrollment may result in your child being disenrolled from the program. Enrollment documentation must include, but is not limited to:

- Verification of **all** income (Fluctuating income will be averaged over the previous 12 months)
- Birth or Baptismal Certificate for all children counted in family size
- Current shot records, including a TB screening within the last 12 months
- Physical exam within the past 12 months, or within 30 days of enrollment
- Proof of Residency (property tax receipt, mortgage statement, rental/lease agreement, utility/rental receipt, recent pay stub, voter registration, ID/California DL)

- For Child Protective Services (CPS) children, a statement from a legally qualified professional is required to verify CPS status.

Families who wish to enroll in the **FULL-DAY program** will also be required to show proof of their need for care. This would include:

- Documentation that the parent or primary caregiver is working.
- Documentation that the parent or primary caregiver is enrolled and/or participating in vocational training or school leading directly to a recognized trade or profession.
- Documentation that the parent or primary caregiver is actively seeking employment.
Documentation that the family is homeless and seeking permanent housing for family stability.
- Verification from a legally qualified professional that the parent or primary caregiver is incapacitated and unable to provide normal care for the child.

Based on family income and family size, there may be a fee for preschool services. You will be notified of any fees at the time of your acceptance into the program. Fees will be considered delinquent after seven calendar days from when the fees are due. No adjustment shall be made for excused or unexcused absences. **Any changes in a family's employment, training, or basis of need must be reported within 5 days, and you will be re-certified to determine continued eligibility.**

FAMILY ENGAGEMENT

At Fairsite Elementary and Early Learning Center, we recognize the crucial role parents play in their children's education. We believe that parents are their children's first teachers, and their active participation in our program is highly valued. We offer various opportunities for parents to get involved in their child's education.

Parent Support: To support parents/guardians in enhancing their skills and creating nurturing home environments that effectively support their children's academic efforts and overall development, the program offers the following school resources and activities:

- ☐ School Readiness Center (room 10)
- ☐ Parenting Education Classes
 - Nutrition
 - Social emotional
 - Child development
 - Adult English classes
 - Playgroup for 0-3 year old children
 - Home Visiting 0-3 year old children
- ☐ Monthly parent meetings
- ☐ Family activities

Parent Meetings With Staff: Parents/guardians directly affect the success of their children's school experience and help their child's learning at home. Support and collaboration with staff include:

- Parent Teacher Conferences
- Parent workshops
- Classroom Orientation
- Back to School Night
- Family nights

Home/School Communication: Communication between the school and home is important so that parents may know when and how to help support classroom learning activities. School resources include:

- Parent Handbook
- Monthly School Readiness newsletter
- Classroom newsletters
- Parent committee meetings
- Event flyers
- School and class Dojo messages
- Alert Now! phone message system

Volunteering: Parents or caregivers are encouraged to participate in their child's classroom as classroom helpers and assist with classroom activities. *All volunteers must be cleared through the District's volunteer clearance process before helping in any classroom, school event or going on a field trip. This process may take up to 2 weeks so please start the process right away.*

All volunteers must provide:

- Megan's Law Clearance.
- Copy of ID or Driver's License
- TB test

State Preschool requires proof of the following immunizations for parent/guardians:

- Pertussis (Whooping cough)
- Measles
- Influenza vaccine between August 1 and December 1

TK: Completed district volunteer application is required.

School Site Council (SSC)

In addition to assisting with the development of the Single Plan for Student Achievement, SSC members monitor and evaluate the plan as well as facilitate communication between the school and the community. These meetings are held in conjunction with the Parent Advisory Committee. All meetings are open to interested Fairsite parents, staff, and community members.

Parent Advisory Committee (PAC)

PAC members advise the preschool program on issues related to services families and children receive.

GENERAL POLICIES

Clothing

Please follow these guidelines when dressing your child for school:

- Your child will actively participate in classroom activities, so they should wear comfortable clothing that will not hamper their movement.
- Children must wear shoes at all times for their safety and protection.
- All shoes/sandals must have ankle straps to ensure proper support and prevent any accidents.
- Your child needs to dress appropriately for outdoor weather conditions, taking into consideration temperature changes and potential rain or wind.
- To avoid any confusion or misplacement of items, we highly recommend labeling your child's clothing, lunch bags and water bottles to prevent loss.
- Please note that the school cannot be held responsible for any lost or damaged personal items. Parents are encouraged to check the lost and found tub in the cafeteria as needed.

Field Trips

Field trips have an educational purpose and are incorporated into the classroom activity plans. The participation of students in field trips is only allowed with parental consent and the submission of a field trip permission slip, which must be kept on file.

Behavior and Discipline

Our priority is to ensure the safety and well-being of children while also fostering positive interactions and relationships with others. Our approach focuses on social-emotional development, equipping children with the necessary skills to navigate social situations in a healthy and effective manner. Staff will use positive methods of guidance and re-direction to address and manage behaviors, children's actions, and thoughts towards more appropriate behavior. We value the input and partnership of parents in creating behavior support plans when necessary. Each behavioral situation is handled individually, taking into consideration the unique circumstances and needs of the child involved. If ongoing behavior concerns arise, we may seek additional support from district support staff and schedule a parent conference and/or Student Success Team (SST) meeting to explore additional ways to ensure the well-being and success of the child.

Our school rules are Be Safe and Be Kind. Using a common language at school will help children understand expectations for behavior from all the adults at school. Both positive and negative behaviors can be tied to the applicable rule. For example, sharing is kind. Pushing is not safe.

A parent/guardian may be called for a child who has harmed or threatens to harm others. A child may be sent home after all supports have been exhausted, and the child's behavior cannot be re-directed.

Pets/Animals on Campus

For the safety of our school community, animals are not allowed on campus. There are signs posted near various entrances stating that only service animals are allowed.

Uniform Complaint Procedure

Complaints of unlawful discrimination and alleged violations of federal or state laws, or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Procedures. Procedures are given annually to parents and are available anytime by contacting our office.

Grievance and Complaint Procedures

Program staff work to ensure that you and your family have a positive experience in our program. If you have concerns, your child's teacher is the first point of contact. She can provide you with next steps if the issue needs to be addressed by administration. We appreciate respectful communication and interaction so that we can work together to address any concern.

HEALTH AND SOCIAL SERVICES

In order to help prevent the spread of children's diseases, **preschool licensing** requires that each child receive daily health screening upon arrival to class. No child shall be accepted without contact between staff and the person bringing the child to class. ***Children will be temporarily excluded from school and should stay home for the following:***

1. Gastro-intestinal nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
2. Throat and neck redness, spots, sore throat, infected tonsils, swollen glands, toothache
3. Eye discharge and/or redness, infection
4. Skin rashes, spots, eruptions, etc. and possible symptoms of communicable disease. Please notify the school immediately if the child has a communicable disease, he/she must have clearance from a medical professional
5. Hair lice/nits, infected areas on scalp
6. Nose and ears discharge with symptoms such as fever, coughing or other symptoms
7. Temperature fever over 100 degrees F within the last 24 hours
8. Immunizations are not up to date. This includes TB (good for 1 year) and Physical (good for 1 year).

If your child becomes ill at school, we will call you to pick up your child. If you cannot pick up your child you must arrange for an authorized person (someone on the emergency card) to take him/her home. We require that sick children be picked up as soon as possible, as we are not licensed or equipped to care for sick children. Your cooperation in this matter will help keep all of our students healthier.

Medication at School

If it is necessary that medication be given at school, a School Release Form signed by the parents and physician must be on file in the school office with the Health Department. Forms are available in the school office and must be renewed each school year.

This policy is for prescription medication and over-the-counter medication, such as acetaminophen, eye drops, cough drops, etc.

STATE LAW REQUIRES ALL MEDICATION (PRESCRIPTION OR OVER-THE-COUNTER) TO BE UNDER LOCK AND KEY IN THE SCHOOL NURSE'S OFFICE.

Medication must be brought to school by an adult and must be in the original pharmacy container labeled with; 1) Child's name and the name of the medication; 2) The dosage and the time the medicine is to be given; 3) Name of the prescribing physician and pharmacy.

Please let your child's teacher or school nurse know of any medication your child may be taking.

Nutrition

Our goal is to ensure that children have nutritious meals and snacks during their time in the program. Meals and snacks meet the federal Child Care Food Program nutritional requirements. The Galt Joint Unified Elementary School District participates in the Community Eligibility Provision (CEP) Program administered by the USDA. A nutritious breakfast (AM program) or lunch (PM program) is served every day free of charge. Menus are posted in the office and on the GJUESD district website. Food may not be taken from the center or shared with siblings. If your child requires food substitutions due to allergies, we are required to have a Physician's Statement of Need on file.

We are a peanut free campus. Therefore, snacks that contain peanuts or peanut products are not served at school. Store bought treats for a class must be checked by the Health Assistant.

Social Services (Preschool Only)

Our goal is to ensure that families have access to the necessary community health and social services to meet their individual needs. To achieve this, we have implemented a Family Social Service Need Request & Referral process. This process begins at the time of enrollment. **Preschool families** are required to complete the Child and Families Need Form which helps us identify their specific needs. Based on the information provided, our staff will connect parents with appropriate resources and referral agencies within the community. We believe that collaboration with these agencies will greatly benefit the child and their family. To ensure that the needs of the families are effectively met, our staff will also follow-up with parents to determine if the referrals have been helpful.

Additionally, all families who reside in our school district qualify for numerous school services located on the Fairsite campus. In partnership with First 5, the following is a list of services that are provided free to parents and children ages 0-5 years old. Please stop by room 10 for more information:

Health

- Vision, hearing, dental, height/weight screenings
- Developmental screenings
- Speech/Language screenings
- Information on immunizations and Cover The Kids medical insurance

Lead Testing

Assembly Bill (AB) 2370, Chapter 676, Statutes of 2018, requires all licensed Child Care Centers (CCCs) constructed before January 1, 2010 to test their drinking water for lead contamination between January 1, 2020 and January 1, 2023, and then every 5 years after the date of the first test. Since Fairsite is a licensed child care center, we are required to provide parents with information regarding the risks and effects of lead poisoning upon enrolling or re-enrolling any child. You can find detailed information in the appendix section or at

<https://www.cdss.ca.gov/inforesources/child-care-licensing/water-testing-information>.

PARKING

Fairsite has expanded parking areas in the back of the school. We appreciate your cooperation and attention to safety when transporting your child to or from school.

Please follow these rules:

- **No double parking.**
- **No parking in the bus loading zone (side entrance to campus).**
- **No parking in the handicap parking spaces unless you have the appropriate placard.**
- **No parking where indicated by No Parking signs**
- The green zone in front of the school is a **20 minute parking zone.**
- Do not block the double crosswalk lines for the safety of pedestrians.
- **Always** use the crosswalk when crossing the street.
- **Do not park in the District Nurse-designated parking space.**
- Extra parking is also available across the street in the City of Galt parking lot.

PROGRAM DESIGN

Open Door Policy

Our program has an open-door policy that encourages parents to participate in daily activities whenever possible. Parents wishing to observe the classroom should talk to the teacher to plan a visit. Note: classroom volunteers must first be cleared before volunteering in the classroom or attending field trips. Parents are encouraged to communicate with their child's teacher if they have questions or concerns.

Group Sizes

Adult-to-child ratios are planned and followed for each age group based on Title 5 regulations. For preschool, the ratio is 1:8. Per the California Department of Education, the adult-child ratio for TK is 1:10.

Refrain from Religious Instruction: Our program refrains from religious instruction & worship as specified in the Galt Joint Union Elementary School District's Board Policy 6141.2. All educational activities and materials within the school environment will remain secular and free from religious instruction in order to maintain a neutral and inclusive learning environment for all students.

Confidentiality: The use or disclosure of any information in the data file concerning children and their families is restricted to purposes directly associated with managing the program and district. All records are subject to on-site inspection by officials representing Community Care Licensing (for **preschool**), the California State Department of Education, the Health Department, or local law enforcement authorities in the case of suspected child abuse or neglect. All further use of the information will be permitted with prior written consent or via a subpoena. Families can access information in their data file within five business days after submitting a written request to the program.

Equal Access/Non-Discrimination Statement: No person will be subjected to discrimination or illegal bias, including harassment. We provide equal access to services without regard to sex, sexual orientation, gender, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Mandated Reporting: Fairsite Early Learning Center is a mandated reporting agency. Any staff member who fails to report suspected child abuse or neglect is guilty of a misdemeanor, punishable by confinement in the county jail for a term not to exceed six months and/or a fine of not more than \$1,000. All suspected instances are reported to Child Protective Services.

Creating an Engaging Classroom Environment for Learning

Our program aims to create a classroom environment that fosters a love for learning among children. We actively encourage their natural curiosity and provide engaging activities that are suitable for their individual skill levels. By nurturing exploration and discovery, we help children develop essential skills like confidence, creativity, and critical thinking.

Physical development is supported by:

- Promoting physical activity
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials, and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a predictable and unhurried manner
- Helping children develop emotional security and facility in social relationships
- Providing lessons with Second Step curriculum

Cognitive & Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play, and exploration
- Providing opportunities for creative self-expression through activities such as art, music, movement and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development

We assess each **preschool** student's progress using the Desired Results Developmental Profile (DRDP) within 60 days of enrollment and every 6 months thereafter. Parent involvement is crucial in this assessment process as their input is valuable. These assessments help us plan and conduct age and developmentally-appropriate activities to support each child's growth and development. TK students are assessed every trimester using the District Kinder Readiness Assessments.

PROGRAM GOALS

At Fairsite Elementary and Early Learning Center, we have created a program philosophy that reflects our core principles, values, and goals in delivering high-quality education to young learners. Our philosophy is based on recognizing the importance of the learning journey and the crucial role of parents as primary caregivers and educators. We aim to empower and inspire children, nurture their individual identities, and build strong bonds with families. We believe in the child-centered approach, recognizing that each child has unique needs, interests, and strengths. We are dedicated to creating a caring environment that promotes the overall development of young children to prepare them for academic success.

Partnership with Parents

Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in their children's education. Opportunities to participate include but are not limited to:

- Parent/Teacher Conferences which provide an opportunity for parents to collaborate with the teacher to develop goals for their child.
- Parent Advisory Committee meetings provide an opportunity for parents to provide input on the nature and operation of the program.
- Participating in or helping at family/school events as well as classroom activities.

Kindergarten Readiness

Our ultimate goal is to prepare children for a successful transition into kindergarten. We believe that kindergarten readiness goes beyond academic skills. It encompasses a range of developmentally appropriate competencies that are essential for a child's overall growth and success. These competencies include:

- **Academic Skills:** We focus on developing literacy, math, social studies, and science skills, providing a solid foundation for future learning.
- **Language Skills:** We promote expressive and receptive oral language abilities, including effective communication, asking and answering questions, vocabulary development (including academic language), and listening comprehension.
- **Social Skills:** We emphasize the ability to pay attention, follow instructions, communicate clearly, engage and collaborate with peers, demonstrate problem-solving skills appropriate for their age, and be ready to learn.
- **Emotional Skills:** We foster the capability to identify and express emotions, act independently, and exhibit appropriate behavior.
- **Physical Skills:** We support the development of age-appropriate gross and fine motor skills, enabling children to engage confidently in physical activities.

Continuous Improvement

As educators, we are committed to continuous improvement. We stay updated with the latest research, best practices, and educational innovations to ensure our program remains relevant, effective, and engaging. We regularly reflect on our practices, seek feedback from parents and children, and adapt our strategies to meet the evolving needs of our learners.

SAFETY

Emergency Drills Emergency drills (ie., fire drills) are part of our routine to help students become familiar with evacuation procedures. Emergency drill procedures are practiced monthly.

Accident/Injury Every effort is made to keep your child safe at school. In the event of a minor accident, you will be notified by phone. In case of serious injury, we will make every attempt to contact you. If we cannot reach you, we will call the individuals listed on the emergency form. Medical treatment will be secured in emergency situations.

Parents/Visitors Parents are welcomed to visit their child's classroom. Please contact the teacher to plan your visit. **EVERYONE WHO COMES ON CAMPUS MUST CHECK IN AT THE OFFICE AND RECEIVE A VISITOR'S PASS BEFORE GOING TO THE CLASSROOM.** Visitors will be asked to sign in and out and to show identification. School policy does not permit students from other schools, relatives, friends, etc. to visit a classroom without prior notice to the classroom teacher.

For the safety of all, we ask that parents wait outside campus until gates are opened by school staff at the designated times.

Emergency Contacts We require a minimum of three local emergency names and phone numbers of people willing to pick up your child in case of accident or illness. **Please notify the office if there is any change in emergency information.** Current phone numbers are essential if your child gets sick or is injured.

Gates All gates are locked during school hours. Gates 3 (front of campus), 4 (side entrance) and 5 (back parking lot) are open 5 minutes before drop off/pick up and they are closed 5-10 minutes after dismissal. For example:

- open at 7:55, closed at 8:15
- open at 11:25, closed at 11:40

If you need to get onto campus during school hours, please enter through **Gate 4** (hallway between Health Office and School Readiness Center room 10). The buzzer and speaker connect to the office. Staff will ask "How can I help you?" Please state why you need to get onto campus: late arrival, early check out, drop off papers, etc. Please understand that we want to keep campus safe and secure for all children and staff.

Please do not prop open any gates. School staff will open/close designated gates. Please let anyone who might pick up your child know of this important safety information.

SCHOOL-PARENT COMPACT (TK Only)

The School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve (Every Student Succeeds Act [ESSA] Section 1116[d]). TK teachers will provide families with this compact. Please review it with your child, sign and return it to your child's teacher. You will receive a hard copy at Back to School Night. You may also access the compact on our school website.

TOILETING

Children may be at different places in the process of becoming potty trained, but they should be close to being independent. Children may need different levels of support depending on how far they are with reaching full toileting independence. Some may be able to change themselves after an occasional accident, while some may need more guidance. If your child is not yet fully potty trained, we take the following steps in collaboration with parents/guardians:

1. Parents/guardians will have an opportunity to meet with their classroom teacher to create a toileting plan in the event your child needs assistance. During this meeting you can expect to discuss:
 - a. Your child's current toileting level
 - b. Toileting routines at home and how they translate to the school environment
 - c. Parental preference on addressing accidents
 - d. How school staff can support your child
 - i. Teaching about and normalizing toileting
 - ii. Providing reminders and encouragement
 - iii. Assisting your child with changing himself/herself (guided assistance)
2. Parent notification of toileting procedures during orientation and Back to School Night and individual meetings.

If a child is still in pull-ups, he/she will need to be able to change his/her clothes and pull-up with **guidance** from school staff. Children cannot wear diapers to school. Parents will be called to change their child in the case of a bowel movement. You and your child's teacher will need to work together closely to support your child in achieving full toileting independence. A toileting plan will be created by the teacher and the parent/guardian.

Fairsite Elementary and Early Learning Center
Home-School Compact
2026-2027

We, the staff of Fairsite Elementary and School Readiness Center, understand the importance of the school experience to every child and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Have high expectations for your child and help him/her develop a love of learning
- Communicate regularly with you regarding your child's progress so that we may work as partners for your child's success
- Provide a safe, positive and healthy learning environment for your child, in which he/she can learn to take responsibility for his/her own actions
- Provide you with opportunities to be involved in your child's classroom and school community

As a parent/guardian, I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Make sure that my child attends school every day and is on time
- Know how my child is doing in school by communicating with the teacher, and reading and responding to communication sent from the teacher and/or school
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events and meetings
- Be open to serving on parent committees such as School Site Council, Parent Advisory Committee and other district-wide committees

I am a Fairsite student. I know that school is important. I agree to do my best to:

- Come to school ready to learn
- Ask for help when I need it
- Follow classroom rules
- Follow school rules: be safe and be kind

Parent Signature

Student Signature

Teacher Signature

SCHOOL GOAL

At Fairsite Elementary and Early Learning Center, we have created a program philosophy that reflects our core principles, values, and goals in delivering high-quality education to young learners. Our philosophy is based on recognizing the importance of the learning journey and the crucial role of parents as primary caregivers and educators. We aim to empower and inspire children, nurture their individual identities, and build strong bonds with families. We believe in the child-centered approach, recognizing that each child has unique needs, interests, and strengths. We are dedicated to creating a caring environment that promotes the overall development of young children to prepare them for academic success.

Fairsite Elementary School has developed a written Title I parent and family engagement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of the Single Plan for Student Achievement (SPSA) and through site advisory groups, e.g. School Site Council (SSC) and Parent Advisory Committee (PAC). The policy has been distributed to parents. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Fairsite Elementary School, the following practices have been established:

- 1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.**
 - A. Parents are informed of the school wide program, including parent rights at the annual Back to School Night meeting.
 - B. Fairsite has Meet the Teacher before the first day of school to begin building relationships with families. This gives us an opportunity to inform parents about the school program.
 - C. During Back to School Night, each teacher provides information to the parent about the Preschool Transitional Kindergarten Learning Foundations, as well as district approved research-based curriculum and school-based assessments.
 - D. Information is provided at the School Site Council (SSC) and Parent Advisory Committee (PAC) meetings.
 - E. During scheduled teacher-parent conferences, teachers will inform parents of their child's progress towards meeting benchmarks and performance on school-based and district assessments.
- 2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or afternoon.**
 - A. Parents are invited to schedule an appointment with the teachers, principal, and/or counselor at any time throughout the year.
 - B. Parents are invited to attend and participate in School Site Council/Parent Advisory Committee meetings.
 - C. Parent-teacher conferences are scheduled once a year.
- 3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.**
 - A. The Fairsite Parent Involvement Policy and the School-Parent Compact are reviewed annually by the School Site Council/Parent Advisory Committee.
 - B. The academic program is reviewed and input is provided during SSC/PAC meetings.
 - C. In the annual and revision of the SPSA, parents are invited to the SSC/PAC meetings to provide input.
 - D. Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.
 - E. At parent-teacher conferences, assessment information on student academic progress

is shared with parents. Student progress in relation to state and local standards will be explained to parents including the curriculum being used, grade-level expectations for proficiency, data reporting for local assessments and available interventions.

- F. If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 USC 6318 (c)(4))

4. The school provides parents of Title I students with timely information about Title I programs.

- A. Parents are provided information about school wide programs at Back to School Night, School Site Council meetings, Parent Advisory Committee meetings, and are welcomed to schedule an appointment with the teachers and/or principal at any time throughout the year.
- B. The school, with the assistance of the district, will provide information, assistance and support to families of children served by the school in the following areas:
 - i. State content and achievement standards
 - ii. State and local assessments
 - iii. Title I requirements
 - iv. Monitoring student progress
 - v. Collaborating with child's teacher

5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- A. Teachers explain the curriculum, assessment, and proficiency to all students and families at Back to School Night, regular ongoing communication to families throughout the year, and parent/teacher conferences.

6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children.

- A. School Site Council meetings are public and parents are invited to attend.
- B. Parents are encouraged to become involved in the joint development and review of the Single School Plan for Achievement through participation in SSC/PAC meetings.
- C. The school will build capacity and increase parent/community involvement in the planning and implementation of school programs and activities to improve student academic achievement and school performance through their participation in the School Site Council (SSC), and special school events and as classroom volunteers.
- D. Parents are invited to schedule an appointment with the teachers and/or principal at any time throughout the year.
- E. Parent feedback will continue to be incorporated through surveys (ex: District Parent and Student Survey) and discussions at meetings. Parents are invited to engage in school/community events such as: family nights, fund-raising events, Parent/Teacher conferences, Back to School Night, field trips, and other special events.
- F. Two-way communication between parents and the school is vital to the success of students. Parents are informed about important school wide events, meetings and schedules, phone calls, progress reports and informal and formal conferences are held concerning students' behavior, student progress and classroom standards, test scores, work samples, and instructional goals. The administrators, staff and parents work effectively toward achieving our long-range goals.
- G. Regular parent/teacher conferences are held in October.

7. If the schoolwide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (20 USC 6318 (c)(6))

- A. Fairsite Elementary will submit all written documentation of parent comments that reflect that the program is not satisfactory to Galt Joint UESD.

HOME-SCHOOL COMPACT

Fairsite Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The importance of ongoing communication is crucial between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities. The school will provide high-quality curriculum and instruction, communicate how parents can support their child's learning, and provide regular ongoing communication to families.

BUILDING CAPACITY FOR INVOLVEMENT

Fairsite Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. With the district's support, the school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- A. At parent-teacher conferences, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention and how to support parents in monitoring their child's education are provided.

2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- A. Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: Family Night, Family Reading Night, and Family Science Night.

3. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- A. The school will discuss how we can better involve parents.

4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- A. Community resources, supports and partnerships will be developed.

5. The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- A. School information, including communication about the Title I program, will be distributed in the languages spoken by the families of students in the school as outlined in law

6. The school provides support for parental involvement activities requested by Title I parents.

- A. Parent involvement strategies within the SPSA are integrated based on parent input.

ACCESSIBILITY:

Fairsite Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Annual parent meetings will have interpreters present.

This Parent and Family Engagement Policy and School-Parent Compact was adopted by Fairsite Elementary School Site Council in April of 2026 and will be in effect through June 2027.

The school will distribute the updated Parent and Family Engagement Policy and School-Parent Compact to all parents by the end of August 2026.