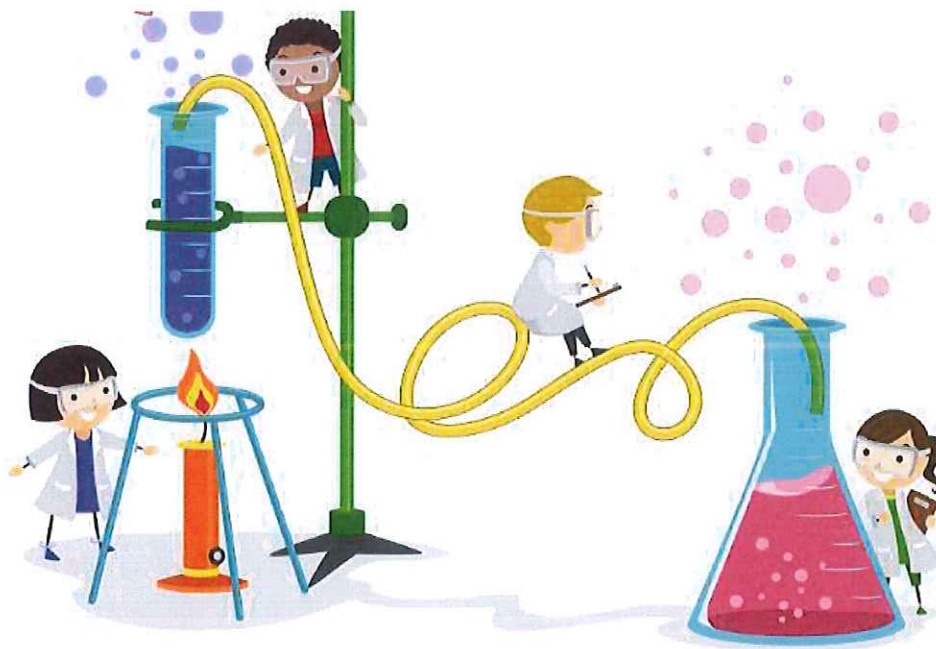




Tracy Unified School District
School Readiness Preschool Programs



Parent Handbook



2021-2022

Note: Throughout this handbook, "parent" refers to the person(s) with legal guardianship of the child.

North Preschool
2875 Holly Dr., Portable 1
Tracy, CA 95376
209-830-3355

S/W Park Preschool
500 W. Mount Diablo Ave.
Tracy, CA 95376
209-830-3355

Villalovoz Preschool
1550 Cypress Dr.
Tracy, CA 95376
209-830-3355

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WELCOME

Tracy Unified School District (TUSD) would like to welcome you and your child. We look forward to spending this year with your family. Our Preschool Program is a 3-hour learning experience for your 3-4 year old and you. Please use this handbook as a guide to answer your questions and help you become better acquainted with our program.

Preschool Staff:

- Tania Salinas, Director of Continuous Improvement State & Federal Programs
- Rocio Garcia, School Readiness Coordinator
- Marie Martinez, School Readiness Enrollment Secretary (located at South West Park School Front Office)
- Tasha Mathews, School Readiness Secretary (located at North Preschool)

North Preschool (NPS)	South West Park Preschool (SWPPS)	Villalovoz Preschool (VPS)
Rebecca Silva, Site Lead	Sandra Arce, Preschool Instructor	Rebeca Vásquez, Site Lead
Dawn Otto, Preschool Instructor	Delia Rodriguez, Preschool Instructor	Lolita Goldsby, Preschool Instructor
Giovanna Millan, Preschool Instructor	Nadia Ureno, Para Educator	Jami Rodriguez, Preschool Instructor
	Maria Diaz de la Cruz de Taracena, Para Educator	

North Elementary School Administration:

Jose Jimenez, Principal
Susan Hawkins, Assistant Principal

South/West Park Elementary School Administration:

Ramona Soto-Barajas, Principal
Juan Lopez, Assistant Principal

Villalovoz Elementary School Administration:

Marji Baumann, Principal

Class Hours & Days of Operation:

AM Preschool – 8:30 a.m. - 11:30 a.m.
PM Preschool – 12:30 p.m. - 3:30 p.m.

The Preschool days of operation are 175 days per year, Monday through Friday. Preschool Programs follow the TUSD traditional calendar with a few exceptions; please see the 2021-2022 Preschool Program calendar in the Appendix for more information.

Holidays and Vacations

Preschool will be closed for the following holidays/vacations:

Labor Day	Veteran's Day	Thanksgiving
Winter Break	Martin Luther King, Jr. Birthday	Lincoln's Birthday
President's Day	Spring Break	Memorial Day

Mission Statement

We provide a high-quality educational program that is responsive to the changing needs of children and families. We prepare students with the tools and strategies needed for academic, personal, and social/emotional development, empowering each student to reach their highest potential.

Program Goals

- To develop a positive self-image and an appreciation for cultural diversity.
- To enhance cognitive skills and language, creative, social and emotional skills.
- To develop gross and fine motor skills.
- To nurture an appreciation for the fine arts, music, recreation, and community involvement.

Vision Statement

The following vision statements are intended to provide the standards we will strive to achieve and maintain. These standards serve as both the blue print for our improvement efforts and the benchmarks by which we will evaluate our progress.

I. STUDENTS

Each student will feel that he or she is valued as a member of the school community. Preschool students will:

- A. know they are special and unique.
- B. be encouraged to learn at their own pace.
- C. be offered a variety of experiences to develop skills and knowledge.
- D. obtain the opportunity to succeed and feel successful.
- E. leave each day with new knowledge.

II. PROGRAM

An exemplary preschool program provides a diverse and balanced curriculum within a warm, inviting climate that enables students to enjoy their preschool experience. The preschool articulates the outcomes it seeks for all its students and monitors each student's attainment of those outcomes through a variety of indicators. The preschool program is designed so that its curriculum and instruction enable all students to acquire these outcomes.

This preschool program will:

- A. nurture the spirit of wonder, curiosity and creativity in each student.
- B. meet the intellectual, moral, social, emotional and physical needs of each student.
- C. impact and inspire lifelong learning.
- D. provide curriculum that is designed to encourage exploration, imagination, and independent thinking and challenge the development levels of all students.
- E. monitor student progress and modify curriculum and instruction as needed.
- F. meet or exceed government standards.

III. STAFF

An exemplary preschool staff will:

- A. provide a high-quality education that will be responsive of the needs of children and families.
- B. be committed to the philosophy, mission, vision, values and goals of the preschool.
- C. put the children's needs first, giving priority to safety and health needs
- D. work successfully as a team, respecting and supporting others' ideas, strengths and needs.
- E. be friendly, supportive and trusting of one another.
- F. provide a loving, supporting, safe and educational environment for families.
- G. participate in center-wide decision-making.
- H. adapt to change and find creative ways to solve problems.
- I. take advantage of professional growth opportunities.

Preschool classrooms will be staffed in one of two ways depending on how the classroom is funded and the staff that is hired to fill those positions.

Lead Teacher Requirements:

- BA in Early Childhood Education (ECE)
- 24 ECE units
- Director permit from CCTC (California Commission on Teacher Credentialing)

Teacher Requirements:

- AA or 60 units towards an AA
- 24 ECE units
- Site Supervisor permit from CCTC

Paraprofessional Requirements:

- 12 ECE units
- Associate Teacher permit from CCTC

IV. PARENTS

An exemplary preschool creates an effective partnership with parents. The preschool is committed to addressing the needs of parents and establishing two-way communication to keep parents informed of policies and initiatives. The parents provide the preschool with the support that is essential to a high-quality preschool program. The preschool parents will:

- A. become life-long advocates for their children.
- B. have the ability to utilize a variety of communication tools on a regular basis to provide and receive information.
- C. build positive parenting through support from staff who respect and affirm the strengths and skills needed by parents to fulfill their role.
- D. play an integral role in assisting student learning at home.
- E. be welcomed in the preschool, their meaningful support and assistance is desired.
- F. be full partners in the decisions that affect children and families.
- G. be encouraged to participate in their child's education by being involved in the classroom.

Standards of Conduct in the Classroom

All staff, consultants, and volunteers will:

- be conscientious and concerned for the health and safety of all children.
- respect and promote the unique identity of each student and family.
- dress appropriately and act professionally.
- follow program confidentiality policies concerning information about students, families, and other staff members.
- model appropriate language, health and nutrition practices.
- not leave a student alone or unsupervised while under their care.
- use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, humiliation, or the use of food as punishment or reward.

Program Assurances

TUSD's Preschool Programs operates according to the Early Learning and Care Division of the California Department of Education's regulations and guidelines, which include but are not limited to, the following assurances:

- The program will refrain from religious instruction and worship.
- Each site has a current license issued by the Community Care Licensing Division of the California Department of Social Services.
- Children who meet the eligibility criteria established by the California Department of Education will be served without regard to 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 the enrollment of children with disabilities and understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children and implement those accommodations.

- At no time will any child be subject to corporal punishment.
- The program will support families by referring them to health and social services in San Joaquin County.

Licensing

Our preschool programs are licensed by the State of California, Department of Social Services, and Community Care Licensing Division (CCL). NPS operates under License #393614190, SWPPS operates under License #393605949, and VPS operates under License #393621310. The rights of the licensing agency include:

- CCL has inspection authority to enter and inspect a facility without advanced notice.
- CCL has the authority to interview children or staff and to inspect and audit child or Child Care Center records, without prior consent.

The preschool facility, staff, and program meet the California Code of Regulations, Title 22 requirements. Information on parent and child rights, including the licensing agency address and phone number, is included in the appendix of this handbook.

NPS serves approximately 48 children 3 to 5 years of age, SWPPS serves approximately 48 children 3 to 5 years of age, and VPS serves approximately 24 children 3 to 5 years old. Each Preschool class is permitted to have up to 24 enrolled children in the classroom at one time. Children, including younger and older siblings, who are not enrolled in the preschool program, may not participate in classroom activities.

Enrollment Eligibility and Priority **California State Preschool Program (CSPP)**

Eligibility

- To receive California state preschool program services children shall be three or four years old.
- The child must live in the State of California while services are being received. Evidence of a street address or post office address in California will be sufficient to establish residency. A person identified as "Homeless" is exempted from this requirement and shall submit a declaration of intent to reside in California.
 1. 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.

2. Eligible four-year-old children are defined as children who have their fourth birthday on or before December 1 of the fiscal year they are being served.
3. Eligible three-year-old children are defined as children who have their third birthday on or before December 1 of the fiscal year they are being served. Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a California state preschool program on or after their third birthday.

To be eligible for part-day state preschool, a family shall meet the eligibility criteria as follows:

1. Family is a current aid recipient;
2. Family is income eligible;
3. Family is experiencing homelessness; or
4. Family has children who are recipients of child protective services, or are identified as at risk of being abused, neglected, or exploited.

After all, otherwise, eligible families have been enrolled, a part-day CSPP may enroll:

1. Children from families whose income is no more than 15% above the eligibility income threshold. Children from families enrolled under this exception may not exceed ten percent of the participating CSPP's total contract enrollment.
2. Children with exceptional needs as defined in EC Section 8208. Children enrolled pursuant to this subsection, shall not count towards the ten percent limitation.
3. After all children have been enrolled pursuant to the above subdivisions, part-day state preschool sites operating within the attendance boundaries of a qualified Free or Reduced Priced Meals (FRPM) school may enroll state preschool four-year-old children whose families reside within the attendance boundary of a qualified FRPM school without establishing eligibility.

Admission Policies

Part-day CSPP Admission Priorities (EC 8261, 8235, 8236 and, 8263(b); 5 CCR 18106)

- a. First priority: Contractors shall give first priority for services to CSPP three- and four-year-old children who are recipients of child protective services, or who have been determined to be neglected, abused, or exploited or at risk thereof. If an agency is unable to enroll a child in this first priority category, the agency shall refer the child's parent or guardian to local resources and referral services so that services for the child can be located.
- b. Second priority: (EC 8263[b])[2]) Contractors shall give second priority for services to eligible CSPP four-year-old children (whose birthdate is from

December 3, 2016 to December 1, 2017), not enrolled in Transitional Kindergarten, in the following order:

1. Eligible children who were enrolled in CSPP as a three-year-old
 2. Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table as published by the SSPI at the time of enrollment.
 3. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child with exceptional needs as defined in EC section 8208 shall be admitted first.
 4. If there are no families with children with exceptional needs, the family that has been on the waiting list for the longest time shall be admitted first.
- c. Third priority: Contractors shall give third priority for services to eligible CSPP three-year old children, in the following order:
1. Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table as published by the SSPI at the time of enrollment.
 2. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child with exceptional needs as defined in EC section 8208 shall be admitted first.
 3. If there are no families with children with exceptional needs, the family that has been on the waiting list for the longest time shall be admitted first.
- d. After all otherwise eligible children have been enrolled, the contractor may enroll the following children in the order listed:
1. Children from families whose income is no more than 15% above the eligibility income threshold may be enrolled. Children from families enrolled under this exception may not exceed ten percent of the participating CSPP's total contract enrollment. Priority shall be given to four-year-olds before three-year-olds.
 2. Children with exceptional needs as defined in EC Section 8208 may be enrolled, regardless of family's income. Children enrolled pursuant to this subsection, shall not count towards the ten percent limitation. Priority shall be given to four-year-olds before three-year-olds.
 3. For CSPP sites operating within the attendance boundaries of a qualified FRPM school, the contractor may, enroll CSPP four-year-old children whose families reside within the attendance boundary of the qualified FRPM elementary school without establishing eligibility pursuant to EC sections 8263(a)(1)(A) and (B). These families shall, to the extent possible, be enrolled in income ranking order, lowest to highest.

Enrollment Eligibility

First 5 Preschool Program

To be eligible for our First 5 program, families must meet one or more of the following qualifications or have one of the following:

- Age eligible 4-year-old with special needs (must be 3 or 4 years old by December 1st of the school year or apply after their 3rd birthday).
- Reside within the attendance boundaries of one of the following TUSD schools: Bohn, Central, Freiler, Hirsch, Jacobson, Kelly, McKinley, North, Poet Christian, South West Park, or Villalovoz schools.
- Dual language household.
- Seasonal migrant household.
- Low income family.
- Ethnic household.
- Experiencing homelessness.
- Enrolled child in the foster care system.

State Preschool and First 5 Half Day Enrollment Procedures

A parent can enroll a child in a half-day preschool class, by completing the following steps:

1. Pick up an enrollment packet from our School Readiness Enrollment Office located at South West Park School 550 W. Mount Diablo Ave. Tracy, California or download an application from our web page located at the following link: <https://www.tracy.k12.ca.us/programs/preschool>.
2. Families will be scheduled for an enrollment appointment based on their placement on priority list (waiting list).
3. Families will complete and sign the forms in the enrollment packet.
4. Arrive on time for your enrollment appointment and allow 30 minutes to complete the process.

Please bring the following documentation with you to your appointment:

- Evidence of a street address or post office address in California to establish residency (one proof). If your family is sharing or renting a room, one proof of a street address from the primary resident is required along with a completed TUSD Student Residency Questionnaire. A person identified as Homeless is exempted from this requirement and shall submit a declaration of intent to reside in California or provide a written referral from a shelter or School District homeless liaison.
- A completed Physician's Report (LIC 701) that includes a completed physical exam on your child with the TB section of the form completed by the child's physician.
- Up-to-date immunization records for the child you are enrolling in the preschool program, including the mandatory vaccinations and mandatory TB

screening. If your child's immunization records are from another country, please have the records translated by your child's Doctor.

- One month's worth of the most recent paycheck stubs showing the family's total gross monthly income meets the income ceiling set by State and Federal guidelines (see chart below). If over the State Preschool income ceiling, families may still qualify for First 5 Preschool (see First 5 Preschool Program enrollment guidance above).
- Birth certificates for all children under 18 in the household. Other forms that will meet this requirement are child custody court order, adoption documents, foster care placement records, school or medical records, county welfare department records, other reliable documentation indicating the relationship of the child to the parent.

SCHEDULE OF INCOME CEILINGS FOR THE STATE PRESCHOOL PROGRAM

California Department of Education Child Development Division

Number of Persons In Family	Family Gross Income	
	Monthly	Yearly
1-2	\$5,540	\$66,479
3	\$6,157	\$73,885
4	\$7,069	\$84,822
5	\$8,199	\$98,393
6	\$9,330	\$111,965
7	\$9,542	\$114,509
8	\$9,755	\$117,054
9	\$9,967	\$119,598
10	\$10,179	\$122,143
11	\$10,391	\$124,687
12 or more	\$10,603	\$127,232

Kindergarten/Transitional Kindergarten Enrollment

Zoned School

The Tracy Unified School District (TUSD) hosts our preschool programs at three of their school campuses: North, South West Park and Villalovoz. Enrollment into any of these preschool program locations does not guarantee your child's enrollment into that school site for kindergarten the following year. Your child will return to their zoned school for enrollment into kindergarten based on your home address.

Transitional Kindergarten

Enrolled preschool students who turn 5 between September 2nd and December 2nd are eligible for Transitional Kindergarten and will not be eligible for kindergarten until the following year.

Preschool students will be rolled over to their zoned school for Kindergarten or Transitional Kindergarten based on their home address and they will not be required to re-register for either grade. Families will need only to provide additional documentation including updated immunization records.

Curriculum

Children learn about their world through play. We provide an environment that nurtures the spirit of wonder, curiosity, and creativity in each student and offer instruction and activities that are designed to encourage exploration, imagination, and independent thinking and maximize the strengths and unique experiences of each student. As a result, we do not ask the students to complete worksheets to prove they are learning. Do not be concerned when your child does not bring home worksheets that they have completed at preschool; we can assure you that they are learning even without this visible proof.

Students will be engaged in learning experiences that integrate Science, Technology, Engineering, and Math (STEM) as core subjects. They will investigate their environments by looking for patterns, asking questions, and coming up with explanations. They will discover human impacts on the earth, what makes objects move, animal life cycles, and the changing of seasons. Teachers have intentionally planned lessons that are inquiry based that allow students to ask the questions and discover the answers through exploration and play. These STEM learning experiences will allow students to become critical thinkers and problem solvers by exploring the environments around them.

We use several teaching programs including the *Second Step: Social-Emotional Skills for Early Learning* curriculum. The *Second Step* early learning program promotes success in the preschool classroom, school readiness, and social and life success by directly teaching children skills that can strengthen their ability to learn, have empathy, manage emotions, make friends, and solve problems.

We also use *The Creative Curriculum System for Preschool*, an award-winning research-based curriculum system. These instructional materials offer students many opportunities for hands-on exploration and discovery that build lifelong critical thinking skills and foster confidence.

A Child's Work is Play

Learning is a continuous process. It occurs through children's active involvement with the environment as well as through children's passive observation of the environment. Children acquire knowledge and wisdom through activities that appear to be "just play," but the play is children's work. Play activities offer children the opportunity and motivation to expand social skills and imagination, to practice new skills without fear of failure, to try on

various roles, and to experiment with problem-solving and decision-making skills. We teach concepts through a variety of hands-on activities that comprise each weekly lesson plan.

For example, learning that can occur when playing with blocks include:

- gross motor skills: to use large muscles to lift, bend, stretch, carry and build.
- fine motor/perceptual skills: to place blocks in relation to other blocks; to place blocks in balanced arrangements; to differentiate between block shapes and sizes;
- social-emotional skills: to experience a sense of achievement and self-regulation, social emotional competence; to behave cooperatively; to take turns;
- language skills: to verbalize about building; to talk about shapes, sizes; to interact with other children; to use prepositions: over, under, next to, besides;
- cognitive skills/STEM skills: to explore beginning math concepts: more, less, equal; to use names of block shapes; to experience cause-effect relationships; to use problem-solving techniques; understanding the use of different materials to create a building/structure, and the ability to engineer different structures using the blocks.

Source: Asher (2004): California State University, Stanislaus *Child Development Center Handbook*.

Ages and Stages Questionnaires (ASQ:3, ASQ:SE-2, Social & Emotional)

The program staff will utilize the ASQ-3 (48-60 months) and the ASQ: SE-2 (48-60 months) tools. These assessment tools are used to screen the development abilities and social/emotional developments. Each of the ASQ tools will consist of a Parent Questionnaire designed to be completed by the parents and other caregivers during the first 30 days of enrollment. If results show areas of need on the ASQ, the child will be referred for further assessment and or provide with related resources.

Desired Results System

Program staff will utilize the Desired Results System. The Desired Results system has three components:

- The Early Childhood Environmental Rating Scale-Revised (ECERS-R)
- The Desired Results Developmental Profile (DRDP 2015)
- The DRDP-2015 Parent Survey

Results from each component will be reviewed and evaluated with the goal of improving program quality.

The Early Childhood Environmental Rating Scale-Revised (ECERS-R)

The Early Childhood Environmental Rating Scale (ECERS-R) is an assessment tool used to measure high quality in the preschools. ECERS-R provides an overall picture of the surroundings that has been created for the children and adults

who share an early childhood setting. The ECERS-R consists of 43 items that assess the quality of the early childhood environment.

Desired Results Development Profile (DRDP 2015)

A developmental profile is maintained for each child enrolled in the program. This profile includes a record of each child's physical, cognitive, social and emotional development and is shared with the parent during conferences in the Fall and Spring of the school year. The Desired Results Developmental Profile (DRDP 2015) is also used to plan appropriate activities to address learning needs. We use these results to determine how much children are benefitting from our activities and make changes accordingly.

The child development progress of the desired results system 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.

The DRDP-2015 Parent Survey

The Desired Results Parent Survey, which determines parent satisfaction and effectiveness of the program, identifies areas needing improvement. Your input is valuable to the program's continuous improvement.

Parent Partnership

The preschool staff believes that parents are the most important teachers in their children's lives. Parents who are participants in the TUSD Preschool Programs are invited and encouraged to participate in their child's education in the following ways:

1. An orientation for parents that includes topics such as program philosophy, program goals and objectives, program activities, and due process procedures.
2. At least two individual conferences with the parent(s) per year.
3. Parent meetings with program staff.
4. Participate in the School Readiness Advisory Committee that advises program staff on issues related to services to families and children.
5. Completing the Ages and Stages and Social-Emotional Questionnaires, Desired Results and Raising a Reader Parent Surveys.
6. Sharing information between staff and parents concerning their child's progress.

7. Parents are welcome to participate in the classroom with the children and must be cleared by TUSD prior to doing so (please see "Parent Volunteer Requirements" below on page 15).
8. Parents who have not gone through the clearance process are still encouraged to assist the program with a variety of opportunities.

Parent Involvement

We encourage parents participate in our program. Following are examples of how you can assist our program:

1. During class time (must be cleared through district).
2. Before and after school.
3. Attending School Readiness Advisory Committee meetings.
4. Attending Parent Workshops and Family Learning Nights.
5. Assisting at home with teacher preparation materials.

Parent Volunteer Requirements

Parents must be cleared through the District Office prior to helping (having direct contact with the children) in the classroom. The clearance process is as follows:

- Complete the volunteer application and return to the school readiness secretary along with:
 - Proof of negative TB or clear chest X-ray.
 - Proof of the following immunizations: MMR (measles), tDap (pertussis/whooping cough), influenza (optional).
- Once preschool processes your application, the District Office will call you for fingerprinting. The Preschool Program will cover the \$25 fingerprinting expense.
- Cleared volunteers must sign-in each time they volunteer or visit the classroom.

All information that a parent comes across in the classroom is considered confidential and should not be discussed with other students, parents or staff outside of the classroom environment.

Special Activities

We offer special activities throughout the year. Our main emphasis, however, is on bringing the experience to our school. We will offer a variety of special visitor talks. Please contact preschool staff if you have a special interest, talent, or career you would be willing to share with the students.

On occasion, we take walks around the school campus. Parents completed a general field trip permission slip as part of your child's registration packet during enrollment to cover these trips on-campus. In addition, a separate permission slip will be sent home for any specific off-campus field trips that come up.

Program Policies and Procedures

Signing-in & Out

The parent or individual authorized by the parent must accompany the enrolled child to school. Each accompanying adult authorized by the parent to drop off/pick up the child must sign the child in and out each time they leave or pick up the child from class. The signature must be complete with their full, legal signature and the exact arrival/departure time (not the class start and end time).

Parents of children not properly signed in or out will be called and requested to return to preschool to sign their child into class. If we are unable to reach you within 15 minutes to return for a signature, we will call the next contact on the child's emergency list.

Arrival Procedures

It is important that an authorized person over the age of 18 escorts your child to class and signs in using a full legal signature with the exact time on the preschool attendance sheet or through the Learning Genie electronic signature system. An authorized person is one whose name you have included on your child's emergency forms.

Students are to arrive in the classroom at the scheduled time. Please make sure your child arrives on time. When a child comes into class late, the child often is embarrassed, and it disrupts the class. It is important for children to see from the very beginning of their school career that parents and other adults value school by being on time. If an unavoidable situation occurs and you know that your child will be late, please call the preschool to notify the staff.

If your child has never been to preschool, let your child know they are in a safe place and notify them that you will come back when class is over to pick him or her up before you leave. If your child is upset and starts to cry as you leave, you might try saying goodbye, hugging your child and leaving quickly. The Preschool Staff can calm your child more easily after you have left.

Please tell the teacher if anything has happened to your child that will affect his or her mood or behavior. Especially let the staff know if your child is not feeling well or taking medication. The staff needs to know about anything that will make your child act differently in school so that they can provide special attention and care.

During arrival and dismissal, all children (including younger and older siblings) must remain with an adult; we do not allow children to wander unattended in the classroom or on the playground.

Cell phone use, including texting, is not allowed in the classroom.

Parents and others should end all calls and turn off cell phones before entering the facility. If it is necessary for you to take a phone call, we ask you to leave the facility before answering the phone. In addition, do not take pictures or video that includes any child other than your own.

Daily Health Check

In order to help everyone stay healthy, preschool staff conducts a health check on each student as they enter. A parent is required to remain with the student until the health check is complete. If the health check reveals signs of illness, the student must be taken home. If a student becomes ill while at school, the student's parent will be called to pick up the student immediately. Students must be picked up within 20 minutes of contact with the parent. When entering the classroom, all children are required to wash their hands following the correct handwashing procedures posted near each sink.

Departure Procedures

When class is over, the parent or authorized person over the age of 18 who comes to take the child home must sign-out using full, legal signature and the exact arrival/departure time on the preschool attendance sheet or through the Learning Genie electronic signature system. Please remember that children will be released only to those authorized persons who names are listed on the child's emergency contact list. If the teacher does not know the authorized person by name, he or she will ask the person for a photo I.D. such as a driver's license. It is very important for parents to notify the staff of any changes to the list of names of those authorized to pick up their child.

No child will be released to an unauthorized person under any circumstances.

Late Drop-Off/Late Pick-Up

Please be on time to pick up your child. Young children worry when their parents are late to pick them up. If a child is left 15 minutes or more after the pick-up time, the teacher will begin calling the people listed on the emergency form to pick up the child. If we are unable to reach a parent or authorized parent representative to pick up the child, the Program Staff could contact the TUSD Resource Officer.

Please note: If after preschool staff meets with parent regarding violation of this policy and the behavior continues, it may result in the student being transported to Tracy Police Department for supervision and parent notification.

Parents/caregivers are required to fill out the late drop-off/late pick-up form.

- After three incidents of late drop-off and/or late pick-up, staff will communicate with the parent(s) to further discuss a plan of action.
- If a parent continues to pick up their child without communicating or not following their action plan to preschool staff, a Notice of Action may be sent to the parent. (See page 29 for further information regarding Notice of Action.)

If you are unable to pick up your child on time, please notify the preschool staff immediately that you will be late.

Please support the Preschool Staff's dismissal procedures and wait for preschool staff to dismiss your child. Before leaving the preschool, please look in your child's cubby box for notes from the instructor, artwork, or clothes. Also, please look at the parent bulletin board for any important announcements.

If preschool staff suspects that a parent or authorized person arrives at the preschool classroom under the influence of drugs or alcohol, the staff will not release the child to the individual. Staff will call an alternative person listed on the emergency form to take the child home. If the situation warrants such action, the Preschool Staff will call TUSD Security, the Tracy Police, or Child Protective Services.

Open Door Policy

Our Open Door Policy is based on the belief that the child's family is an essential partner in providing the most optimal early education program for their children. The parent/guardian is welcomed to visit/observe the site at any time without advanced notice whenever children are in care.

Child Custody

If a child custody arrangement has been made or changed, a parent must provide complete legal documents to the school readiness clerk at the school site. Schools in TUSD honor child custody decisions made by the courts. Administrators and staff cannot modify a judge's ruling regarding the custody of a child. Preschool staff members will release students only to the parent. The parent must give written authorization for the release of their child to designated individuals.

Code of Behavior for Parents and their Representatives

Preschool staff strives to provide students with positive adult role models. We expect parents and parent representatives to do the same. All parents and parent representatives are expected to follow the guidelines listed below. Violations of this code of behavior may lead to immediate termination from the program.

- Parents must refrain from loud, abusive, threatening and/or profane language and/or conduct toward students, other parents or TUSD personnel. Any verbal or physical misconduct may result in immediate termination or exclusion of the parent from the site.
- Smoking is not allowed on preschool grounds or at any preschool-sponsored activities.
- No alcoholic beverages or illegal drugs will be allowed at the preschool or at any preschool-sponsored activities. No student will be released to

anyone who preschool staff suspect may be intoxicated, under the influence of illegal drugs, or otherwise incapacitated.

Preschool Dress Code

We recommend that children come to preschool dressed for lots of indoor and outdoor activities including running, jumping, water or sand play, and painting. Children usually wear "paint smocks" for especially messy activities. However, Preschool Instructors are not responsible for replacing any stained, damaged or lost clothing. It is not appropriate or acceptable to instruct your student not to play at a specific center, such as painting, so that they do not get dirty.

- Put first and last names on coats, sweaters, and extra clothes.
- For safety reasons, closed shoes and socks must be worn at preschool. **Flip-flops, slippers, open-toed/open-back shoes, jellies, plastic shoes, sandals, high heels, shoes with slippery soles including some cowboy boots and dressy shoes are not allowed.**
- If your child prefers dresses, please have them wear shorts under their dress.
- Please dress your child in appropriate clothing to accommodate the weather and growth of your child.
- Avoid all snaps, belts, overalls, buttons, zippers or any other closures that are difficult for your student to manipulate.
- Students should not wear jewelry for safety reasons, especially earrings that have hoops or dangle from their earlobe.

All students must have an entire change of clothes including socks and underwear available at all times in case of spills, messy projects, or toileting accidents. Be sure to label all clothing with the student's name, place in a sealed plastic zip bag that is labeled with the student's name on the outside. Please change the clothes as the seasons change. Soiled clothes must be taken home and replaced with a fresh set the next day.

Personal Belongings

Backpacks, toys, money, and food from home are not permitted in the classroom; do not allow your child to bring any of these items. Preschool staff is not responsible for any of these items brought from home.

Bathroom Self-Help Skills

The following procedures will be followed if a student has a toileting accident:

- Staff will verbally assist the student if needed.
- Staff cannot physically change the student's clothes.
- Parents will be notified.
- Soiled clothes must be taken home the same day and replaced with a fresh set the next day.

- If a student has more than three toileting accidents during the school year, a planning meeting between parents and staff will be scheduled to discuss how staff can better assist the child with improved bathroom habits.

Attendance Policy

Showing up on time every day is important to your child's success and learning. Children missing 10 percent of preschool (one or two days every few weeks) can:

- make it harder to develop early reading skills.
- make it harder to get ready for kindergarten and first grade.
- develop a poor attendance pattern that is hard to break.

When a child is absent, please:

- call the preschool program within one hour of your child's start time to report their absence. Please contact Marie, the attendance clerk, at 209-830-3355.
- The parent should complete and sign the attendance sheet or tell preschool staff in person why the child was absent when they return to school.

If a child has more than ten (10) unexcused absences during a year, the parent will be sent a Notice of Action removing the child from the program. (See page 29 for further information regarding Notice of Action.) Preschool classes usually have a long waiting list, and it is our goal to enroll students who will attend class every day, so they can get the greatest benefit from our program.

Absences

Excused Absences

An absence will be considered excused under the definitions listed below:

- Illnesses:
 - Child illness/quarantine
 - Dental, medical or therapy appointment for child or parent.
 - Parent/guardian illness/quarantine
- Family Emergencies:
 - Illness or health emergency of sibling.
 - House fire.
 - Death of immediate family member.
 - Natural disasters.
 - Transportation issues.
 - Closure of work or training facility due to natural disaster, etc.
- Court-ordered visitations (legal documentation required).

Best Interest Days - Ten (10) Days per Fiscal Year (Excused absences)

An absence which is clearly in the best interest of the child.

- Vacation/out of town.
- Stay home with visiting relatives.
- Special time with a friend.
- Parent/child choose not to participate in field trip.
- Special events: religious holiday, birthdays.
- Other reasons that are clearly in the best interest of the child.

Unexcused Absences

The following are possible examples of absences that would not be considered unexcused:

- Child did not feel like coming to school.
- Parent or child overslept.
- Any absences not falling in the excused absence category.
- Any Best Interest Days over ten (10) days per fiscal year.
- Any absence on the regularly scheduled day for which no given excuse.
- Parents/Caregivers not knowing childcare facility was open.

After five (5) unexcused absences, an attendance conference will be held between parents/caregivers and preschool staff.

If a child has more than ten (10) unexcused absences during a year, the parent will be sent a Notice of Action removing the child from the program. (See page 29 for further information regarding Notice of Action). Preschool staff will follow intervention procedures to avoid disenrolling a child based on unexcused absences.

Illness Policy

If a child gets sick during the school day, the child will be kept isolated from the other children, and the parents or an authorized person listed on the emergency form will be called to take the child home. Please make sure that at least one of the names you are providing on the emergency form is for someone who normally will be available during the time your child is at school. The preschool staff must have the name and phone number of someone they can contact if an emergency occurs.

To safeguard the health of all the children in the class, we believe that a child who is ill belongs at home. If a child has any of the following problems, in the best interest of the child, the preschool staff will call the parents and ask them to come and get their child.

1. The child has a contagious illness that can be passed on to other children and staff. Please report to the preschool staff immediately if your child contracts a contagious disease or if your child has been around anyone who has had contagious illness.

All contagious illnesses or suspected contagious illnesses:

- a. Require a Doctor's clearance with diagnosis and prescribed treatment in order to return to preschool.
 - b. Additional medical information, tests or examinations may be required before return.
 - c. The Preschool Program is required to report communicable diseases to the Public Health Department.
2. The child has had a fever, is vomiting, or has had diarrhea within the last 24 hours.
 3. The child acts in a way that shows that he or she does not feel well.

Individualized Health and Support Plan

Program staff will work with parents and TUSD Health Service staff to develop an Individualized Health and Support Plan for all students with health issues including, but not limited to, seizures and some allergies. This plan includes:

- Parent Consent for Administration of Medications and Medication Chart LIC 9221
- Permission for Medication(s) in School
 - Completed by the parent and student's physician
- Physician's Authorization for Specialized Physical Health Care Services
 - Completed by the student's physician
- Parent Request for Having Specialized Physical Health Care Services Provided
 - Completed by parent

Administration of Medication

Medication will be administered to students only under the following conditions:

- Completed written parental authorization (Parent Consent for Administration of Medications and Medication Chart LIC 9221) and direction from the student's physician (this applies to both prescription and non-prescription medications).
- Prescription medication must be in its original container and labeled with the student's name, physician's name, pharmacy, and the name of the medication, dosage and frequency of administration, and the current date.
- Non-prescription (over the counter) medication must be in the original container, labeled with the student's name, current date, and be accompanied by written instructions for administration from the student's physician.
- Preschool staff will not administer the first-time dose of any medication to students to avoid possible allergic reactions.

Preschool staff will maintain a record of medication administration for students on prescribed and non-prescribed medications. The record will contain the name of the student, date and time the medication was administered, and the name of

the person administering the medication. In the event of any untypical reactions, staff will immediately notify parents and call 911 for emergency assistance.

Do not leave any medication, including vitamins, cough drops, Chap Stick, hand sanitizer or sunscreen, in your child's possession!

Social Services

Each family completes a Needs Assessment upon enrollment and receives a Telephone Directory of Community Resources for Parents and Children for referrals to health and social service when necessary. Please contact preschool staff at any time if you need information or assistance from the community.

Emergency Procedures

Identification and Emergency Information

It is very important that parents complete a State License Identification and Emergency form (LIC 700) at the time of enrollment. This form must be kept current at all times so that parents can be contacted quickly in case of illness, accident, or other emergencies. If there is any change in the information, the parent should notify the Preschool Staff or the School Readiness Secretary in the Office. Please note children will only be released to parents and individuals listed on the Identification and Emergency Information Form (LIC 700) who are at least 18 years of age. Authorized parent representatives listed on the LIC 700 must present a photo ID before they are allowed to sign a student out of the program. There are NO exceptions.

During an emergency, your children's safety is the primary concern of the preschool staff. The Emergency Disaster Plan (LIC 610) posted on the Parent Information Board in the classroom will be followed in case of an emergency. Please review this procedure. First aid kits and safety supplies are kept in multiple locations in the classroom and outside.

In an emergency, when the preschool classrooms are not safe, the primary meeting location is the elementary school. In the instance that the entire school is unsafe, secondary meeting locations are:

- North Preschool: Center of Hope Church, 2514 Holly Drive- (835-1682), and Tracy Interfaith Ministries, 311 W Grantline Road (836-5424).
- South West Park Preschool: Bohn Elementary School, 350 E Mt Diablo Ave (830-3300), and Williams Middle School 1600 Tennis Lane (830-3345).
- Villalovoz Preschool: Williams Middle School 1600 Tennis Lane (830-3345), and West Valley Christian Academy 1790 Sequoia Blvd. (832-4072).

Medical Emergencies

If a child becomes ill or is injured during school hours, the Preschool Staff will do the following:

1. One or both parents will be called.
2. If parents cannot be reached, the people whose names are on the Emergency contact list will be called.
3. If a child needs immediate medical care, the Preschool Staff will call **911**. Please note that it is expected that the family of the child will pay for all costs of paramedic transportation, hospitalization, examination, X-ray, and treatment. The TUSD, its officers, and its employees assume no liability in relation to the transportation or treatment of your child.

Vehicle Safety

California law prohibits anyone from leaving a child under the age of 12 alone in a car. **DO NOT** leave any children under the age of 12 in the car when you come into the preschool, even if it is just to sign-in or sign-out your preschool student.

Make sure your child is properly restrained when traveling to and from preschool. If you are unable to afford appropriate car seats and booster seats, please contact program staff for local resources. TUSD staff are mandated reporters by the State of California and are required to report all concerns regarding a child's welfare, which also includes violation of the above laws. California law requires children under the age of 8 or weighing less than 80 pounds be restrained in an appropriate car seat. Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall. Children who are 8 years of age or have reached 4'9" in height may be secured in a booster seat but at a minimum must be secured by a safety belt in the back seat.

Child Abuse Reporting

Preschool Instructors, Paraprofessionals, and administrative staff are required by law to call Child Protective Services (CPS) if there are unexplained bruises or burns on a child, or if a child appears neglected (i.e., not fed, bathed, or clothed appropriately). Every preschool employee is a "mandated reporter" which means that if the Preschool Instructor, Paraprofessional or administrative staff do not report a case of child abuse, he or she will be reprimanded and may be fired, fined, and charged with dereliction of duty.

Prohibition of Discrimination or Harassment

It is unlawful to discriminate by actual or perceived ancestry, color, ethnic group identification, national origin, race, religion, sex, gender, sexual orientation, or physical and/or mental disability in any program or activity that receives or benefits from state financial assistance. The first step is to report the incident to the School Readiness Program Specialist.

Recognition of Religious Beliefs and Customs

Preschool staff members recognize the fact that families embrace several traditions and practices. The staff is highly sensitive to its obligations not to interfere with the philosophical/religious development of each student. Instruction may not show favor of one belief over another and may not be religiously oriented or a religious celebration.

Behavior Policy**Expectations**

Expectations help everyone know how to behave in preschool and define how we will treat each other, children and adults. These expectations are part of a special project we have in our Tracy Unified School District Preschool Program. This project is called the Teaching Pyramid. The purpose of the Teaching Pyramid is to promote healthy social-emotional development and to teach children the skills that will help them be ready to succeed in school.

These are our Expectations:

We are Safe

We are Respectful

We are Responsible

Learning the skills to meet these, expectations are important for success in school and life. They are an important part of what your child is learning this year. The Expectations are for everyone in our program! The Teaching Pyramid means you can use similar Expectations with your child at home and communicating progress with your child's teacher.

Promoting Positive Behavior

Children are expected to follow directions and to treat adults and other children with respect. If a child's behavior is unacceptable, the Preschool Instructor will use positive discipline to correct it. The following list shows the kind of actions that preschool staff will take in response to negative behavior:

1. Staff will always use a quiet voice and never yell at children.
2. Staff will allow children to solve problems and disagreements with other children as much as possible.
3. If a child ignores safety rules or disturbs other children, the instructor will redirect the child to a positive activity or lead the child to a self-regulating area to promote best practices.
4. The staff will positively give directions. Instead of saying, "You can't take that toy home!" they would say, "I like that toy too, but we have to leave it here so everyone can play with it."
5. Staff will provide children many opportunities for making positive choices.
6. Staff will give a few minutes warning before an activity must stop so the child will have the necessary time to adjust to the change.

7. Staff will treat accidents in an easy-going way. They will never embarrass the child about toilet accidents, juice spills, or paint accidents.

"Children need positive role models more than they need critics."

- -Joseph Joubert

At no time will the staff hit or physically or emotionally punish a child. Sometimes, to help a child who is upset calm down, the instructor will redirect the child to a quiet place and talk with him or her, and then the instructor will help the child rejoin the group.

Unacceptable Behavior

If the preceding approach does not produce positive behavior and a child continues to be out of control, disturbing or endangering other children, the Preschool Teacher will do the following:

1. Consult with the child's parents or legal guardians to maintain the child's safe participation in the program.
2. Inform the parents or legal guardians of a child exhibiting persistent and serious challenging behaviors of the process that the program will use to assist the child in order to safely continue to participate in the program.
3. If the child has an IEP or IFSP, and with the parent or guardian's written consent, consult with the district special education department or the local regional center on how to serve the child.
4. If the child does not have an IEP or IFSP, consider the following:
 - (a) completing a universal screening including social and emotional development;
 - (b) referring the parent or guardian to local community resources;
 - (c) implementing behavior supports, before referring the child to the district special education department to request an assessment to determine the child's eligibility for special education support and services, including a behavior intervention plan.
5. If after following and documenting the reasonable steps referred to above to foster the child's safe participation, and concerns about safe participation remain, the contractor will consult with the child's parents or legal guardians, the child's teacher, and if applicable, the district providing special education services to the child.
6. If the contractor determines that, the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children the contractor shall refer the parents or legal guardians to other potentially appropriate placements such as Resource and Referral agencies and programs, or other local referral services available in their community.
7. Once the reasonable steps outlined above have been completed, the contracting agency may then disenroll the child, subject to the due process requirements and procedures identified in 5 CCR sections 18119–18122.

Nutrition

Snack Time

Snacks are provided by TUSD's Food Service Department and contain, at minimum, food components and quantities established by federal guidelines. Snack is served in a family-style atmosphere that allows for social interactions with peers and adults. AM class will be provided with TUSD universal breakfast and the PM class will be provided with a snack. Snack time is used as part of the learning process, and students are encouraged to develop and use appropriate table manners. Staff supports efforts to build independent self-help skills. Students are actively involved in opening and handling their food items and cleaning up their individual eating space. Teachers encourage students to try to open his/her own food items before requesting assistance from the teacher. The monthly snack menu will be posted in the classroom; any changes to the menu will be indicated.

Food Safety

Home-prepared food may **NOT** be served in the classroom or any TUSD sponsored functions. Only pre-packaged, store-bought foods may be donated to class or program events. Parents wanting to help with nutrition projects including special holiday or celebration food items should discuss their ideas with program staff.

Food Allergies and Dietary Accommodations

To request dietary accommodations for a student, the parent must complete and submit a Medical Statement of Request Special Meals and Accommodations form available from the preschool office. This form requires the signature of a medical professional.

Parents of students who require food substitutions for personal or religious reasons (vegetarian or vegan diets) must request the accommodations in writing. The names and dietary needs of students with identified and documented food allergies, accommodations, and substitutions will be posted in the kitchen.

Celebrations and Birthdays

To be inclusive of all students and respectful of San Joaquin County's diverse communities, we have developed what we feel is an inclusive, sensitive approach to holiday celebrations. We design and provide activities appropriate for our students' ages and developmental levels that help them become aware of and respect similarities and differences between themselves and their classmates.

If you would like your child's birthday to be recognized, please communicate with the teachers. The day will be observed as a special day for your child and the teacher will grant him or her with fun duties for the day. If you prefer that your child not be recognized on their birthday, please let your teacher know.

Reminders:

- Home-prepared food may not be served in the classroom or at TUSD-sponsored functions.
- Please do not send balloons to the school.

Raising a Reader

Literacy is a primary focus of the School Readiness Program, and we encourage shared reading at home by offering the Raising a Reader (RAR) Program.

Book Bag Procedures

- RAR Book bag exchange takes place once a week starting in mid-September and runs through the end of April.
- Staff will check all returned Book bags to ensure all the books belonging to each bag are inside.
- A new RAR Book bag will not be issued until the old RAR Book bag is returned in good condition with all the books included.
- Upon successful completion of the RAR program (rotation of all 26 RAR Book bags), your child will receive a blue RAR Book bag to keep.

RAR Book Bag Expectations

- There is no cost to participate in RAR.
- RAR Book bags and all contents are property of TUSD.
- RAR Book bags will be rotated through the entire class; when a RAR Book-bag is issued to your child, it is the family's responsibility to:
 - Take care of the RAR Book bag and the books inside.
 - Return the RAR Book bag on time with all books.
- If you discover a book that has been damaged (written in, pages torn, liquid damage, etc.) please notify preschool staff immediately.
- Participation in the RAR Program is optional.

RAR Book Bag Care Expectations:

Please review these guidelines with your child and any other family members who will encounter the RAR Book bag books.

- Keep bookbags and books clean; wash hands before touching.
- Keep books in a safe place away from babies, pets, foods, and liquids.
- Turn pages carefully from the corners and use a bookmark to mark your place.
- Never write in any of the books.
- When you are not using a book, it should be kept in the bag, so it does not get lost.

Termination Policy

A student's enrollment may be terminated for any of the following reasons:

- Violation of contractor's policy and procedures
- False statements made on any enrollment document
- Eleven (11) unexcused absences
- Disruptive, threatening, defiant, or abusive language or actions toward staff, parents, or students by a student, parent, parent representative or another family member of a student enrolled in the program
- Unsafe conduct on school grounds or parking lot by family members or other people acting on behalf of the parent/guardian or student.
- Violations of the Education Code regarding firearms, alcohol, smoking, drugs, physical altercations, theft, destruction of property, etc. which may or may not result in harm to a person or property by a family member or student.

Program Complaints

Parents/guardians who have concerns or complaints about the program are encouraged to follow the following steps:

1. Speak with your teacher. Have discussions to try to resolve any issues.
2. Speak with the Site Lead for your preschool. The Site Lead will work with you and may schedule a meeting time between you, the teacher and Site Lead to further discuss and work out any concerns.
3. Speak with the Preschool Director, Rocio Garcia, if you feel your issues has not been resolved.

Program Complaints (Disagree with Notice of Action)

Parent Appeal Process

The Notice of Action is a legal document that is used to communicate a wide range of important information to parents. The "Notice of Action, Application for Services" is provided to the parent as the official approval or denial of admission to the TUSD State Preschool Program. The "Notice of Action, Recipient of Services" is provided to the parent when changes are made to the service agreement. These changes include reasons as noted in this handbook. The "Notice of Action, Recipient of Services" will be mailed or delivered to the parent at least 14 calendar days before the effective date of the intended action.

If the parent disagrees with any action so stated in a Notice of Action, he/she may file a request for a hearing with the Director of the Early Learning and Care Division by following the procedure listed below.

Families enrolled in a California State Preschool Program who do not agree with the agency's action as stated in the Notice of Action (NOA) may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned.

Step 1: The procedure to request an appeal hearing is outlined on the back of each NOA received by parents. The request for an appeal hearing must be filed within 14 calendar days after the participant receives the NOA. A request must include the effective date of the NOA, parent/caregiver name, telephone number, full address, explanation why the parent disagrees with the agency's action and date the request is signed.

Step 2: The request for hearing may be submitted by mail, in person, phone or email to:

Tracy Unified School District, School Readiness Preschool Program
Attention: Rocio Garcia
1875 W. Lowell Ave
Tracy, CA 95376
Phone: 209-830-3200

Step 3: Within 10 calendar days following the agency's receipt of your appeal request, the agency will notify you of the time and place of the hearing. You or your authorized representative are required to attend the hearing. If you or your representative do not attend the hearing, you abandon your rights to an appeal, and the action of the agency will be implemented.

Step 4: Within 10 calendar days following the hearing, the agency shall mail or deliver to you a written decision.

Step 5: If you disagree with the decision of the agency, you have 14 calendar days in which to appeal the Early Learning and Care Division (ELCD). Your appeal to the ELCD must include the following documents and information: 1) a written statement specifying the reasons you believe the agency's decision was incorrect, 2) a copy of the agency's decision letter, and 3) a copy of both sides of the NOA. You may either fax your appeal to 916-323-6853, or mail your appeal to the following address:

California Department of Education
Early Learning and Care Division
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
Attn: Appeals Coordinator
Phone: 916-322-6233

Step 6: Within 30 calendar days after the receipt of your appeal, the ELCD will issue a written decision to you and the agency. If your appeal is denied, the agency will stop providing childcare and development services immediately upon receipt of CDE's decision letter.

Please refer to Tracy Unified School District's Uniform Complaint Procedures in the Appendix of this document.

Parents also have the right to submit a complaint to Community Care Licensing at any time. Community Care Licensing has the authority to interview children or staff without prior consent from parents. Community Care Licensing contact information: 2525 Natomas Parkway Dr., Sacramento, CA 95833 (916) 263-5744.

*The School Readiness Parent Handbook was approved on June 25, 2019
by the Tracy Unified School District Board of Trustees.*

Appendix

Community Care Licensing Division of the California Department of Social Services

2525 Natomas Parkway Drive
Sacramento, CA 95833
916-263-5744

District Address and Phone Number

Tracy Unified School District
1875 W. Lowell Ave
Tracy, CA 95376
Main Number: 209-830-3200

Tracy Unified School District School Readiness
Preschool Calendar/Calendario del Preescolar 2021-2022

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Parents Rights (LIC 995)

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION

CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: Community Care Licensing

Licensing Office Address: 2525 Natomas Parkway Drive, Sacramento CA 95833

Licensing Office Telephone #: 916-263-5744

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

LIC 995 (9/08)

(Detach Here - Give Upper Portion to Parents)

ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' RIGHTS (Parent/Authorized Representative Signature Required)

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

TUSD- North, SWP or Villalovoz Preschool
Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

NOTE: This Acknowledgement must be kept in child's file and a copy of the Notification given to parent/authorized representative.

For the Department of Justice "Registered Sex Offender" database go to www.meganslaw.ca.gov

LIC 995 (9/08)