

DJUSD
Children's Center
Part-day/Part-year
State Preschool
Program
Parent Handbook



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Davis Joint Unified School District
Funded by the State of California, Child Development Division

Dear Parents,

We would like to take this opportunity to welcome you to our state preschool program located in Davis. As professionals in the field of early childhood education, we recognize that as a parent you are your child's first teacher. This handbook is meant as a guideline to answer questions and inform parents of our program. The policies and guidelines have been written to introduce your family to our state preschool program.

In this handbook you will find information regarding family participation, enrollment and classroom policies, and the program calendar.

We offer parents many opportunities to become more aware of their own child. Seeing your child in a group of children the same age helps parents to understand and interpret development and behavior. Parents can become more at ease with the fact that a child does not always grow and change at a convenient pace or by a regular schedule, and at the same time come to realize that much of what their child does is not necessarily unique or different.

Through discussion and observation of other adults in specific instances, parents can often develop new ways of handling situations and solving problems and can apply this at home. Parents can learn of new and enriching experiences for their child and can contribute ideas of their own for the benefit of other parents.

This family-centered program offers children an opportunity to grow intellectually and emotionally. The children can learn to make social contacts in groups-small and large, supervised and informal. They can learn to cooperate, to take turns, to share, to verbalize their feelings, to defend their rights and to respect those rights of other children. They can learn to develop initiative and leadership, and to respect themselves and others.

Children can also develop open, happy relationships with other adults without becoming overly dependent upon them.

At a preschool, children have a chance to explore the world around them through first-hand experiences. A wide variety of materials and activities is provided for this purpose: playground and climbing structures to define and exercise large muscles; puzzles and small toys to develop small muscles and coordination; blocks and housekeeping areas to provide occasions for replaying life situations; many musical, arts and handicraft facilities to offer a basis of aesthetic and cultural experience. In addition to all of this, there are special activities: cooking projects, science projects, interesting visitors, etc., to further broaden the base of each child's experience.

Sincerely,
The State Preschool Staff



Your teacher is: _____ The site phone number is: _____

Parents are required to call when their child will be absent. Please inform the classroom teacher of any changes in telephone numbers, address or emergency numbers.

The secretary's name is: _____ Her/His office hours are: _____ Her/His extension is: _____

Please notify the secretary if there is any change in:

- Telephone Number
- Address
- Emergency Contact Numbers

The director's name: _____ Her/His extension is: _____

Our Mission

It is the Mission of the Davis Joint Unified School District, in partnership with parents, to provide a quality education program for all students that develop the knowledge, skills, abilities and values needed for our students to reach their full potential.

Our State Preschool Philosophy

Children learn best through hands-on activities and experiences. It is important that children be allowed to explore their environment. Learning is not just following what others do; it is successfully doing it yourself. This requires active thinking and experimenting to find out how things work and to learn first hand about the world we live in. For children to learn, the activity must have meaning for the child. Young children learn best in a child-initiated and child-centered environment. Within this classroom we will incorporate the developmental appropriate principles and practices that support these philosophies and were established by the Department of Education, Child Development Division (Title 5).

Every child in our classroom is viewed as a unique individual.

The core components of our curriculum areas are aligned with the California Department of Education Child Development Desired Results for Families and Children (DRDP):

- Helping each child develop a positive sense of self (self-esteem)
- Fostering initiative; helping children to become inquisitive learners

- Guiding social development; we help children develop the idea that school is a positive environment. Children learn that they can make friends and be part of a group.
- Fostering internal control within children; we will be emphasizing social values in our classroom.
- Guiding emotional development
- Exploring cognitive development; children will try out their own ideas. We will emphasize problems, ask questions, problem solve using words, and learn mathematical concepts.
- Emphasizing creative expression and language development through writing children's words on paper, having conversations, reading books, and doing art work
- Fostering physical development through outdoor play which will help children feel confident about their bodies and develop their large motor skills

Environment is a large part of children's learning. Every session will have activities for learning, a detailed schedule, and the following core components:

Outside Area: Large motor skills and social skills are developed through running, climbing, balancing, gardening, pedaling bikes, and through organized games.

Art Area: Creativity is fostered through the use of a variety of art materials, such as markers, paint, clay, wood, ink, beads, and items for collage. Fine motor skills, visual perception, and social skills are developed in the art area.

Reading Area: Teachers and children explore books together to promote literacy. Children learn to make their own stories through guided dictation. Puppets and flannel board stories are also used to help foster language development.

Dramatic play area: Children practice verbal and social skills through imitation and play in this area. They use a variety of props, such as firefighter clothing and a play kitchen to become characters in their own stories.

Block area: Children discover spatial relationships, size, shape, and balance. Problem solving and decision-making are developed through play in the block area.

Science area: Children have hands-on experiences with scientific equipment and natural objects.

Manipulative area: Puzzles, games, beads, and other manipulatives encourage hand-eye coordination, fine motor control, size, shape, and relationship properties.

These areas stimulate the child's natural curiosity. The environment will be arranged so that optimal learning can occur.

California Department of Education Philosophy

Introduction to Desired Results

Description

The California Department of Education (CDE), Child Development Division, has revised its approach to evaluating the child care and development services it provides. The Department is moving away from a process-oriented compliance model and toward a focus on the results desired from the child care and development system. The new approach is compatible with CDE's accountability system for elementary and secondary education. It is intended to improve the results achieved for children and families through the child development services provided by CDE. Desired Results for Children and Families is a system by which educators can document the progress made by children and families in achieving desired results and by which they can retrieve information to help practitioners improve child care and development services.

A *desired result* is defined as a condition of well-being for children and families (e.g., children are personally and socially competent). Desired results reflect the positive effects of the child development system on the development and functioning of children and on the self-sufficiency

and functioning of families. The desired results system is designed to do the following things:

1. Identify the measures that demonstrate the achievement of desired results across the development areas for children from birth to age 13 in child care and development programs.
2. Provide information that reflects the contributions made by each of the various types of CDE-funded child development programs.
3. Hold programs accountable to program standards that support the achievement of desired results and are used to measure program quality.
4. Provide a data-collection mechanism for evaluating the quality of individual child development programs.
5. Create a base of information on the relationships between processes and results that can be used to target technical assistance to improve practice in all child development programs.

At the state level, educators use the desired results system to identify successes and areas for improvement so that CDE can provide support and technical assistance to increase program quality. At the program level, practitioners use the desired results system to determine the extent to which children and families are achieving the desired results so that quality improvement activities may be effectively targeted to directly benefit program participants. The desired results system encourages differences in the structure and objectives of individual child development programs. It is culturally sensitive and linguistically responsive to the diverse populations of children and families served.

The primary objective of CDE's desired results system is to encourage child development programs' progress toward the achievement of desired results by providing information and technical assistance to improve program quality. The desired results system has been built on existing processes and procedures and emphasizes the coordination of programs and services to support the continuum of children's developmental progress from birth to 13 years of age.

The desired results system is also being coordinated with a concurrent project, Desired Results: Access for Children with Disabilities Project (DR Access). The DR Access project is funded through the California Department of Education, Special Education Division, and is being

conducted by Sonoma State University, California Institute on Human Services (CIHS). The DR Access project coordinates with the desired results system in two ways. First, DR Access staff members worked with CDE staff members and CDE's contractors during the development of the desired results system to make the Desired Results Developmental Profile as inclusive and appropriate as possible for the assessment of progress for young children with disabilities. Second, DR Access staff members have also developed a system of adaptations and guidelines for the Desired Results Developmental Profile that allows practitioners to assess children with disabilities in an appropriate manner within the structure of the desired results system.

Through these two approaches, DR Access staff members ensured that the desired results system was based on the needs of young children with disabilities and was applicable to all settings in which children with disabilities and their families were served. The vision that is held by the contributors to desired results and DR Access is that through collaboration, a continuity of outcomes will be achieved for all children in CDE programs.

The training and implementation phase of desired results for center-based programs and family child care home networks is being carried out in a series of regional training sessions for local program administrators. Assisted by CIHS, CDE is providing a comprehensive training designed to facilitate implementation of the desired results system in programs at the local level and to build the capacity of local programs to train staff members who work directly with children. Participation in the trainings is by invitation only, and sites are selected one year before are due for a Coordinated Compliance Review or Contract Monitoring Review.

Components of Desired Results System

The six basic components of the desired results system are desired results, indicators, themes, measures, criteria for success, and measurement tools. The six desired results, to which all CDE-funded child care and development programs are expected to contribute, are listed below.

Children are personally and socially competent.

Children are effective learners.

Children show physical and motor competence.

Children are safe and healthy.

Families support their children's learning and development.

Families achieve their goals.

Desired results for children encompass the four developmental domains (i.e., cognitive, social-emotional, language, and physical development), which are reflected and integrated throughout the indicators, the measures, and the examples of the measures.

An *indicator* defines a desired result more specifically so that it can be measured. For example, an indicator of the desired result "children are personally and socially competent" is that "children show self-awareness and a positive self-concept." Desired results are generally better measured by using multiple indicators; no one indicator gives full information on all aspects of achievement.

A *theme* describes the aspect of development that is being measured for each indicator (e.g., self-awareness: dependence and interdependence, understanding that one's self is a separate being with an identity of its own and with connectedness to others).

A *measure* quantifies achievement of a particular indicator and developmental theme (e.g., a preschooler can communicate easily with familiar adults).

The *criteria for success* define the acceptable level of achievement for each indicator (e.g., individual children show developmental progress).

A *measurement tool* is the actual instrument or procedure used to capture or track information on indicators and standards of achievement (e.g., the Desired Results Developmental Profile).

What will my child do at school?

Get along with others,

being cheerful, polite and fair

Explore

new things and ideas

Plan ahead,

ask questions and anticipate future events

Use new words

learned from people, experiences, programs, books and pictures

Be safe,

by taking part in safety lessons, fire drills and supervised playground activities

Share

toys, games and experiences with others

Express him-or herself

with words, clay, crayons, music, etc.

Listen

to stories, to directions and to others

Spot differences

in colors, sizes, shapes and sounds

Care for self and belongings

by going to the bathroom alone, hanging up clothes and putting toys and tools away

Play fair,

follow roles and take turns

Think of others,

by making gifts for parents, classmates, etc.

Protect him- or herself

and know where to go for help

Count,

by relating numbers to groups of objects

Care for living things,

By giving pets and plants food and water

Prepare for scholastic activities,

by looking at books and learning to use them, and by dictating letters, words and stories for the teacher.

And when ready, your child will learn to read and write!

Discipline Philosophy

DJUSD Children's Center rules are intended to protect the rights of all students and to promote a safe, learning environment. Students are accountable for their behavior during class time. Students are expected to follow DJUSD and classroom rules and the directions of the teacher, paraeducator, substitutes, and school authorities.

Classroom staff is encouraged to involve students in setting the classroom rules and expectations.

Students are expected to show respect for the teacher and other adults in the program, as well as respect for other students in the program.

When a student displays inappropriate behavior, the teacher will do one of the following actions, determined by the child's behavior:

- * Redirect the child to another appropriate activity
- * Assist the child with problem solving the situation
- * Provide the child with appropriate choices to make
- * Give logical consequences for inappropriate behavior
- * Call the parent and have the parent speak to the child to aid in correcting the behavior
- * Teacher/parent conference to problem solve inappropriate behavior
- * Refer the student and parent to the program director to meet and problem solve appropriate or corrective measures
- * Suspend the child from class for the remainder of the day and /or subsequent days.

Students may be suspended for the violation of DJUSD Children's Center, or district rules, or if they present a danger to the safety and health of themselves or others or are disruptive of the program. When a child is suspended, a parent conference will be scheduled to discuss an action plan for the child in order to prevent future suspensions.

Our goal is to have a safe, learning environment for your child. When parents and staff work together in setting the expectations for appropriate behavior, children have their needs met in a positive and safe environment.

* Discipline Philosophy is in accordance with: CD9600A (NEW1/100) and LIC 995(8/02)

Program Calendar

The preschool will be closed for the following federal holidays:

Labor Day	Martin Luther King Day
Veteran's Day	Washington's Birthday
Thanksgiving Break	Spring Break
Winter Break	Memorial Day

You will be notified of the exact dates that we will be closed for these holidays.

The preschool follows the public school calendar, and runs from August through mid-June. We will close on specific days designated by the school district as state or local holidays. Families will be given advance notice regarding these days.

Hours of Service

The state preschool program has both a morning and afternoon session. The morning session begins as 8:30 a.m. and ends at 11:30 a.m.. The afternoon session begins at 12:30 p.m. and ends at 3:30 p.m.. Parents may choose the morning or afternoon session.

If the session that you desire is full, you may chose to enroll in the other session or be put on a waiting list.

Staffing

The Children's Center staff includes an administrative staff, certificated teachers and instructional assistants. Teacher qualifications and staff/child ratios are maintained in accordance with State Department of Education, Child Development Division regulations and Department of Social Services, Community Care Licensing. Other support personnel are available to facilitate program implementation.

Policies and Guidelines

Non-Discrimination Policy

The program does not discriminate on the basis of 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 program welcomes and is prepared to serve children with special needs when the program best meets the needs of the child in the least restrictive environment. It is sometimes necessary to redirect special needs children to proper facilities or to resources that better meet their needs.

Religious Instruction or Worship

The Children's Center program refrains from religious instruction or worship.

Open Door Policy

As a Parent/Domestic Partner/Authorized Representative, you have the right to enter and inspect the child care center without advance notice whenever children are in care.

Visitor Policy

Visitors are encouraged at the DJUSD Children's Center. We are proud of our program and are happy to share what we do with anyone who is interested.

If you are interested in visiting and /or observing the program for any reason, you must contact the office and make an appointment in advance of your visit. Drop in visitations are not allowed to minimize classroom disruptions.

Determining Child's Age Eligibility

California *Education Code (EC)*, Section 8235 requires the State Superintendent of Public Instruction to consolidate into the CSPP the funding and program requirements for the five largest center-based programs providing services to eligible three- and four-year-old children. These programs include State Preschool part-day (CPRE) and full-day (CFDP) programs, Prekindergarten and Family Literacy part-day (CPKP) and full-day (CPKF) programs, and General Child Care (CCTR).

For purposes of determining age eligibility, the following definitions apply:

- * Three-year-old children are defined as children who turn three years old on or before December 2 of the fiscal year in which they are receiving services.
- * Four-year-old children are defined as children who turn four years old on or before December 2 of the fiscal year in which they are receiving services.
- * Five-year-old children are defined as children who turn five years old on or before December 2 of the fiscal year in which they are receiving services.

Enrollment Priority

Priority for enrollment of eligible students is based on the following:

1. First priority shall go to children receiving protective services through the local county welfare department and children at risk or abuse, neglect, or exploitation.
2. Second priority shall go to eligible four-year-old children, in income eligibility order using the CDD income ranking chart.
3. Third priority shall go to other eligible three-year-old children, in income eligibility order.

Items Required Before Attendance

- ✓ Emergency cards must be filled out completely and signed
- ✓ Immunization records (especially TB clearance **before** starting)
- ✓ TB clearance for the participating parent is needed **before** the child can start
- ✓ Income verification
- ✓ All other forms received in the enrollment packet.

Admission Procedures

Admission procedures are simple but time consuming. Please allow an hour when making your admission appointment. During this time, you will need to provide certain documentation to comply with California Department of Education Child Development Division polices, such as: verification of income status, child's immunization records and birth certificate, and need for preschool services. As part of these requirements, you will be asked to fill out a child information sheet and a developmental history. Also, a physical examination form signed by your child's doctor must be completed and on file within the first month of his/her attendance.

All enrollment forms must be completed at the Children's Center office for processing and signature prior to the child/children's admission to the program.

INMUNIZATIONS (SHOTS) REQUIRED TO ATTEND STATE PRESCHOOL BY AGE:

Age When Enrolling	Immunization (Shots) Required
2-3 months	1 each of Polio, DTaP, Hib, Hep B
4-5 months	2 each of Polio, DTaP, Hib, Hep B
6-14 months	3 DTaP, 2 each of Polio, Hib, Hep B
15-17 months	3 each of Polio, DtaP, 2 Hep B
	1 MMR, on or after the first birthday. At least 1 Hib given on or after first birthday, regardless of any doses given before first birthday

18 months – 4 years3 Polio4, DtaP, Hep B, 1 MMR, on or after the first birthday. At least 1 Hib given on or after the first birthday, regardless of any doses given before the first birthday, and 1 Varicella (chickenpox)

DTaP Diphtheria, tetanus, and pertussis combined vaccine.
Hib Haemophilus influenza type B vaccine; required only for

children up to age 4 years, 6 months.

MMR Measles, mumps, and rubella combined vaccine.

Hep B Hepatitis B.

Varicella ..Chickenpox vaccine.

Required Information (please notify the Center immediately if there is **any change in any of the following :)**

- * Home telephone and address
- * Work telephone and address
- * Emergency contact and/or phone number
- * Income status
- * Family size
- * Parent's Social Security Number

Attendance Policies

Arrival

When you enter the classroom, you **must** sign your child in. The sign-in book is located just inside the door. **The person signing in your child must use their full signature, no initials;** the person signing them in must accompany the child into the room.

Upon arrival, the classroom staff will greet you and your child. Also at this time a quick health check will occur. A child appearing to be ill will need to leave with the accompanying adult.

Other adults bringing your child to the classroom need to be informed of these procedures. This is your responsibility.

Because our classroom does not open until 8:30 in the morning and 12:30 in the afternoon, **please remain outside until those times.** The teacher needs this time in the classroom to prepare the activities for the day. **Children may not use the playground until they are signed into the classroom.**

Departure

It is your responsibility to sign your child out each day. Children may leave the Center **only with the parent or an adult 18 years or older authorized by the parent** on the emergency card. If individual authorization is needed on an emergency basis, you must notify the Center. A written note is preferable.

Late Drop-offs

Please bring your child on time to the classroom. Much of what happens in a preschool classroom is based on predictable routines for the children. Your child will benefit from our program if he/she arrives on time.

Late Pick-ups

We realize that emergencies and unusual circumstances occur which prevent pick-up at the appropriate time. For these reasons it is required that you have an alternate person whom you can call to pick up your child on time. If the child is picked up after 11:30 a.m. (AM session) or 3:30 p.m. (PM session) three times within six months, preschool services will be discontinued.

If your child has not been picked up by 11:45 a.m. (AM Session) or 3:45 p.m. (PM Session) and no parent contact has been received, the following steps will be taken:

- * We will try to contact the parent at work and at home
- * Persons on the emergency list furnished by each parent will be contacted in order to locate someone to pick up the child immediately
- * If all efforts to arrange pick up are unsuccessful, the staff will determine whether the Davis Police Department will be contacted to assume responsibility for your child

Leave of Absence

A limited term of service for up to twelve weeks may be granted for maternity leave based upon medical recommendations. Other limited-term service leave may be granted by the director on a case-by-case basis.

However, we will not hold a space for a child if a family takes an extended vacation.

Excused absences

Funding for our program is based on attendance, it is necessary to limit absences. Excused absences are for the following reasons: illness, dental or medical appointments, lack of transportation, family emergencies, and vacation (10 days per year).

Absences

It is important that your child attend the Center according to your enrollment contract times/schedule. Please call the Center if your child will be absent and report the cause.

The parent must verify all absences by written excuse stating the specific reason for the absence in the space provided on the sign-in/sign-out sheets. The excuse must be written each day that the child is absent.

Termination

Causes for termination include, but are not limited to, the following reasons:

- * The experience is too stressful for an individual child or the child's behavior is interfering with the safety and security of him/herself, other children and/or adults in the classroom
- * Failure to maintain the eligibility requirements
- * Continued lateness in picking up your child
- * Failure to comply with the State and Center's health and safety policies
- * Excessive unexcused absences
- * Absence of more than 5 days without notifying the office

Rules and Regulations

At the time of your admission to the Center you will be given the Children's Center's Handbook to review. Please remember that your enrollment is based on accountability to these policies and guidelines.

Health and Safety

Program Participation

Children in attendance are encouraged to take part in all of the activities, indoors and outdoors, to their potential. It is expected that children well enough to attend the program are well enough to be full participants.

Physical Examinations

Current immunizations and TB clearance records are required to be filed before your child enrolls. A physical examination is required to be on file within thirty (30) days of enrollment. It is suggested that your child receive annual physical and dental examinations to help ensure good health and the opportunity to note allergies, motor difficulties and other special problems.

Immunizations need to be kept current to insure continued enrollment.

Daily Health Check

Center staff is responsible for ensuring that children with obvious symptoms of illness including but **not limited** to fever or vomiting are not admitted (*California Code of Regulations, Title 5, section 202 and Title 22, sections 101226.1 & 101226.2*). Additional attention will be paid to children who have been

absent because of illness or who have been exposed to a contagious disease. The parent or the authorized adult delivering a child are required to remain with the child while the staff person conducts the daily health check. After the child has been determined to be without signs of illness, the adult may sign the child in.

Children will be excluded from the Center for:

- * Constant runny nose
- * Fever
- * Excessive coughing
- * Vomiting within the last 24 hours
- * Diarrhea within the last 24 hours
- * Earache or drainage from the ear
- * Green nasal or throat mucous
- * Dehydration
- * Forgotten medicine
- * Any difficulties breathing (readmitted only with doctor's note)
- * Any signs of early illness

A child must have a normal temperature for at least 24 hours after having a fever before he/she may be re-admitted to the program.

Parents must notify the Center if their child will be absent for any reason. When a child becomes ill during the day at the Center, he/she will be isolated. The parent will be notified and asked to make arrangements for the child to be picked up immediately. In the event the parent(s) cannot be contacted, the person the parent(s) have authorized on the EMR card will be notified. A doctor's note may be required before a child is allowed to return to the Center in the event that a child has shown signs of a possible contagious illness/disease.

School age children who come to the Center from schools shall be inspected for obvious signs of illness upon arrival. If the child is found to be ill, the above procedures will be followed.

Parents should plan on 5 to 6 yearly illnesses for young children. Having to make emergency care plans at the last minute can lead to inadequate or inappropriate care and/or feelings of frustration and resentment against the child. A young child should not feel guilty about becoming ill. Parents are encouraged to arrange alternate plans for care of their sick children ahead of time.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73, 1596.81 and 1597.05, Health and Safety Code.

Head Lice Policy

When it is discovered that a child has head lice or nits (eggs of lice) you will be asked to pick up your child. The child must receive the prescribed treatment and all nits must be removed before the child is readmitted. Upon return to the school an examination will be conducted by staff. The child must be found free of all lice and nits before returning to school.

Medication During School Hours (Ed. Code 49423)

Parents/guardians must complete a "Request for the Administration of Medication by School Personnel" form prior to medication being administered to pupils by school personnel. Any pupil who is required to take medication prescribed by a health care provider may be assisted by designated school personnel.

All medication administered at school must be provided to the school in the original container from the pharmacist, complete with the health care provider's instructions on the container detailing the method, amount, and time schedule by which the medication is to be taken. The parent/guardian must provide an appropriate dosage measuring device, particularly for liquid medication.

Dispensing Over-the-Counter Medication

The DJUSD procedures make it possible for school personnel to assist a pupil with prescription drugs only. Non-prescription drugs or over-the-counter drugs are not covered by district procedures.

Emergencies

In case of an accident, emergency numbers are accessible to the teachers. Should the parents not be reached, the child will be taken to the hospital listed on the emergency card for immediate attention. Continued efforts will be made to reach parents and emergency contacts.

REMEMBER: It is imperative to keep the names and numbers on the emergency card current at all times! A new emergency card will be required to be filled out each year.

Child Abuse and Neglect

1. The Children's Center staff is mandated for filing a report on suspected child abuse or neglect
2. Our top priority is the well-being of your child
3. If your child has had an accident away from the Center which has resulted in an injury, or you are having difficulty meeting the daily needs of your child, including: clothing your child(ren) appropriately, bathing your child(ren), or providing adequate nutrition for your child(ren), please notify your child(ren)'s teacher or Director
4. If you are having serious behavior problems with your child(ren), please notify your child(ren)'s teacher or the Director so that appropriate assistance can be provided

Nutrition

The Center believes that good nutrition is essential to maintaining quality health and supporting the learning capabilities of the children in our care. Our nutrition policies and practices support this belief by maintaining a nurturing environment, meals of high nutritional quality, equal access for all individuals, and respect for the individual needs of the children and families we serve.

- * Menus will be posted monthly in office and classrooms. Menus will include highly nutritious foods with low sugar, sodium, and fat, reflecting a balance of textures, colors and variety. *Meal menus can also be found on the district website: www.djUSD.net.*
- * Menus will be adapted to meet the needs of children with allergies and other special needs. A physician's statement is required describing the allergy and allowable substitutions. This information will be kept on file and conveyed to all staff members and substitutes. Staff will consult with the families in order to meet children's needs.
- * Staff, children and parents wash their hands before preparing and eating food. Clean up is a collaboration between staff, parents and children.
- * Meal times provide learning opportunities for children. Meals are served family style when possible to encourage social skills.

Food from Home

Food that is brought from home should be in compliance with the DJUSD Board Policy on Food and Nutrition (BP 3550) and prearranged with the classroom teacher to ensure that items meet DJUSD guidelines.

Birthdays

Children may share simple birthday celebrations with their friends in the Center. Special nutritious treats may be planned for snack time. It is best to discuss such plans with your child(ren)'s teacher in advance. When possible, it is desirable to have parents be present to share the snack celebration with their child(ren). If parents wish to plan other activities, please discuss them with the teacher in advance as well.

Parent Participation

Families enrolled in the State Preschool program are required to volunteer 3 hours per month.

The following are suggestions for meeting this requirement:

- * Volunteer in the classroom
- * Share cultural customs with the classroom
- * Share a skill you have with the children
- * Donate items for art projects
- * Prepare art materials (tracing, cutting)
- * Help keep toys sanitized
- * Maintain the playground
- * Attend parent advisory meetings

Parents are encouraged to bring in books or music which can be shared and which represent the child's home life and/or culture. A list of classroom projects and volunteer opportunities will be posted.

Parent Advisory Committee

A Parent Advisory Committee, consisting of parent representatives, meets as needed to assist the total program. The functions of the Parent Advisory Committee are the following:

- * Promote parent participation and contributions to the Children's Program
- * Plan and promote Center fundraisers to purchase program materials

Parent/Teacher Communications

You can expect two parent/teacher conferences a year. During the conference we will address the child's cognitive, social, emotional, and physical development. The teacher will address any concerns that the parent may have at this time.

You may wish to speak to the teacher during drop off and pick up time. Please feel free to ask about your child's day or give information to the teacher regarding your child.

Parent Conduct at the Center

On a rare occasion parents bring concerns to the Center and classroom and express them in ways that are inappropriate and distracting and frighten the children. Please remember to refrain from loud, abusive conduct around staff and children. Any verbal or physical misconduct is a violation of the State Education Code, which protects teachers and children in these situations. If such conduct occurs, you may be asked to leave. If it continues we may have to contact the proper authorities.

Classroom Policy

Listed below are areas about which parents often have questions. Based on our experience, we have found certain policies work best. Your support is appreciated in dealing with the following concerns:

Clothing

Children are physically active at the Center. They will be using expressive materials including paint, water and sand. They will also be involved in many climbing and running activities. Please dress your child in comfortable clothing and sturdy shoes that can accommodate these activities. In the preschool program it is essential to leave an extra set of clothing in your child's cubby. In the school-age program we also recommend that an extra set of clothes be left at the Center. Please label your child(ren)'s clothes to prevent lost items.

Toilet Trained

Children must be toilet trained to enroll in our program. If your child has recently been trained, we will work with you to insure a successful transition. Your child will be placed on a probationary status for two weeks to ensure he/she is completely potty trained. If your child is under an Individual Education Program, a plan will be developed to address his or her toileting needs.

If your child has soiled his or her clothing, we will call you to come change him/her.

Toys

Please check with your child's teacher before bringing toys from home. The materials brought from home need to reflect DJUSD policy with regard to safety and educational value.

Books, records and materials related to classroom activities are appreciated.

Money

It is best not to have money brought in as it, too, can be easily lost. If you must send money with your child, have him/her leave it with the classroom teacher.

Friends

Due to our licensing and insurance requirements, children may not have friends visit them at the Center.

Universal Precautions

Universal precautions are not limited to use with individuals known to be carrying a specific disease. Precautions must be used in all situations and instances when blood or body fluids are handled. Precautions should be used daily as part of good hygiene practices in all classrooms.

In the school setting, universal precautions should include:

- ✓ hand washing
- ✓ using gloves
- ✓ careful trash disposal
- ✓ using disinfectants
- ✓ modification of CPR technique

It is critical that universal precautions be used in every instance when handling blood and body fluids (e.g., drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions such as nasal drainage, saliva and blood), because:

- * There may be situations where we do not know that a person is infected.
- * We should not wait until we encounter an identified infected or ill student or adult before practicing the universal precautions.
- * For legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood test for antibodies to the HIV/AIDS virus.
- * It is everyone's responsibility to continually use good disease prevention techniques based on thorough hand washing.

Uniform Complaint Policy

Davis Joint Unified School District provides a complaint form and information on the steps to be followed by the complainant and the District within a set time line. The policy and administrative regulation also inform the complainant of his/her rights to appeal District decisions to the DJUSD Board of Education.

Parents or guardians of students, employees, the district advisory committee, school advisory committee, and other interested parties may contact any Davis Joint Unified School District administrator or program director for a copy of the complaint forms and procedures. Forms can also be found at the district website: www.djusd.net

Support Groups

Parents Together

This is a group for all parents and babies under 1 year. Meets Thursdays 1:00-2:30 p.m. at the Veterans' Memorial Center Game Room in Davis. For more information call (530) 757-5695 or (800) 723-3001.

Special Needs Family Support Group

Meets Mondays, 6-7 p.m. at the Yolo Family Resource Center, 409 Lincoln Ave., Woodland. This parent-led support group is for families of children with special needs. Childcare and refreshments are provided. For more information call (530) 406-7221.

La Leche League

Meets 2nd Thursday of the month, 10 a.m. For more information call (530) 757-5695

Community Resources

If you or anyone close to you is in need of special assistance, the following emergency services are available for immediate help:

Food/Clothing

Wayfarer Center- (530) 661-1218
Pierce Food Closet-W.Sacramento- (916) 371-6343
Davis Community Meals- (530) 753-9204

Childcare/Parenting Classes

Child Care Services- (530) 757-5695

Healthcare/Dental Care

Health Hotline (MCAH)- 1-800-794-6517
CommuniCare Dental Clinics- (530) 757-4667
Davis Community Clinic- (530) 758-6020
Peterson Clinic-Woodland- (530) 666-8960

Housing

Wayfarer Center- (530) 661-1218 (Transitional)
United Christians Services- W. Sac- (916) 372-0200
ext.114
Davis Community Meals- (530) 753-9204

Job Training/Employment

Department of Employment & Social Services
Woodland- (530) 661-2750 W.Sac.- (916)375-6200

Learn To Read

Woodland Library- (530) 661-5983

Family Violence/Child Abuse/Emergency Child Care

Sexual Assault & Domestic Violence 24-Hour Crisis
Woodland- (530) 662-1133 W.Sac.- (916) 371-1907
Child Abuse – 1-888-400-0022
Yolo Crisis Nursery- (530) 753-0220 or 1-800- 698-4968

Alcohol, Drug & Mental Health Services

Woodland – (530) 406-4855 Davis – (530) 757-5530
West Sacramento – (916) 375-6350
24 hr. Emergency Crisis Line – 1-530-666-8515

Teen Help-Allied Services For Kids (ASK)

Davis – (530) 753-0797

Suicide/Crisis 24 Hour Hotline

Woodland – (530) 666-7778 Davis – (530) 756-5000
West Sacramento – (916) 372-3779

Transportation

Yolo Bus – (530) 666-2877
Unitrans- (530) 752-2877

Emergency

Police/Ambulance/Fire – **CALL 911**

Parent Education in Yolo County

Various Yolo County agencies provide parenting resources for the community in the form of classes, support groups, counseling or information. Parents can find parent education classes and resources by contacting the following agencies.

- Foster & Kinship Care Education (530) 661-5772
- Rise Inc. (Esparto) (530) 787-4110
- Warmline (800) 660-7995
- Yolo Family Service Agency (530) 662-2211
- Child Care Services (530) 757-5695

Local School Districts

- Davis (530) 757-5300
- Dixon (707) 678-5582
- West Sacramento (916) 375-7600
- Woodland (530) 662-0201