

Preschool Parent Handbook



Marysville Joint Unified School District

Updated July 2026



Marysville Child Development Program

1919 B Street, Marysville, CA 95901 * (530)749-6165 * Fax (530)741-6019

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Welcome

Welcome to the Marysville Joint Unified School District (MJUSD) Child Development Program! Preschool is such an important experience and we look forward to working in partnership with your family to provide a high quality preschool program that will support your child's educational needs.

This handbook has been developed to help you understand our program, as well as the policies we must follow to ensure that your child receives the best program we have to offer. Please take the time to read this handbook and please do not hesitate to contact our office if you have any questions and/or concerns regarding your child and/or our program.

Mission

It is the Mission of the MJUSD Child Development Program to provide the highest quality of services to our youngest of students in a safe, nurturing, positive and engaging learning environment.

Vision

Our Child Development Program is a place that inspires social-emotional confidence to facilitate the growth of the whole child. Children are provided opportunities to explore, manipulate and take risks by engaging in a safe, nurturing and enriching environment that embraces individuality and a strong sense of community.

As collaborative educators, we are intentional, passionate and motivated to grow partnerships with families to create an empowering early education experience.

Our Program

Ages of Children Served, Days of Operation and Locations State Preschool Program

The MJUSD Child Development Program provides services to preschool age eligible children, ranging from 2-5 years old. Eligible children for our preschool program shall be either three years old (3) or four years old (4) by December 1 of the fiscal year in which they are enrolled. This service is for parents who meet eligibility requirements and one or more of the following criteria: reside in Yuba County, work within Yuba County, have a sibling to the preschool student that attends a school within the MJUSD, or if they receive additional childcare services for the preschool student within Yuba County. *Caretakers must transport their child to and from school, as transportation services are not available.*

We have multiple preschool sites that are located throughout the MJUSD. All of our preschool sites operate daily Monday through Friday, 175 days per year.

	<u>Monday-Friday (ALL)</u>
Arboga Preschool 1686 Broadway, Olivehurst	8:00am – 11:00am 12:00pm – 3:00pm
Cedar Lane Preschool 841 Cedar Lane, Marysville	8:00am – 11:00am 12:00pm – 3:00pm
Covillaud Preschool 610 8 th , Marysville	8:00am – 11:00am 12:00pm – 3:00pm
Dobbins Preschool 1 Dobbins School Lane, Dobbins	8:00am-11:50am
Ella Preschool 4580 Olivehurst Ave., Olivehurst	8:00am – 11:00am 12:00pm – 3:00pm
Kynoch Preschool 1905 Ahern St., Marysville	8:00am – 11:00am 12:00pm – 3:00pm
Linda Preschool 6180 Dunning Ave., Marysville	8:00am – 11:00am 12:00pm – 3:00pm
Loma Rica Preschool 5150 Fruitland Rd, Marysville	8:00am – 11:00am 12:00pm – 3:00pm
Olivehurst Preschool 1788 McGowan Pkwy., Olivehurst	8:00am – 11:00am 12:00pm – 3:00pm
Yuba Feather Preschool 18008 Oregon House Rd., Challenge	8:00am –11:50am

Open Door Policy

The MJUSD Child Development Program maintains an Open Door Policy and encourages parent participation.

Religious Instruction

The MJUSD Child Development Program refrains from religious worship and instruction.

Equal Access

The MJUSD Child Development Program does not discriminate based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which children are served.

The MJUSD Child Development Program welcomes the enrollment of children with disabilities, and understands the requirements of the Americans with Disabilities Act (ADA).

Program Philosophy, Goals and Objectives

We believe that children are the building blocks of our future. We are committed to providing education and socialization in a safe and healthy environment, conducive to the development and growth of young children.

Goals of our Preschool program include enhancing the total growth of each child by doing the following:

1. Develop each child's sense of self-worth
2. Provide a wide range of experiences which form a basis for future learning in all areas of the curriculum (language, mathematics, science, music and art)
3. Encourage the child's natural curiosity about the world
4. Develop each child's communication skills
5. Provide opportunities for physical development and healthful living
6. Help each child learn how to handle his or her own emotions and consider the feelings of others
7. Develop problem-solving skills
8. Help each child develop a sense of trust in both peers and adults and all representative spectrums of society
9. Encourage thinking skills and creativity

Goals of our Preschool program also include providing parents the opportunity to build or reinforce confidence in their role as primary educators of their children and to build a home-school partnership working in the best interest of their child.

Educational Program

Whole-Child, Play-Based, Teacher and Family-Focused

Our Preschool Educational Program is developmentally, culturally and linguistically appropriate and includes activities that facilitate a child's physical, cognitive, social and emotional development. Our program is inclusive of children with special needs and encourages respect for the feelings and rights of others. The MJUSD Preschool program supports children's social and emotional development by building trust, planning routines and transitions so they can occur in a timely, predictable, and unhurried manner and helps children develop emotional security in social relationships.

Our preschool program provides for the development of each child's cognitive and language skills by:

- Using various strategies, including experimentation, inquiry, observation, play and exploration

- Ensuring 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
- Supplemental Services are available to meet a student's Individual Educational Plan (IEP) as needed.

The MJUSD Core Curriculum has been intentionally designed to incorporate the rich themes of *The Creative Curriculum® for Preschool, Guided Edition* which features the most current research and the embedded guidance teachers need to effectively bring a content-rich, developmentally appropriate curriculum to life in a preschool classroom. For over 40 years, *The Creative Curriculum* has been supporting early childhood educators in elevating the quality of their classrooms. As a comprehensive, research-based curriculum, it features exploration and discovery as a way of learning that is aligned with the California Preschool Learning Foundations, Volume 1, 2 and 3. Rich themes build the background for the child-centered activities as we focus on developing skills in the following content areas: social- emotional development, language and literacy, English-language development, mathematics, visual and performing arts, physical development, health, history-social science and science.

Teachers choose from a variety of Meeting Circle and Interest Centers to best meet the needs of the class and individual children. Each child is encouraged to participate in every type of activity and we strive to have a balance of indoor and outdoor activities available to our students.

In addition, MJUSD promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement. The program promotes and maintains practices that are healthy and safe. Although naptime is not part of the daily schedule, a safe place to rest is available for children if needed.

Desired Results Developmental Profile

We use the Desired Results Developmental Profile, a tool developed by the California Department of Education, Early Education and Support Division, to assess the development of children. Children are assessed within 60 days of enrollment and every six months thereafter. Parents' input is a necessary component of this assessment. The DRDP assessment tool is also used to plan and conduct age and developmentally appropriate activities for children.

Staff Development Program

The MJUSD Child Development Program is committed to quality early education and hire qualified staff that hold the appropriate credential/permit required by the State of California. New employees are provided an orientation and written job descriptions to guide them to understand how agency policies relate to their respective job description.

We support the continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth. Our staff members are evaluated annually and we have sound internal communication mechanisms which include phone, email and newsletters to provide staff with information necessary to carry out their respective duties.

Parent Involvement and Education

Parents are encouraged to be involved with their child's education and are invited to participate

in their child's classroom. We have an Open Door Policy and appreciate parents volunteering to assist with a number of activities such as reading, helping a child with activities or planning special events. Parents interested in volunteering in the classroom should talk to the classroom teacher to make arrangements. Marysville Joint Unified School District policies regarding volunteering in the classroom shall be followed.

SB 792 is legislation that requires all employees and volunteers to be immunized against influenza, pertussis and measles. See detailed information related to SB 792 on page 16 of this Parent Handbook.

Effective parent and teacher communication is an essential element that impacts the success of our Preschool program. We value the home-school partnership and have implemented the following activities to ensure effective two-way communication:

1. Parent Orientation is held prior to the start of the school year and includes topics such as program philosophy, program goals and objectives, program activities and due process procedures.
2. Parent teacher conferences are scheduled twice a year so that teachers can share each child's growth and development based on the Desired Results Development Profile. Parent Teacher conferences not only allow the teacher to share the individualized plan for their child, but also allows the parent to collaborate goals and objectives for their child with the teacher.
3. Parent surveys are also conducted each year so that we can better understand how the program helps you to support your child's learning and development and meet your individual family needs.
4. A Parent Advisory Committee composed of parent representatives and the Child Development Director meet on a regular basis. All parents are invited to attend the Parent Advisory Meetings and are informed of the meetings via notes home and flyers posted at the classrooms. The Parent Advisory Committee is used as an educational forum to discuss a variety of topics such as: Ages and Stages of Development, Curriculum Components, The Desired Results System, District and School Events, Educational Opportunities and Parent Need.

Health and Social Services

MJUSD Child Development Programs shall provide a health and social services component that:

1. Identifies the needs of the child and the family for health and social services.
2. Refers a child and/or family to appropriate agencies in the community based on health or social service needs.
3. Conducts follow up procedures with the parent to ensure that the needs have been met.

Community Involvement

MJUSD Child Development shall solicit support from the community, including donations of goods and services. We shall provide information to the community regarding the services available through appropriate use of media and other forms of communication in the community.

Nutrition

The Child Development Program participates in the Federal Food Program and provides culturally and developmentally appropriate meals in accordance with the National School Lunch Program requirements. At mealtime, the children are introduced to new and different foods and are encouraged to taste everything. Breakfast is provided to every child in the AM session (8:00-11:00) and lunch is provided to every child in the PM session (12:00-3:00).

Our District Wellness Policy outlines the importance of eating healthy foods at school. If you would like to bring food to the preschool for a birthday or other special occasion, please discuss and coordinate with the teacher prior to the occasion to ensure that foods brought into the classroom are healthy and nutritious.

Water Use and Safety

We want to assure you that the health and safety of our students is our utmost priority. In light of recent evaluations regarding the water quality at several of our facilities, we provide drinking water for our students using a water delivery service. The water will be available for drinking both inside and outside the classroom, as well as for food preparation. Drinking fountains and outlets are not accessible to children and water is provided at the following facilities: Covillaud Preschool, Loma Rica Preschool and Dobbins Preschool.

Program Self Evaluation Process

The MJUSD Child Development Program conducts an annual program self-evaluation based on the use of the CDE Federal Program Monitoring (FPM) instrument. The FPM is the monitoring and review instrument for the Child Development Program to determine compliance; an assessment of the program by parents using the Desired Results Parent Survey; an assessment by the program staff and board members; an analysis of the FPM findings, including the Desired Results Developmental Profiles, the environment rating scales and the Desired Results Parent Survey; a written list of tasks needed to modify the program in order to address all areas that need improvement as indicated in the analysis; ongoing monitoring of the program to assure that areas of the program that are satisfactory continue to meet standards and areas requiring modifications are addressed in a timely and effective manner; submission of the agency's annual report and a summary of the findings of the program's self-evaluation. Anecdotes and portfolio information are recorded by all staff.

Our Commitment to Quality: The CLASS Framework

Here at MJUSD Child Development, we believe that high-quality early childhood education is built on meaningful relationships and intentional environments. To maintain these high standards, we use the Classroom Assessment Scoring System (CLASS) and the CLASS Environment tool.

What is the CLASS Framework?

While many assessments focus on a child's individual test scores, the CLASS tools focus on the quality of the classroom experience. We look at two main components:

1. Teacher Interactions (The CLASS Tool): This measures how teachers support children emotionally and academically. We look for a warm, encouraging atmosphere, effective classroom routines, and how teachers engage children in "big thinking" conversations.
2. The Learning Space (The Environment Tool): This evaluates the physical classroom. We ensure that materials are engaging, the room is organized to encourage independent play, and the space is designed to spark curiosity and discovery.

How We Use the Results

We don't just "test" our classrooms and file the results away. We use the data from these

assessments to fuel our continuous improvement:

- **Tailored Teacher Coaching:** Scores help us identify specific strengths and areas for growth. If a classroom excels in emotional support but needs more instructional engagement, we provide targeted training for those teachers.
- **Resource Allocation:** The Environment tool helps us decide which new materials or furniture will best support your child's learning.
- **Measuring Progress:** By assessing our classrooms regularly, we ensure that the quality of care and education your child receives remains high and improves year after year.

Our Goal: By focusing on the "how" and "where" of learning, we ensure that your child is in an environment that is not only safe and fun but also scientifically proven to support their development.

How to Qualify for the Program

Eligibility

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

- The family is a current aid recipient
- The family is income eligible
- The family is experiencing homelessness
- 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
- The child has a disability; only the children in the family with a disability may enroll under this eligibility category
- Families who have a member of its 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 use also under this provision to get categorical eligibility.

Total countable income means all income of individuals counted in the family size, for example: gross wages or salaries, overtime, tips, cash aid, income from self-employment, child support payment received and portion of student grants or scholarships not identified for educational purposes as tuition, books or supplies.

The MJUSD Child Development program reserves the right to ask for additional documentation to verify income.

Examples of Income Documentation

Income documentation is for the month preceding certification. Current and on-going income documentation may be requested.

Employed:

- Release authorization and payroll check stub;
- Release authorization and letter from employer; or
- Other record of wages issued by the employer Other record of total countable

income:

- Provide copies of the documentation of all non-wage income.
- Provide self-Certification of any income for which no documentation is possible.

Self Employed:

As many of the following types of documentation as necessary to determine income:

- Letter from source of income
- Copy of the most recently signed and completed tax return
- Other business records, such as ledgers, receipts, or business logs.

Example of Homelessness Documentation

When referral from an emergency shelter or other legal, medical or social service agency or a written parental declaration that the family is homeless and a statement describing the family's living situation.

Example for Child Protective Services Documentation

Written referral, dated within six months of application for services and includes:

- Statement from local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services (CPS) and that child care and development services are a necessary component of the CPS service plan.
- Probable duration of the CPS service plan.
- Name, address, phone number and signature of the county child welfare staff.

Example for "At Risk" Documentation

A written referral, dated within six months of application for services and includes:

- Statement by a legally qualified professional (someone licensed in the state to perform legal, medical, health or social services for the general public) that the child is at risk of abuse and neglect and that child care and development services are needed to reduce or eliminate that risk.
- Probable duration of the at risk situation.
- Name, address, phone number and signature of the legally qualified professional.

Example for "Child with Exceptional Needs" Documentation

A copy of the portion of the active individual family service plan (IFSP) or the individualized education program (IEP) that includes the information as specified in EC 56026 and 5 CCR 3030 and 3031; and

- A statement signed by a legally qualified professional that:
 1. The child requires the special attention of adults in a child care setting; and
 2. Includes the name, address, license number, and telephone number of the legally qualified professional who is rendering the opinion.

Family Size

Determination of family size is based on the number of adults and children related by blood, marriage or adoption that comprise the household in which the child is living.

“Family” means the parent(s) and the child for whom the parents are responsible who comprise the household in which the child receiving services is living. For purposes of income eligibility, when a child and his or her siblings are living in a family that does not include their biological or adoptive parent(s), “family” shall be considered the child and related siblings.

The definition of family in the regulations parallels the definition of parent found in the regulations and Education Code 9EC Section 8208(u) which states: ““Parent” means a biological parent, adoptive parent, stepparent, foster parent, caretaker relative, legal guardian, domestic partner of the parent as defined in Family Code section 297, or any other adult living with a child who has responsibility for the care and welfare of the child.”

The parent must provide supporting documentation regarding the number of children and parents in the family. Supporting documentation for the number of children shall be at least one of the following:

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

How Families are Selected

Admission priorities for our preschool program include the following:

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 a state-funded transitional kindergarten program in the following order:
 - a) Children enrolled in CSPP as a three-year-old
 - b) Eligible children with the lowest income according to the income ranking on the most recent Schedule of Income Ceilings shall be enrolled first.
 - c) 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.
 - d) 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. *Children shall be enrolled in the following order:*
 - a) Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table shall be enrolled first.
 - b) 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.
- c) 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. A California preschool program site operating within the attendance boundaries of a qualified free and reduced priced meals school, in accordance with Section 8217, may enroll 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.
 7. Children enrolling in the California state preschool program to provide expanded learning and care to transitional kindergarten or kindergarten pupils, pursuant to EC Section 48000(1).

Families who DO NOT meet any of the eligibility or priority categories listed above will NOT be eligible to enroll in our State Preschool Program. Our program does NOT offer a private pay option for families and are given resources within the community for private pay programs.

The MJUSD shall maintain an Eligibility Waiting List for families once all program slots are filled in accordance with the admission priorities stated above. If families have to be disenrolled from subsidized preschool services, families shall be disenrolled in reverse priority order for services, as specified in Ed Code Sections 8210 and 8211, as applicable.

Enrollment Process

The enrollment process for preschool begins each year during the month of May. Parents shall provide the following documents at the time of enrollment:

- Documentation/verification of income eligibility
- Birth certificates (or the equivalent) for all children counted in the family size
- Physical examination done within the past year (preferably thirty (30) days prior to enrollment)
- Documentary proof of child's immunization status. SB277 no longer allows for exemption of immunizations with a Personal Belief Exemption based on personal nor religious beliefs for children in child care and public and private schools.
- Proof of residency

The parents' authorized representative as part of the enrollment process will complete the following:

- Signed copy of Notification of Parents' Rights Form (LIC 995)
- Personal Rights Form (LIC 613A)
- Identification & Emergency Information (LIC 700)
- Consent for Emergency Information (LIC 627)
- Child's Preadmission Health History- Parent/Guardian Report (LIC 702)
- Physician's Report-Child Care Centers (LIC 701)

- Proof of Current Immunization Records

The certification process is finalized once the parent and staff sign and date the Confidential Application for Child Development Services and Certification of Eligibility. A Notice of Action (NOA) is then issued and mailed home to the parent informing them that their Certification is complete and they are enrolled in our preschool program.

NOA's may also be issued if the family is to be terminated from the program in which case the NOA would be mailed or delivered to the parent at least fourteen (14) days prior to the intended action. If the NOA is mailed, the fourteen (14) calendar day period is extended by five (5) calendar days, which establishes a presumption that the parent received the NOA. Information pertaining to a Parent's Right of Appeal is provided on the NOA that is mailed home to the family.

Program Policies

Attendance – Daily Sign in and Sign Out Procedures

1. Daily sign in/sign out procedures are required by Title 5, California Code of Regulations to ensure the safety and supervision of your child in addition to fiscal accountability.
2. The parent or authorized adult will use our Hubbe Portal, Secure Childcare Attendance Tracking System to electronically sign students in/sign out using full legal signature.
3. Parents must designate individuals eighteen (18) years of age or older who are authorized to drop off and/or pick up their child. These names must be on file (Emergency Card) with the classroom teacher. All individuals should be prepared to show picture identification.
4. Parents must specify the exact reason for the absence in the Hubbe system: sick, family emergency, impassible roads, etc.

Definition and Explanation of Absences

Reasons for all absences must be recorded. When a child is absent on a contracted day, the parent must call the teacher prior to the start of school and leave a message specifying the reason for the absence.

MJUSD Child Development Program reserves the right to request medical return-to-school notes from a licensed medical professional after 5 consecutive days of absence, due to illness.

Excused Absences:

- Illness or quarantine of child
- Illness or quarantine of parent/guardian
- Family Emergency – This would be a sudden situation that makes it difficult for the child to attend (May include death of family member, moving, transportation problem, weather condition, earthquake, etc.)
- Court Ordered Visitation (court order must be on file)
- Best Interest of the Child – These absences are limited to ten (10) days during the contracted period. (May include family vacation, religious activities, special time with relatives, etc.)

Health and Safety Discipline

Our Preschool program is structured so that individual and group activities keep discipline problems to a minimum. Our Preschool program does not use or condone corporal punishment,

humiliation and/or intimidation. Safe and appropriate boundaries and expectations will be set for the children. Every attempt will be made by the staff to modify inappropriate behavior. Children who exhibit aggressive or disruptive behavior may be redirected from the activity and provided a quiet space for reflection and calming and/or an alternative activity. Calming spaces include sensory items and social emotional support materials. We will employ techniques of discipline that are fair, consistent and respectful of children and their needs. The purpose of discipline is to instruct and support the children in proper conduct and to help them develop inner controls so that they can live according to the standards of behavior established by society.

Inappropriate Forms of Behavior

- Causing physical harm to another child or adult by hitting, biting, kicking, throwing or any other physical action.
- Use of inappropriate language, spitting and other forms of verbal abuse or degradation by child directed at other children or adults.
- Repeated refusal by a child to comply with the classroom rules and/or failure to listen to caregivers.
- Children's behavior that is potentially harmful to themselves.

Acceptable Discipline Techniques

- Temporary removal from stressful situations.
- Redirecting a child to another activity.
- Contacting parents for assistance.
- Modifying instruction and environment.
- Behavior intervention with positive reinforcement.
- No Corporal Punishment or violation of a child's Personal Rights

Persistent Discipline Problems

If persistent discipline problems do occur with your child, the following steps will be taken:

1. Program Director will consult with the child's parents and teacher to maintain the child's safe participation in the program and to identify the persistent and serious challenging behaviors.
2. Program Director will meet with the child's parents to inform them of the process to support their child that is exhibiting persistent and serious challenging behaviors so that they may safely participate in the program.
3. Program Director will facilitate a Student Success Team meeting and identify Child's Strengths, Known Information, Known Modifications, Concerns, Questions, Strategies Actions and When/Who. Considerations will include completing a universal screening including social and emotional development, referring the parent to local community resources and implement behavior supports.
4. If after following and documenting the steps referred to in the Student Success Team meeting, and concerns about safe participation remain, the Program Director will consult with the child's parent and teacher.
5. If the Program Director determines that the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children the Program Director shall refer the parent to other potentially appropriate placements such as Resource and Referral agencies and programs or other local referral services and the contractor may then disenroll the child.

Health Policies

It is the parent's responsibility to monitor the daily health and physical condition of his/her child to determine the child's ability to actively participate in the program. No child will be accepted without contact between the center staff and the person bringing the child to the center. A daily health check will be made by the classroom teacher.

- Children with head lice will be sent home so that they may be treated. Parents will be provided with information related to resources on treatment options for head lice.
- The parent shall complete the Child's Preadmission History survey at the time of enrollment that identifies the child's health history.
- A child must be free of fever for twenty four (24) hours before returning to the program.
- A child must be free of diarrhea or watery stool for twenty four (24) hours before returning to the program.

Procedures for ill child

Children who become ill at the center shall be provided an isolation area for illness. It will be equipped with an appropriate mat, cot or couch for each ill child. A child's authorized representative shall be notified immediately when the child becomes ill enough to require isolation and shall be asked to have the child removed from the center as soon as possible.

Incidental Medical Services (IMS)

Children with disabilities or special health care needs may require medications while in care. Childcare staff can learn to safely administer medications to children, and these services are known as IMS. The provision of IMS helps ensure that licensed childcare setting provide an inclusive environment and appropriate services for all children. Health and Safety Code (HSC) authorizes the following IMS:

- Blood glucose testing
- Gastrostomy tube feeding and care
- Insulin administration
- Administration of glucagon as an emergency intervention in the event of a diabetic child's severely low blood sugar level
- Administration of an epinephrine auto-injector as an emergency intervention to prevent or treat a life-threatening allergic reaction
- Administration of anti-seizure medications as an emergency intervention for a child experiencing an epileptic seizure.

Administration of IMS Require the following:

- Written authorization from parent/guardian for each designated licensee and/or facility to administer IMS to the child
- A copy of the medical orders written by the child's physician, including a description
 - of the child's special health need and the IMS needed, (2) a statement that the medical orders can be safely performed by a layperson, (3) a description of the training
 - required and who can provide it (e.g. the child's authorized representative, a medical professional) and (4) notate any symptoms to watch for, if applicable.
- If medication is included, the orders shall include proper dosage, frequency/time and method of administration and potential side effects.
- Medication, supplies and equipment needed to administer the IMS

After administering any of the emergency IMS identified above:

1. Staff will call 9-11
2. Notify child's authorized representative as soon as possible
3. Submit an unusual incident report to CDSS-Licensing Division

Medication Administration Procedure:

Care and Storage: Incidental Medical Service supplies and medications in the facility will be stored in a secure, inaccessible, clean location and under conditions as directed by the physician or pharmacist.

Medications that require refrigeration will be stored in a designated area of the refrigerator separated from food and will be inaccessible to children.

Administration of Routine for Medication and Incidental Medical Services:

Once all requirements are met, the designated trained staff will administer Medication or Incidental Medical Services by utilizing the following requirements:

1. Right Child
2. Right Medication
3. Right Dose
4. Right Time
5. Right Route

Documentation: Any Medication or Incidental Medical Services routinely administered is documented on a log by staff member who administered. Authorized representative is informed of each occurrence when their child received medication or when Incidental Medical Services is performed, via the medication log.

If a child is administered, any emergency Incidental Medical Services procedure the child's authorized representative and 911 must be called immediately. In addition, an usual incident report must be sent to the Department of Social Services. Staff shall not administer any type of over-the-counter medications at any time, for example: aspirin, cough drops, cough syrup, etc.

Emergency and Identification Information

It is the parent's responsibility to ensure that the names and telephone numbers of the contacts on the Emergency Card are accurate and that those people are willing and able to pick the child up if needed.

When a child shows signs of illness, the parent will be contacted and must pick the child up within thirty (30) minutes.

If a major injury or illness is involved, staff will call 9-11 and the child could be transported by ambulance (at the parent's expense) to a hospital. In all cases of injury or illness, staff will attempt to contact the parent/guardian immediately and involve them in the decision regarding treatment.

Yuba County has many health resources available in the community. Parents needing help locating these agencies or needing more information about them should ask the Teacher or Director. Any referrals for health problems/concerns will be made with the permission of the child's parents.

Common Communicable Diseases

Listed below are diseases that are common to children along with the school policies on when they may return to class.

1. COVID-19 - If a student tests positive, but does not have any symptoms, they may continue to attend school as long as they remain fever free. If they develop symptoms or a fever they must stay home for at least 24hrs or until symptoms improve.
2. Chicken Pox – May return seven (7) days after appearance of first crop or when all spots have dry scabs. Chicken pox vaccine is available at the Health Department.
3. Hepatitis – May return only on written permission from physician.
4. Impetigo – Will be excluded from school until under treatment. Cover lesions while in school unless advised otherwise by doctor. If not covered, excluded unless doctor has advised it is non-infectious.
5. Measles – May return at least seven (7) days from onset of symptoms and when rash has subsided and child is symptom-free, usually 10 – 14 days.
6. Measles (German) – May return when symptom-free and at least four (4) days after appearance of rash.
7. Pink Eye – May return when under doctor's care or when symptom free. Strep Throat – May return when under doctor's care or when symptom free.
8. Head Lice (Pediculosis) – Children with head lice will be sent home so that they may be treated. May return when under treatment and void of live head lice.
9. Hand Foot and Mouth Disease – May return when under doctor's care (verified by doctor's note) or when symptom free.

Staff Identification & Safety Policy

To maintain a secure environment for our children, families, and staff, all State Preschool personnel must be clearly identifiable at all times while on campus or during school-sponsored events.

All staff members are required to adhere to at least one of the following identification standards during working hours:

- District-Issued Photo ID: Your official District identification badge must be worn and clearly visible (e.g., on a lanyard or clip) at all times.
- Child Development Apparel: Staff may wear approved Child Development department shirts or designated program apparel that clearly identifies them as part of the preschool team.

Visitor & Sub Notice: This policy helps our students, families, and emergency personnel instantly recognize authorized staff. Substitutes and temporary personnel must also wear a District-issued temporary badge or standard identification while on site.

Safety Protocols / Lockdowns

We want to share information regarding the two types of lockdowns we use to keep our campus secure. We always err on the side of caution; if there is even a slight possibility of a threat in the surrounding community, we will take immediate action to secure the school.

Precautionary "Soft" Lockdown

A soft lockdown is typically called when there is a potential concern in the surrounding neighborhood, but **not a direct threat** to the school building itself.

- **Examples:** A car chase in a nearby area, law enforcement activity in the neighborhood, or a disruptive individual in the front office.
- **What Happens:** All students and staff are brought indoors immediately. Exterior doors remain locked, and no one is allowed to enter or leave the building until law enforcement confirms it is safe to do so.
- **The Goal:** To maintain a secure, controlled environment by restricting campus access until local authorities provide an official 'all-clear.'"

"Hard" Lockdown

A hard lockdown is called when there is an **immediate or direct threat** to the school or someone nearby who may pose a danger.

- **Examples:** A report of an individual with a weapon near campus or an immediate specific threat directed at the school.
- **What Happens:** All instruction stops immediately. Students and staff move to designated safe areas away from windows and doors. Doors are barricaded, lights are turned off, and everyone remains silent.
- **The Goal:** To ensure every student and staff member is hidden and protected from potential harm.

We understand that hearing the word "lockdown" can be frightening. Please keep the following in mind:

1. **Timely Notification:** The district will notify families as soon as it is safe and possible to do so. Notifications are also listed on our District website at www.mjUSD.com. In the event of a "**Soft Lockdown**," a sign will also be displayed on the classroom door to inform parents who may be arriving and haven't yet seen the district's digital notification.
2. **Verified Information:** We work hand-in-hand with law enforcement to provide you with facts rather than rumors.
3. **Safety First:** During any lockdown, **please refrain from coming to the school or calling the front office.** Phone lines must stay clear for emergency services, and campus access will be restricted until the lockdown is officially lifted.

General Policies

Field Trips

Child Development Program does not provide field trips.

Confidentiality of Records

We recognize the rights of our parents for confidentiality and have established the following policies to insure this right:

1. Assistants, Teachers, and Pupil Service Personnel.
2. Only upon parent's written request will information be released.
3. All information received about the child or the child's family by the staff members

will be held in confidence and any discussions or meetings will be held in privacy.

Uniform Complaint Procedures

The MJUSD Child Development Program maintains a Uniform Complaint Procedure and refers to Board Policy 1312.3 when investigating complaints alleging failure to comply with state or federal laws and regulations governing educational programs.

Sexual Harassment

The MJUSD Child Development Program prohibits sexual harassment as per Board Policy 4119.

Clothing

In order to ensure that your child is comfortable and safe, parents need to dress their child in comfortable clothes that do not inhibit their participation in the many activities our program provides. It is also important that children are dressed in clothes that are appropriate for the weather. Shoes must be worn at the school and should be such that the child can easily run and jump. Flip flops, loose shoes, and sandals should not be worn to school.

Please label all your children's coats, hats, sweaters, etc., as we often have several identical garments.

Children should not bring jewelry, money, food or gum to school. No toy guns, knives or other sharp or dangerous objects will be allowed.

Parents should dress appropriately while on campus, no short-shorts, low cut tops, bare midriffs, or bare feet.

SB 792 Requirement of Employees/Volunteers to be Immunized

SB 792 requires all employees or volunteers at a licensed childcare center to be immunized against influenza, pertussis, and measles. Each employee or volunteer must receive his or her influenza vaccination between August 1 and December 1 of each year. If a person meets all other requirements for employment or volunteering, but needs additional time to obtain and provide his or her immunization records, the person may be employed or volunteer conditionally for a maximum of 30 days upon signing and submitting a written statement attesting to the fact that he or she has been immunized as required under the law. Furthermore, a person may not be hired as a teacher in a child care center without first providing evidence of current immunity status or exemption from immunizations.

SB 792 exempts the following persons from the above mentioned immunizations:

- A person who submits a written statement from a licensed physician declaring that because of the person's physical condition or medical circumstances, immunization is not safe.
- A person who submits a written statement from a licensed physician providing that the person has evidence of current immunity to influenza, pertussis and measles.
- A person submits a written declaration that he or she has declined the influenza vaccine; this exemption only applies to the influenza vaccine.
- A person is hired after December 1 and before August 1, in which case the

employee or volunteer will not be required to obtain the influenza vaccine during his or her first year of employment.

Child care centers and family child care homes must maintain documentation of the required immunizations or exemptions in the employee or volunteer's personnel file. Finally SB 792 requires any person hired as a teacher to present evidence of current tuberculosis clearance as a condition of hire.

Parent Conduct at the Center

On rare occasions, parents bring concerns to the classroom and may express them in ways that frighten children. Parents need to refrain from loud, abusive conduct around staff and children. Verbal or physical misconduct is a violation of the State Education Code, which protects teachers and children in these situations and could lead to termination from the program.

Board Meetings

In addition to the Parent Advisory Committee meetings that are held on a regular basis and open to the public, the Marysville Joint Unified School District Board meets the second and fourth Tuesday of each month at the District Board Room at 1919 B Street or designated school at 6:30pm.

Termination Policies

At the discretion of the Director, a child may be terminated from the program under the following circumstances:

1. A child may be disenrolled from the program due to behavior ONLY after the due process requirements and procedures outlined in 5 CCR 17731, have been thoroughly executed.
2. Failure to provide updated emergency contacts.
3. Children exhibiting unacceptable behavior over time after positive behavior interventions have been employed.
4. Three (3) occasions of tardiness in picking up the child.
5. Knowingly using incorrect or inaccurate information to obtain child development services by providing fraudulent or incomplete information.
6. Parent who engages in verbal or physical misconduct (loud, abusive conduct) around staff and/or children. Verbal or physical misconduct is a violation of CA State Education Code.

Emergency Plans

Preschool classes will be closed whenever the emergency requires closure for Marysville Joint Unified School District K-12 schools.

In the event of power outages at individual school sites, our programs will follow the emergency procedures for the school at which the program is located.

If there is a need to send children home, parents or other adults on the Emergency Card will be contacted.

Phone Numbers to be called in an emergency:

Child Development Office	530-749-6165
Marysville Joint Unified School District	530-741-6000
KUBA Radio Station	530-673-1862
Office of Emergency Services	530-741-6254

Mandated Reporting

Employees of our Child Development programs are mandated child abuse reporters. We are required by law to report any suspected abuse to Child Protective Services or to local law enforcement agencies. Therefore, parents should explain to the person in charge when their child has had an accident away from the center which has resulted in an injury. Parents experiencing serious behavior problems with their child should contact their child's teacher so that appropriate assistance can be provided.

Parental Concerns

Concerns, complaints, or disagreements about services should first be directed to the classroom teacher. If satisfactory resolution is not achieved, the issue should be presented to the Marysville Joint Unified School District Child Development Director, Wakita Wilson @ 530-749-6162.

The Preschool program is licensed by the State of California, Department of Social Services, Community Care Licensing. All parents are given LIC 623 Personal Rights and LIC 995 Parents' Rights to complete at the time of enrollment. Parents who believe these rights may have been violated and not satisfactorily resolved by the classroom teachers and/or Program Director may contact the Department of Social Services, Community Care Licensing, 520 Cohasset Road, Suite 170, Chico, California, (530) 895-5033