Placer County Board of Education

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Introduction
The Placer County Board of Education consists of seven members representing four geographic trustee areas throughout Placer County. They are an elected governing board that operates under the authority of the California Constitution, the Legislature, California Education Code and the State Board of Education.

The Board of Education approves the Local Control Accountability Plan (LCAP) for the county office and its charters, approves the county office budget and serves as the appellate body for interdistrict transfer, expulsion and charter school appeals.

Vision
The vision of the Placer County Superintendent of Schools and Placer County Board of Education is to provide exemplary leadership and service to schools, parents, and the community as we work together to provide a globally competitive, comprehensive, rigorous and relevant education to all students.

Mission
The Placer County Superintendent of Schools works in collaboration with the Placer County Board of Education to provide leadership, accountability, resources, educational programs, and student services to the students and families of Placer County.

PCOE State Preschool Program Mission:
To serve as a model of early childhood excellence by ensuring young children are prepared for kindergarten.
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OUR PROGRAM

Overview
Placer County Office of Education offers pre-kindergarten classes for four-year-old and three-year-old children. The California State Preschool Program (CSPP) is for families who meet income eligibility requirements. Depending on income, families may be charged a fee. Classes are operated for 3 hours per day, 175 days per year, following the calendar at the school where the class is located. Enrollment priorities follow State and Federal regulations. The sites are located at: Rock Creek Elementary School in Auburn, Colfax Elementary in Colfax, Sierra College State Preschool in Rocklin, Kaseberg Elementary and Cirby elementary in Roseville, Little Blue Schoolhouse, First Street School and Carlin C. Coppin in Lincoln, and Kings Beach Elementary School in Kings Beach. A limited number of tuition based spaces are available at Kings Beach and Colfax. An extended program (6.5 hours) is offered in collaboration with Head Start at Rock Creek Elementary, Kaseberg, First Street and Kings Beach. Families must meet Head Start and CSPP eligibility requirements for the program; Head Start income guidelines are lower than CSPP income guidelines.

The centers provide quality early learning programs for young children and serve as learning laboratory training sites for Sierra College students pursuing education and training to work with young children and families.

College students, under the direction of the PCOE teaching staff and Sierra College Faculty, are closely supervised by the Site Supervisor. In addition, the centers are models of quality early childhood environments for students and the community. Components of our model program include:

1. Highly qualified teaching staff.
2. A research based curriculum based on developmentally and culturally appropriate practices, which are supported by the child development profession.
3. On-going observations and assessments of each child to meet his or her individual needs and interests.
4. Formal and informal opportunities for parent participation through parent meetings, parent education, field trips, and social events.
5. Annual comprehensive program reviews to evaluate and improve both instructional and service programs.
6. Active participation with community agencies and organizations related to child and family issues and services.

Parents are the child’s first and most important teacher
**Days/Hours of Operation**

The programs operate Monday through Friday. Please contact the site for hours of operation.

**Daily Schedule**

Our program includes time for individual, small and large group experiences, circle, music and movement, language, science, art, math, dramatic play, block play, writing centers, and outside play. All activities are designed to help children be prepared for kindergarten.

Daily Schedule (may vary slightly from site to site)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am to 9:10 am</td>
<td>Greeting, Free Choice Centers (Art, Science, Math)</td>
</tr>
<tr>
<td></td>
<td>Opening Gathering Time (Stories, Music, Movement)</td>
</tr>
<tr>
<td>9:10 am to 9:40 am</td>
<td>Wash Hands, Snack and Nutrition</td>
</tr>
<tr>
<td>9:40 am to 10:40 am</td>
<td>Outside Gross Motor Activities</td>
</tr>
<tr>
<td>10:40 am to 11:00 am</td>
<td>Closing Gathering (Language/Literacy)</td>
</tr>
</tbody>
</table>

**Open Door Policy**

A parent participation handout, filled out by each parent, will help determine the topics and activities planned for the school year. We have an open door policy, parents are welcome any time and we encourage you to participate in daily activities whenever possible. Community Care Licensing requires a TB test, Dtap and MMR and flu shot or waiver for parent volunteers who will be interacting with children.

**No Religious Instruction or Worship**

PCOE Preschool programs do not include religious instruction or worship. Teachers will explain what the meaning of holiday is if the children ask directly for that information. Children will be referred back to their families for more information about religious aspects of holidays.

**Non Discrimination/Equal Access Clause**

County Office programs, activities, and practices shall be free from unlawful discrimination based on race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.
We believe that learning for young children is an active process in which children learn best with hands-on experiences. We teach with the “whole child” in mind. This means that while we work on early literacy, math and science activities, we also engage in activities including big muscle and small muscle movement, art, music, dramatic play, construction/blocks, water and sand play and other activities. We work on all areas of a child’s development.

We believe that our preschool program is enhanced by the involvement of parents. We view parents as the most significant adults in a child’s life and their most important teachers. We recognize that grandparents, guardians, foster parents, or other family members may have responsibility/custody of a child. We use the term “parent” to represent any person who has guardianship of the children.

We believe that a child’s optimal development depends greatly on how well school and home work together.

We believe in positive methods of discipline. The teachers create positive relationships with children and families, create supportive environments and proactively teach social/emotional skills to children. Teachers establish clear, appropriate expectations for behavior.

Program Goals and Objectives

There are program focus areas required by the California Department of Education (CDE) for which we have specific program goals:

Desired Results Developmental Profile (DRDP)

The DRDP goal of the PCOE State Preschool Program is to ensure that each child is making progress in the domains of self and social development, language and literacy, English language development, cognitive development, mathematical development, physical development and health.

- We use the DRDP tool to assess the development of children within sixty (60) days of enrollment and at least every six (6) months thereafter.

- Parent input is an important part of the assessment; parent observations/knowledge of their child is used to develop an individualized plan for each child.

- The DRDP is used to plan and conduct individualized activities for the children that are age and developmentally appropriate.

- DRDP information is shared with parents during parent/staff conferences.
DRDP information will be provided to parents of children transitioning to public school, with parent permission this information can be transferred directly.

A DRDP will be completed with accommodations and adaptations for any child with a disability and/or has an IEP.

WE STRIVE TO ACHIEVE THE FOLLOWING GOALS AND OBJECTIVES FOR EACH CHILD:

1. To encourage a positive self-concept and develop skills for building positive relationships with others.

2. To enhance perceptual, conceptual, and intellectual growth and development with manipulative games, puzzles, songs, and social interactions.

3. To instill a love of literature and proficiency in language by providing a supportive, relaxed, and rich atmosphere that encourages reading and communication skills.

4. To encourage and provide for the development of motor skills and physical well being through a wide range of challenging equipment and planned motor activities.

5. To nurture creativity and imagination through art, dramatic play, puppetry, and music and movement.

6. To build an understanding and appreciation of one's own and other cultures by sharing literature, customs and songs from various cultures and ethnic groups.

7. To help each child develop self-control and problem solving skills through discussion and role modeling.

8. To strengthen parent/child and family/school relationships through better understanding of child development principles and sharing of information.

The assessments are conducted by the teaching staff during the class time as children go about their regular activities. The DRDP is not a test. If you have any questions about the assessment process, please ask your child’s teacher for more information.
**PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES**

**Nutrition**

The nutrition goal of the PCOE State Preschool Program is to provide nutritious, developmentally and culturally appropriate meals/snacks for children during the time they are in State Preschool that meet the Child and Adult Care Food Program requirements. Meals/snacks are prepared by the school district or PCOE staff.

- We serve meals family style and offer a variety of healthy food choices
- We offer nutrition education and age appropriate cooking activities for children
- We have classroom gardens where we plant, grow and eat the vegetables

If your child has a food allergy, please provide a medical statement from your child’s doctor and accommodations will be made. PCOE ECE does not serve peanut products; please do not bring any nuts into the classroom. Please do not send food, candy or gum to school with your child.

**Sweets & Treats Policy**

All State Preschool programs will not allow birthday, special occasion or any other foods to be brought in from outside of the classroom due to the following reasons:

1. We have no control over the sanitation conditions under which the food is prepared.
2. There are children in class who may have a known or unknown food allergy.
3. Some parents may not be able to carry the expense.

Another option to a special day treat might include a food experiential for snack in celebration of a child’s special day.

**Potluck Activities**

With the exception of an end of year celebration, all potluck activities are to be scheduled outside of class time.

**Parent Involvement**

The parent involvement goal of the State Preschool Program is to implement the plan for Parent Involvement and Education.

- Parents receive an orientation that includes State Preschool Handbook and site specific information about the State Preschool program.
- The Desired Results Parent Survey is distributed to parents, collected and analyzed annually. The parent survey results are used to plan and conduct activities to help parents support their child’s learning and development, to meet the family’s needs, and are used as part of our annual self-evaluation process.
**PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES**

- We ensure that effective, two-way communication takes place between staff and parents on a regular basis throughout the year, through parent meetings, parent conferences, telephone calls and daily interactions with parents. Staff regularly shares information with parents about their child’s progress.

The program goals and structure are shared with families and parents are fully informed of their rights. We have an open door policy; parents are welcome at any time and we encourage you to participate in the daily activities whenever possible. However, the California Department of Social Services Community Care Licensing requires a TB test, Dtap and MMR and flu shot or waiver for parent volunteers.

- There are ongoing opportunities for parent education and involvement in the program and in their child’s education including two individual parent conferences each year.
- Parents participate in developing, implementing and evaluating Early Childhood Education Programs and Services through site parent advisory committees and our “Virtual Parent Advisory Committee” which advises PCOE on the children’s program through email and telephone communications.

Volunteering - Why Get Involved?
Parents may participate in a variety of ways: volunteering in the classroom or assisting with special projects; attending Parent Advisory or Parent Education meetings or helping get supplies donated. If you have a special talent or interest that you could share with the children and staff, please let us know. Parents are always welcome to visit in the classroom at any time without notice. In addition, your involvement/participation is important because:

- It allows the opportunity for parents to work together with staff to make the program harmonious, educational blend of home and school.
- It provides parents with an opportunity to learn more about child development.
- It is a time to learn and share information that can benefit the whole family.
- Children are proud to have their parent helping in the classroom.

By volunteering in the classroom you have an opportunity to observe your child in a group setting and gain new ideas to extend preschool experiences at home. You can work directly with children in the classroom or help prepare materials, set up activities, assist in the kitchen, or help with special projects. The teachers will help direct you in your area of choice.
PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Outside the classroom you can volunteer hours in the following ways:

• Read to your child
• Attend parent meetings
• Share your special talents with children and other parents

Volunteer hours are greatly needed and appreciated. All volunteers' hours are documented. Although volunteering is not a requirement, it is an integral part of our program. It is a fun way to get involved with your child, other parents, and the preschool's staff.

Environmental Rating Scale

The Environment Rating Scale goal of the State Preschool Program is to ensure that classroom environments and teacher interactions are high quality by measuring the level of quality with standardized tools.

• Each State Preschool classroom environment is assessed annually, each fall.
• Each State Preschool has an average score of 5 (“good”) or higher on the Early Childhood Environment Rating Scale (ECERS).
• ECERS scores are combined with annual CLASS teacher interaction scores to get a total picture of the overall quality of the State Preschool classrooms.

Education Program

The child development and education goal of the State Preschool Program is to ensure that children are: socially and emotionally competent, are effective learners, develop physical and motor competence and are safe and healthy.

• The program approach is developmentally, linguistically and culturally appropriate, is inclusive of children with special needs and encourages respect for the feelings and rights of others.

• The 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 helping children develop emotional security and facility in social relationships.

• The program uses the CSEFEL and Incredible Years approaches to promote positive relationships with children and families, provides supportive environments, teach social and emotional skills, and provide intensive interventions for children with challenging behaviors.

• The 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, and movement. The program promotes interaction, language use, and supports literacy and numeracy development.
PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

- The program promotes each child’s physical development by providing sufficient time for indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
- The program promotes and maintains practices that are healthy and safe.

Our overall educational approach follows the California Department of Education Preschool Learning Foundations and Curriculum Frameworks which include the knowledge and skills that will prepare children for kindergarten and describe how teachers can support children’s learning through experiences that are developmentally appropriate, individually and culturally meaningful; intentionally planned and inclusive of children with disabilities or other special needs. We also individualize our curriculum drawing from the Creative Curriculum, Anti-Bias Curriculum, Montessori, The Project Approach, High/Scope and Reggio Emilia inspired practices.

Community Involvement

The community involvement goal for the PCOE State Preschool Program is to reach out to the community and provide information regarding the services available.

- We provide information about and access to Placer County’s Network of Care, a free, collaborative, on-line resource that includes 600 service providers in Placer County and 30,000 health articles.
- We solicit donations for goods and services that would benefit the children and families we serve.
- We use a variety of forms of communication for community involvement.

Staff Development

The staff development goal for the PCOE State Preschool Program is to recruit, hire, train and retain a highly effective workforce with the appropriate permits.

- We have written job descriptions and new staff are provided an agency orientation and state preschool orientation so they can understand job duties.
- We have a procedure for written performance evaluations - annually for certificated staff and every two years for classified staff.
- Staff training needs are identified by the annual self-evaluation/agency annual report, supervisor observations and staff self-identification of training needs/professional growth requests.
Staff Development (continued)

- Staff is provided pre service training, in service training and mentoring/coaching, the opportunity to attend workshops, conferences, and professional development opportunities on an ongoing basis.
- Our internal communication system includes email, telephone, and one-on-one and group face to face meetings to provide staff information they need to carry out his or her assigned duties.

We assist parents who want to learn how to become substitute teacher assistants in the classroom and/or go to school to learn how to become a preschool teacher. For more information, contact your Site Supervisor.

Program Self-Evaluation

The Program Self Evaluation goal for the PCOE State Preschool Program is to implement an annual self-evaluation plan that includes ongoing monitoring of the program to ensure that all program requirements are continuously met.

- We use the appropriate CDD tools to assess compliance
- We gather program assessment information from parents, program staff and Board members.
- We analyze all of the information gathered and make a plan to change/improve the program as needed.

We submit a summary of the findings of the program self-evaluation to CDE by June 1 of each year. Each year, we make any program modifications necessary for compliance and/or improvement that are identified during the self-evaluation. Each year the Placer County Board of Education is provided the results of the Program Self Evaluation.
Health and Social Services

The Health and Social Services goal for the PCOE State Preschool Program is to provide health and social services information and resources to families.

- We identify health, social services and other child/family needs at enrollment.
- We refer the child/family to appropriate agencies in the community based on child/family strengths and needs.
- We follow up to make sure that the needs of the child/family have been met.
- We provide a behavioral specialist to assist children and families with challenging issues that cause challenging behavior in the classroom that interferes with learning.

Our staff is available to help parents to access community resources throughout the year. Please ask any staff member for assistance. We can assist with services such as emergency food, applying for health insurance, or locating a doctor or dentist. PCOE also houses the First 5 Placer which has a variety of resources available throughout Placer County for children birth through age 5.
HOW TO QUALIFY, ENROLL AND CONTINUE IN THE PROGRAM

Eligibility for Services

To receive CSPP, Head Start services, families shall meet eligibility criteria as specified below. In addition to meeting the eligibility requirement, to be eligible for services, the child's parents must live and/or work in the state of California. Evidence of a street address, post office address, income verification or declaration to live or work in California satisfies this requirement. The determination of eligibility shall be without regard to the immigration status of the child or the child's parent(s) unless the child or the child's parent(s) is under a final order of deportation from the United States Department of Homeland Security.

For families who meet income requirements, attendance at State Preschool is at no cost to the parent. There are a limited number of spaces available for families who do not meet income requirements and chose to pay tuition. There is a non-refundable registration fee and a two weeks deposit is required. Tuition is due in advance of actual care and non-payment will be grounds for immediate dismissal. You may withdraw your child at any time, however, a two (2) week notice and payment is required. Modification of Rates: At least 30 days advance notice will be given to families prior to any rate changes.

Qualifying for the Program

Families must meet eligibility requirements. A family is eligible if they meet one of the following criteria:

1. Family is a cash aid recipient;
2. Family is income eligible;
3. Family is homeless;
4. Family has a child who is at risk of abuse, neglect, or exploitation, or receiving child protective services through the county welfare department.

You will need to provide documentation for all income that is included in calculating the adjusted monthly income to determine eligibility. For details on what income is countable and what income is a not countable source, requirements for family size documentation, income documentation, homeless documentation, Child Protective Services, “At Risk” documentation, and parent incapacity, please ask PCOE for a copy of the policy. There is no need requirement for the part day CSPP Program.
Ages of Children Served

Pre kindergarten children ages three or four at the time of enrollment are eligible for the State Preschool Program if the families adjusted monthly income does not exceed the income ceilings established by the California Department of Education. The definition of an eligible three and four year old is established by the State.

Admission Priorities for California State Preschool Program

1. Families with children ages 3-5 who are receiving Child Protective Services.
2. CSPP Eligible 4 year olds, lowest income first.
3. CSPP Eligible 3 year olds, lowest income first.
4. Children who exceed the income ceiling by 15% or less.

*When two or more families have the same income, the family that has a child with exceptional needs shall be allotted first.

*If none of the families with the same income ranking has a child with exceptional needs, the child that has been on the wait list longer shall be allotted first.

*Children with an IFSP/IEP may exceed income guidelines and be enrolled once all income eligible children have been enrolled.

Admission Requirements

1. Completion of application
2. Verification of income
3. Verification of Family Size (i.e., birth certificate(s), court orders, guardianship, foster placement)
4. Current physician’s report and assessment which includes a medical history, TB test or waiver, and any special information regarding the health of the child at the time of enrollment or within 30 calendar days
5. Verification of up-to-date immunizations
6. Emergency medical treatment authorization and emergency form
7. Custody Documentation
8. Proof of Residence

All paper work must be completed before the child’s first day of attendance. No child will be allowed into the program until the data file is completed and immunizations are complete and up to date. The data file must be completed and kept current at all times. After eligibility has been determined, a Notice of Action (NOA) will be given (or sent) to the parent informing them of their child’s admission into State Preschool. Eligibility will be certified no more than one hundred twenty (120) calendar days prior to the first day of the beginning of the new preschool year.
HOW TO QUALIFY, ENROLL AND CONTINUE IN THE PROGRAM

How Families are Selected

PCOE enrolls families from a waiting list known as the CEL – Childcare Eligibility List. Families are ranked according to Admission Priorities. Families are selected starting with the lowest ranked. Families who are not on the CEL and walk in for services are ranked and placed on the CEL. If all families on the CEL have been exhausted, walk-in applications/enrollments can be taken.

When there is space available, families are notified by telephone and email. If we are unable to reach you by telephone or email we will mail you a letter. If you do not respond to the letter within two (2) weeks, you will be taken off the CEL.

Families will make an appointment to meet with a staff person who will assist the family in completing the eligibility application. Before your eligibility appointment, PCOE staff will contact you by telephone and/or mail and tell you exactly what you need to bring based on your particular circumstances. Families will need to bring: income verification such as pay stubs, proof of residence, verification of family size (such as, birth certificate for each child under age 18 and/or any guardianship documentation).

When the application is complete and signed by the parent/guardian and all required documentation is submitted, staff will certify the application and issue a Notice of Action either approving or denying State Preschool services within 30 days. If the services are denied, the specific reason will be noted and the family has the right to appeal the decision.

Notice of Action (NOA)

A Notice of Action, also known as a NOA is a document issued when family certification is completed, recertification is completed, and changes that impact eligibility, or family fees occur, the family is terminated from the program for any reason, or family fees are delinquent. Families are certified for the program year and are not required to provide any additional information during that time.

How to Continue in the Program

In order to continue in the program, families must follow all PCOE policies, procedures and program requirements and recertify (provide all documentation for the next year of service) on time.
Tuition Assessment and Collection Policy

Tuition for private pay families must be paid by check or money order. No cash payments will be accepted. Tuition should be mailed to PCOE ECE, 1229 Pleasant Grove Blvd., Roseville, CA 95678, or hand delivered before 4:30 pm by the ninth (9th) of the month. Failure to pay by the due date will result in termination of services.

1. Tuition bills are mailed from the PCOE ECE, office during the third week of each month and state the daily fee and the number of days for which the family is being billed.
2. Tuition is billed and collected in advance of services being rendered.
3. It is the client's responsibility to call PCOE ECE if they do not receive a bill.
4. Tuition is due by the ninth (9th) of the month.
5. If tuition is not received in the PCOE ECE office, 1229 Pleasant Grove Blvd., Roseville, CA 95678 by the ninth (9th) of the month, services will be terminated and an NOA indicating Termination of Services will be issued (no NOA issued if private pay family). Clients may appeal this decision.
6. A payment plan/contract may be put into place before the due date, the ninth (9th) of the month. Payment plans must be arranged with the fiscal department at the Roseville Office.
7. Failure to follow the payment plan schedule and to pay current Tuition will result in automatic termination of services.
8. More than one payment plan may not be arranged at the same time.

Non-sufficient funds/returned checks must be replaced by a cashier's check or money order. A full time fee is charged for families with a certified need of 130 hours or more per month and a part time fee is charged for families with a certified need of less than 130 hours per month, excluding part-day preschool. No adjustments will be made for excused or unexcused absences.
HOW TO QUALIFY, ENROLL AND CONTINUE IN THE PROGRAM

Termination of Services

When it is necessary to dis-enroll a family, a termination NOA will be sent to the parent advising them of the termination and the reason for termination. Reasons include, but are not limited, to:

1. Eligibility Requirements Not Met
2. Over Income
3. Child Not Age Eligible
4. Non-Compliance with PCOE Policies
5. Non-Compliance with State Regulations
6. Non-Payment of Family Fees
7. Fraud
8. Parent Withdrawal
9. Failure to Recertify
10. Abusive behaviors and/or verbal threats by parents toward staff or other parents and children

Disenrollment Due to Behavior

Disenrollment of your child for behavior issues is a “last option” once all possible steps to resolve the situation to help your child be successful. Prior to “disenrolling” your child for persistent and serious challenging behavior, the following will happen:

Pursue and document that PCOE has taken at least the following reasonable steps:

1. The PCOE Behavior Specialist/Site Supervisor will consult with the child’s parents/legal guardians to maintain the child’s safe participation in the program.
2. If a child is exhibiting persistent and serious challenging behaviors, the PCOE Behavior Specialist/Site Supervisor will inform parents/legal guardians of the process that we will use to assist the child in order to safely continue to participate in PCOE’s CSPP program.
3. If the child has an IEP (PCOE has the most current copy or will obtain a copy) - written consent will be obtained from the parents/legal guardians to consult with the local education agency (LEA) on how to serve the child.
4. If the child does not have an IEP:
   a. The PCOE Behavior Specialist/Site Supervisor/parents/legal guardians will complete an Ages and Stages Social Emotional (A&S SE) assessment.
   b. The PCOE Behavior Specialist/Site Supervisor will refer parents/legal guardians to local community resources.
   c. The PCOE Behavior Specialist/Site Supervisor will implement behavior supports (before referring to LEA to request an assessment).
5. After following document the above steps, the child’s parents/legal guardians will be consulted - if applicable, the LEA providing special education will service the child.

6. If the child is determined to present a serious safety threat to themselves or any other child in the preschool, referrals will be given to the parents/legal guardians to other potentially appropriate placements.

7. Once the above steps have been completed and documented, the child may be “disenrolled.”

**Appeals Process**

If a parent disagrees with a proposed action issued through a Notice of Action (NOA) the parent has the right to appeal and request a hearing. A parent may file a request for a hearing with PCOE Early Childhood Education within fourteen (14) calendar days of the date the NOA was received. Requests can be made in writing, fax or email.

Preschool services will continue during the appeal process; however, if a parent’s appeal is denied, or they abandon the appeal, the change or termination indicated in the NOA is effective immediately. The review is complete when the appeal process has been exhausted or when the parent abandons the appeal.

Within ten (10) calendar days following the receipt of the request for a hearing, the PCOE Early Childhood Education Appeals Coordinator will notify the parent of the time and place of the hearing. Parents have the right to have an Authorized Representative attend the hearing on behalf of or with the parent. This can be a relative, friend, or other spokesperson of their choice. If the parent has an Authorized Representative who attend the hearing, the parent is not required to attend the hearing. The Appeals Coordinator will act as the Hearing Officer.

The parent, or an Authorized Representative, is required to attend the hearing. Failure to appear will result in abandonment of the appeal. PCOE will arrange for an interpreter at the hearing if requested by the parent. PCOE offers appeal hearings in person and via telephone. Should the parent request a telephone hearing, PCOE ensures confidentiality by calling the parent or Authorized Representative to verify identity. PCOE may ask for other identifying information to verify that the correct person is on the telephone.

The Appeals Coordinator will explain to the parent(s) PCOE’s reasons for the intended action indicated on the NOA. During the hearing, parent(s) will have an opportunity to explain the reason(s) that they believe PCOE’s decision was incorrect. PCOE staff will present any material facts omitted by the parent(s). The Appeals Coordinator staff will mail to the parent(s) a written decision within ten (10) calendar days after the hearing.
HOW TO QUALIFY, ENROLL AND CONTINUE IN THE PROGRAM

If the parent disagrees with the written decision from the Appeals Coordinator, the parent has fourteen (14) calendar days in which to appeal to the Child Development Division of the State Department of Education, 560 J Street, Room 220, Sacramento, CA 95814. If this appeal is not submitted within fourteen (14) calendar days, the appeal will be considered abandoned and PCOE Early Childhood Education will implement the intended action.

The parent shall specify in the appeal request the reason(s) why he/she believes the original decision was incorrect. A copy of the NOA and the decision of the Appeals Coordinator shall be submitted by the parent(s) with the appeal request. The Child Development Division may request copies of the basic data file and other relevant materials from the contractor. They may conduct any investigations, interviews, or mediation necessary to resolve the appeal. CDD shall mail or deliver to the parent(s) and to PCOE their written decision within thirty (30) calendar days after receipt of the appeal request. The decision of the Child Development Division is final and shall be implemented immediately upon receipt.

CLASSROOM POLICIES

Sign-In/Sign–Out Sheets

You are responsible for signing your child in and out each day. Only an adult (18 years or older) may assume this responsibility. A full legal signature is required for audit purposes. Please help us by arriving on time. The children need to become familiar with a daily routine. They feel and do much better if they can rely on a regular, predictable schedule. The staff also can proceed with their wonderful activities confident in knowing that all "their" children are present.

Attendance

In order to protect the health of all children, your child will be checked on a daily basis for signs of illness. If your child shows signs of illness (green runny nose, fever, etc.), you will be asked to take your child home.

Your child will benefit the most from his/her preschool experience by attending consistently. In addition, we are required to maintain a specific level of daily attendance for the State Preschool Program. Once enrolled, it is expected that your child attend five (5) days a week, unless your child has an excused absence.
The following absences are excused:

- Illness or quarantine of the child;
- Illness or quarantine of the parent;
- Family emergency, for example, illness of a family member, unexpected car trouble, impassable roads, etc.
- Court ordered visitation;
- An absence that is clearly in the best interest of the child. For example, medical appointments, visiting grandparents, etc. (not to exceed 10 days per fiscal year).

**Unexcused absences include any absence that is not listed above**

All absences must be reported to your child's teacher as soon as possible. Please call the site as soon as possible if you know that your child will be absent. The specific category for absence must be written for each day and there must be a signature for each day that your child was absent on the sign-in sheet upon return.

Inconsistent attendance at the State Preschool Program may result in your child being dropped from the program. Should the situation arise where a child has not attended for twenty (20) consecutive school days, and we are unable to reach a parent (or other adult responsible for the child) to verify the absence, it will be assumed the child has abandoned the program and a termination NOA will be sent to the address on file.

**Holiday Policy and Guidelines**

The teachers in our program plan curriculum on an emergent basis, in a way that is reflective of children's needs and interests. The exact amount of time we spend on holidays and celebrations may vary. Ideas from the children and families in the program are "guides" to help in incorporating holidays into the curriculum. We acquire input from families through questionnaires, parent meetings, and daily communication.

The guidelines for implementing appropriate activities and celebrations related to holidays follow:

1. Classroom parties or celebration activities will be appropriately planned to avoid over-stimulating situations while retaining the significance of the particular holiday.
2. Holiday materials may be used throughout the year without any actual party or celebration.
3. We regularly reflect on our specific holiday practices and adapt as necessary.
4. Teachers, families and Site Supervisors will annually review and evaluate the holiday activities and plan for the future.
CLASSROOM POLICIES

In addition, staff will follow the guidelines below:

1. We are inclusive. We strive to validate everyone and exclude no one. No one holiday will be portrayed as more important than any other.
2. We try to portray holidays from the point of the person or group that celebrates those holidays. If teachers are not of the religious or cultural group that celebrates certain holidays, we gather information from books and others who do celebrate the holiday, including the families served.
3. We involve parents/guardians in the implementation of holiday activities and celebrations so they may choose to participate or not participate.
4. We are careful to avoid stereotypes when presenting holiday information to children, putting up decorations, and implementing activities.
5. We provide activities that are developmentally appropriate for the ages and stages of the children in our classroom. Young children need concrete, hands-on activities with simple explanations. We are careful not to abandon all we know about good practices when it comes to our holiday activities.

Immunization Requirements
Prior to admission to our prekindergarten programs, children's immunizations must be up to date.

Immunization Exempt: all new medical exemptions for school and child care entry must be issued through CAIR-ME. Parents and physicians can register and create an account in CAIR-ME at any time. Once registered, parents can log in to CAIR-ME to request a medical exemption. Parents take the exemption request number to their child’s physician who can log in to CAIR-ME to issue the exemption. Once the exemption is issued, the physician prints the two-page form and provides a copy to the parents to give to their child’s school or child care facility. [https://cair.cdph.ca.gov/exemptions/home](https://cair.cdph.ca.gov/exemptions/home)

Medical Assessment
Prior to, or within 30 calendar days following enrollment, the parent will obtain a licensed physician's written medical assessment of the child. The assessment (physical exam) must be less than one year old.

Illness Policy
Children who are ill will not benefit from our program and can expose others to illness. We ask that children who are ill be kept at home until they are fully recovered.

Keep your child at home if he/she has a fever or has had one during the previous 24 hours, or has a communicable disease. Children should not come to school if they show signs of illness.
Illness Policy (continued)
Elevated temperature, vomiting, diarrhea, rash, extreme crankiness, fatigue, fussiness, loss of appetite, yellowish or green cloudy mucous from nose and/or crusty eyes should be considered symptoms of illness and children should be kept at home.

Children who are dropped off ill or who become ill while at the preschool will be isolated from other children, and parents will be notified to pick up their child immediately.

If a child is well enough to attend school then she/he is well enough to play outdoors and engage in a full schedule of activities! Thank you for your cooperation.

A child who may seem tired, stressed-out, or just not his/her normal self, may benefit from a day of rest at home. We may call you to come and get your child if we feel this may be the case.

All absences must be reported as soon as possible. Please call and write in the specific reason for your child's absence on the sign-in sheet upon his/her return. We MUST have documentation of all absences in your child's file.

Please notify the center if your child has contracted one of the common communicable diseases such as ringworm, head lice, impetigo, chicken pox, pink eye, etc. With your cooperation, we can notify other parents of symptoms to watch for and perhaps avoid large center-wide outbreaks!

Medication
We do not administer medications unless special arrangements have been made with the Site Supervisor and approved by the Assistant Superintendent. If your child requires, for example; an EPI-pen, medications, etc., a medical plan must be in place before your child can start class.

First Aid and Medical Emergencies
In case of a minor emergency, such as small cuts, bruises, sprains, or bumps, we will take appropriate steps in treating the injury. An Incident/Injury Report explaining when, where, and how the accident happened and what treatment was administered will be completed and signed by us, by the parent, and kept in the child's file in the office. A copy will also be provided to the parent. We are all trained in First aid. In the event of a medical or dental emergency we will contact 911 first, we will provide emergency First Aid and when the child is stabilized we will contact the parent. If the parent cannot be reached, the emergency contact person will be called immediately. In the unlikely event neither is available, the child will be cared for and transported by the emergency team in compliance with the medical authorization form previously filled out by the parent upon enrollment and accompanied by a staff member.

Parents must keep emergency information updated
Head Lice

Children with “live bugs”
• Parents/guardians will be called and asked to pick up their child
• Educational materials (A Parent’s Guide to Head Lice brochure) will be given to the family
• If the child has been treated (combination of treatment and nit combing), they may return to class, if free of “live bugs”

Children with “nits”
• Parents/guardians will be notified when they pick up their child (at the end of class)
• Educational materials (A Parent’s Guide to Head Lice brochure) will be given to the family
• If the child has been treated (combination of treatment and nit combing), they may return to class the next day if child is free of “live bugs”

Chronic Cases
• If a child is found repeatedly infested with head lice for six (6) consecutive weeks or in three separate months of the school year, the child is deemed to have “chronic” head lice
• The Site Supervisor will work with the family and the health department to resolve the families problem

Toilet Learning
• A child does not have to be “toilet trained” to attend PCOE State Preschools
• A parent will not be called to come change a child (unless requested by parent)
• Staff will wipe the child if needed
• No child may come to preschool in diapers or disposable training pants*
  * If IEP says child must wear diaper/disposable training pants, this is allowed
• All children must wear underwear and have 3 to 4 changes of clothing on site during “toilet learning” period
• Staff will walk children through how to change themselves. If a child cannot change themselves, staff will ask “do you need help?” or “can I help you?”
• Staff will use gloves and wipes to help clean a child who has had a toilet “accident”
• Staff will work with parents to use the “same words at home as in school” for “toilet learning”
• All preschool sites will keep a supply of new underwear on hand for emergencies
**Discipline Policy**

Positive behavior interventions and research based behavior management interventions are used to help children understand adult expectations for their behavior, and to intervene in a timely manner to prevent challenging behaviors from occurring or escalating.

Our rules and limits are set to protect the basic rights of everyone and their personal belongings and creations. By modeling appropriate behavior we hope to foster an attitude of respect for people, property, and self. We believe that by setting appropriate guidelines and limits, children can learn in a positive environment. Our goal is to give guidance and security so that your child can develop responsible self-control.

Teachers circulate throughout the classrooms, strategically placing themselves to enable them to see the entire room at a glance, and use humor, imagination, redirection, and consistency to assist children in developing self-control.

At no time is it acceptable to use corporal punishment or frightening methods of control; to humiliate, isolate or ignore children; or to withhold food or force food at mealtime as punishment. Emphasis is placed on teaching alternate behaviors and giving each child situations to practice alternate behaviors in order to establish new, acceptable habits.

Classroom staff understands that learning is gradual and occurs through repetition. If particular concerns arise, a conference may be scheduled for parents and staff. If parents have any concerns, they are encouraged to contact the child’s teacher or the Site Supervisor.

Positive Challenging Behavior Concerns that Require Action and Parent Contact:

- Endangering the health and safety of self, other children, staff, and other adults; (for example, uncontrollable physical acts such as scratching, hitting, kicking, etc.);
- Continuous disruption of the program and/or activities;
- Continuous refusal to follow acceptable rules of behavior;
- Frequent use of profanity, vulgarity, obscenity, verbal harassment or racial comments;
- Leaving the premises without adult supervision;
- Intentional damage to school or personal property.
CLASSROOM POLICIES

Nutrition Policies

PCOE’s first priority in the classrooms is the health and safety of each of the children.

Because peanut allergies are life threatening to those children who have peanut allergies, PCOE has a policy of no peanut products in the classroom. We ask that those staff and parents who are not allergic to peanut products enjoy them at home. Because young children cannot always tell which nuts are peanuts, please do not bring any nuts into the classroom.

Any child with a food allergy severe enough to warrant the use of an EPI pen means the food allergy is life threatening and PCOE must have documentation on file from the child’s physician. The PCOE nurse will be contacted to train all site staff on the use of the EPI pen and compose a medical plan for the child. The medical plan must be on file prior to the student’s first day of school.

PCOE does not allow families to bring food into the classroom. This includes homemade and store bought food.

Nondiscrimination Statement/USDA Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at: http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250
2. Fax: 202.690.7442 or
3. E-mail: program.intake@usda.gov

This institution is an equal opportunity provider
Food Allergies

If your child has a food allergy, please let your child’s teacher know so accommodations can be made. We require a physician statement describing what the allergy is and what food can replace it.

Rest Period

Children enrolled in State Preschool who attend longer class than 6 hours per day will be given the opportunity for rest during scheduled “rest period.”

Release of Children

Children will only be released to parents/legal guardians (except where prohibited by state child care law or court order) and to those persons whose names are listed on the child’s Emergency Information Form.

Late Pick-Ups

It is your responsibility to ensure that your child be picked up at the end of the program day. If you find that you will be late, you are required to make arrangements for an authorized adult to pick-up your child and to notify the teacher regarding the change of time and person. Please be considerate of our teaching staff.

Field Trips

Your written consent will be obtained before any field trip.

Transportation Arrangement

The State Preschool does not provide transportation to or from the Preschool site, or for field trips.

Children Not Picked up by Closing Time

If, after site personnel have exhausted all known means to locate you or a responsible party to come for your child, and no one can be located after half an hour of closing time of the center, Child Protective Services will be called for assistance. Either site personnel or CPS will call law enforcement. If a child needs to be taken into protective custody and removed from the site, only a peace officer can do that, but he/she may turn the child over to CPS for further action. Please help us avoid this action.

Clothing

Please dress children in washable, comfortable clothing that is easily managed by them and allows them to participate in messy, energetic activities. Label all clothing and have an extra set of labeled clothing at school.

Since the children climb on many outdoor play structures and may go on walks, we suggest that your child wear shoes with flexible, non-skid soles such as sneakers. Flip-flops, party shoes, cowboy boots are not appropriate for the busy days at the school.
CLASSROOM POLICIES

Personal Toys

We welcome books that your child may wish to share as well as any bugs, flowers, or other assorted nature objects that can be left at school for several days. However, we ask that all toys or small "collectibles" be left at home. Also, please do not send candy, gum, or money with your child. At no time are toy guns and weapons allowed at the center.

Children with Special Needs

Sometimes a child may have a need that requires special attention. The staff is prepared to do their best to help provide that service. A special need is anything that delays or blocks a child's growth and development. The earlier a special need is identified, the sooner the child and his/her family can be connected to the appropriate support services. Our staff is available to assist families in having their child evaluated to determine any special need and secure any assistance that may be needed. Speech, muscle coordination and socialization delays are often served in our centers. Some behavioral and learning delays may require outside support and assistance.

No Smoking/No Alcohol

Smoking is not allowed on the center’s premises or on school field trips. The consumption of alcoholic beverages is not allowed on the center grounds or at any center-sponsored function.

No Weapons

Guns, knives or any other weapons are not permitted on the center grounds or at any center-sponsored function (with the exception of law enforcement).

Should you have any questions, concerns or suggestions about any aspect of our program, please feel free to talk with a Program Manager, the Site Supervisor or the Assistant Superintendent at any time. We look forward to having a wonderful and educational experience with you and your child.
Confidentiality of Records

The use or disclosure of information maintained in the Family or provider’s file will be limited to PCOE Early Childhood Education staff and authorized representatives of the funding sources or, in the event of a licensing investigation, Community Care Licensing. Information may also be shared with Placer County Department of Health and Human Services in the case of CalWORKs families or a Child Protective Service Investigation. The disclosure of all information pertaining to the children and his/her family will be limited to purposes directly connected with the administration of the program.

- Families are required to sign and submit a Universal Release of Information Form
- Children/Family information shall not be released without prior written approval of the parent/guardian, unless a court ordered subpoena is issued to PCOE
- Clients or their authorized representative may review the basic data file at reasonable times and places upon request

Licensing Agency to Contact for Complaints:
Department of Social Services

Community Care Licensing
2525 Natomas Park Drive
Suite 250, Mail Station 19-29
Sacramento, CA 95834
Phone: (916) 263-5744

Uniform Complaint Procedures

Parents are given a copy of PCOE’s Uniform Complaint Procedure at the beginning of each school year.

Complaints about PCOE ECE

If you have any questions, comments or complaints about the State Preschool program that cannot be addressed by your Site Supervisor, please feel free to contact: Teresa Dawson-Roberts, Director of Early Learning, 530.745.1303.
**GENERAL POLICIES**

**Rights of Licensing Agency**

The Department of Social Services licensing department under the authority to inspect specified in the Health and Safety Code Sections 1596.852, 1596.853 and 1596.8535 has the authority to interview children attending the Childcare Center or staff without prior consent (Title, 22, Division 12, Chapter 1, 101200 (b) (c). This authority includes the right to inspect, audit, and copy child or child care center records upon demand during normal business hours.

**Reporting Suspected Child Abuse**

As a licensed child care agency, we are required by law to report any suspicion of abuse or neglect to Child Protective Services. As with all personal information regarding any child and family in the center, confidentiality will be maintained at all times.

**Handouts**

- Site Addresses, Telephone and Contact Information
- Sample NOA with Appeal Process Procedure
- Uniform Complaint Procedures
- Parents Rights/Personal Rights
- Acknowledgement of Parent Handbook/Admissions Agreement

**References**

- California Code of Regulation Title 22 Health and Safety
- California Code of Regulation Title 5
- California Department of Education Funding Terms and Conditions

All documents are posted on the PCOE website: [www.placercoe.org](http://www.placercoe.org) under Early Childhood Education.
All updates will be posted on our website: www.placercoe.org and posted at each preschool site.