**Sacramento City**
UNIFIED SCHOOL DISTRICT

# Early Learning and Care
## Staff Policy and Procedures

*"When you educate one person you change a life, when you educate many you can change the world." – Shai Reshef*

## 2024-2025

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## PROGRAM INFORMATION

*"Teachers who love teaching, teach students to love learning." - Unknown*

### MISSION & VISION (WORKING DRAFT)

Mission:  We provide high quality early educational experiences and equitable support to ensure school readiness and whole-child development.

Vision:  Every student will receive high quality educational experiences that spark curiosity, foster creativity, build literacy, promote a growth mindset, and strengthen relationships in order to thrive in life and contribute to the world.

### DEPARTMENT NORMS

To promote communication and collaboration, these norms were developed by a volunteer group of Early Learning and Care staff representing classified and certificated staff.  The purpose for developing the Norms was to develop a common definition for how we will work together in harmony.  We recognize that we want to work together to better serve our customers:  our students, their families and our fellow employees.  All staff members are expected to adhere to these Department Norms:

**Human dignity is maintained in all interactions**
- Use calm voices and tone
- Use "I feel statements"
- Respect individual differences
- Value each other's unique backgrounds and experiences
- Maintain psychological and physical safety in every interaction by being sensitive to others
- Be courteous to everyone

**Celebrate our successes**
- Allow time at every event to share team successes
- Acknowledge one another's efforts

**Professional communication**
- Timely response (within one to two business days) to parent/site staff/district/central staff
- Maintain confidentiality
- Follow up after agreements have been made to ensure completion, commitments/promises kept
- Limit personal calls - No cell phones during work hours with students

**Written communication**
- Reports are completed and submitted on time
- Documents and reports are completed accurately
- Confidentiality in storing documents
- Provide staff with information and resources in ample time to meet deadlines

**Use effective team decision-making strategies**
- Allow time for discussion and process
- Make sure all staff members are informed
- Value divergent thinking; look at all sides.  Once a decision is made, we're united behind it

**Virtual Norms**

Prompt
- Log in to the session ahead of scheduled start time
- Attend class and report back after breaks on time

Positive
- Maintain RESPECT in both speaking and writing and appearance
- Assume positive intent of colleagues

Prepared
- Find a quiet place away from distractions
- Check your WIFI network and be ready with necessary documents

Productive
- Engage and participate with colleagues
- Chat is used to support learning

Participate
- Be present and contribute
- Keep yourself muted unless sharing
- Keep your video on during the session

**Notify your Coordinator**
- When you are absent, call both your support person and the person responsible for your attendance
- When you are considering suspending (sending them home for behavior reasons) a student
- Of any emergencies or hot topics - **NO SURPRISES**
  - 911 emergencies and  injuries that require a doctors attention
  - CPS referrals
  - Licensing notifications/breaches/reports/visits
  - Grant reviewers/monitor contacts or visits
  - Potential litigation
  - Contract concerns
  - Student/employee safety, lockdowns
  - Staff dissension
  - Worker's Compensation issues
  - Removal by a law enforcement
  - Loss of power, water, flooding or any other unusual incident
  - Angry parents
  - If time lines can't be met (well in advance so all resources can be pulled in)

**Professional teamwork**
- Be on time to work
- Consistent with break and prep-time schedules
- Provide constructive feedback to each other, focus on strengths
- Maintain confidentiality in conflicts

## PROGRAM OPTIONS

The Early Learning and Care Department  provides free, subsidized or fee based early childhood educational opportunities for eligible families who meet criteria.  Programs and services are primarily supported by federal Head Start, California State Department of Education Child Development and First 5 Sacramento funding. Following is a brief description of the various program options available within the Early Learning and Care Department (ELC):

*Preschool Options:*
- **Wrap Around** (6½ hours a day, Monday-Thursday; 3 hours, Friday) – Head Start & State funded.

- **Full-Day** (7 hours daily) – Head Start and State funded.  Hours of care are determined on the parent's schedule. Comprehensive services, such as education, social service and health are provided through collaboration with Head Start.

*First 5 Option:*
- Weekly Parent Participation Playgroups

*School-Age Options:*

- **Before & After School Care** (grades TK-6, M-F) – State-funded or fee-based.  These programs provide before and after school care to students ages 5–12.  In addition to theme-based activities that support academic skills, each program has a strong emphasis on homework assistance, creative self-expression, sports and recreational activities, dramatic play, arts and crafts, cooking projects, and multicultural activities.

## RECRUITMENT, REGISTRATION, & ENROLLMENT

*Recruitment, Registration, and Enrollment Guidance:  Head Start Performance Standard 1305.5 - 1305.7, State Title 22 Regulation 1218.1 – 10129* Recruitment, registration and enrollment for Head Start and State preschool are ongoing processes.  They are marked by specific and cyclical activities.

### Recruitment

*"Everyone Recruits"–*  Our entire department benefits when all staff are involved in recruitment activities. Possible recruitment activities include:

- Recruitment information/presentations at Back-to-School Night, Open House, PTA meetings and other school events
- Up-to-date recruitment information provided in each school office
- Advertisements, radio spots, banners, flyers, postcards, etc., in multiple languages
- Regular contact with a variety of community agencies, local services, and other school district programs
- Follow-up on referrals made by enrolled families
- Frequent phone calls to families who have yet to complete all required paperwork for enrollment in a program
- Social media outlets, i.e., department website, Twitter, Facebook, email, etc.

### Preschool Registration

Open enrollment for preschool will start 120 days prior to the first day of school.  This is typically in late April. During this time flyers, applications packets, posters and postcards are distributed at school sites via mail and posted on the district website.  Applications are accepted at the Registration office.  Families are selected according to the established selection criteria. Priority enrollment is given to those who reside within our district boundaries.

When an opening exists during the year, the Child Development Specialist will contact the next eligible student on the waiting list according to the appropriate selection criteria (Head Start or State) and will provide a start date.  Classroom staff is contacted and the appropriate file information provided ( Remember: The student can only begin class prior to the teacher receiving the student's file).

### Enrollment Locations

Families register for preschool programs at the Central Enrollment Center located at 5601 47th Avenue.

**EARLY LEARNING AND CARE GOALS**

*Goal 1:*

**School Readiness –** Increase student outcomes by developing and strengthening social/emotional competencies, family partnerships and staff development.

*Goal 2:*

**Health and Wellness –** Increase the health and well-being of students birth to age 5 by improving the number of students who are up-to-date on a schedule of age-appropriate preventive and primary health care.

*Goal 3:*

**Attendance –** Improve the rate of attendance for students in the Head Start and Early Head Start program.

*Goal 4:*

**Family Engagement –** Improve and promote parent and family engagement that is culturally responsive, reflective, and goal-oriented in order to support families.

**PROGRAM MONITORING**

- ELC conducts an annual self-assessment review for all funded programs.
- SETA (Head Start grantee agency) conducts an annual review.
- The Federal Government conducts a formal review of select SETA Head Start programs every 4 years.
- The State Department of Education conducts a review utilizing the Consolidated Program Monitoring (CPM) tool.
- On-going monitoring and quality assurance is conducted to support and improve teaching and learning.

## SAFETY AND SUPERVISION

# TREATMENT OF STUDENTS

**California Department of Social Services: COMMUNITY CARE LICENSING DIVISION**
**§ 89372. Personal Rights.**

(a) Child Care Centers. Each student receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:

(1) To be accorded dignity in his/her personal relationships with staff and other persons.

(2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.

(3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.

(4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.

(5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.

(6) Not to be locked in any room, building, or facility premises by day or night.

(7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

**Head Start Policy & Regulations**
**1302.90 Personnel policies**

(c) *Standards of conduct*

(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:

(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support students's wellbeing and prevent and address challenging behavior;

(ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of students, including, at a minimum, that staff must not:

(A) Use corporal punishment;

(B) Use isolation to discipline a student;

(C) Bind or tie a student to restrict movement or tape a student's mouth; (D) Use or withhold food as a punishment or reward;

(E) Use toilet learning/training methods that punish, demean, or humiliate a student;

(F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a student;

(G) Physically abuse a student;

(H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the student or student's family; or,

(I) Use physical activity or outdoor time as a punishment or reward;

(iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each student and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;

(iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about students, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,

(v) Ensure no student is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

**SAFETY AND SUPERVISION PROCEDURES**

**General Supervision**

*It is imperative that the supervision, health, and safety of the students are of the utmost importance. No student will be left alone or unsupervised while under staff care. Visual supervision of all students will be maintained at all times. Teacher-student ratios must be met at all times. Each student will be accounted for upon leaving from and returning to the classroom.*

*Each classroom will designate a gathering location, both inside and outside, where staff will conduct a final head count to ensure that all students are with the large group and no student is left unattended.*

**Procedures:**
- Maintain accurate count of students and staff on the Supervision Whiteboard. Take head counts continuously throughout the day- be aware of the number of students in your care at all times.
- Monitor students closely and actively at all times.
- Visually supervise students while in bathrooms including when students wash their hands and brush their teeth.
- Make sure doors and gates remain securely closed at all times.
- Only adults open the door for any reason.
- No door propping
- Adult conversation should be centered on student related topics rather than personal matters.
- Arrange classroom and outdoor activities to ensure visibility is maximized.
- Position yourself strategically and coordinate with other adults so that no area is left unsupervised.
- Familiarize yourself with exits, areas out of immediate view, and places where students may hide. Know where blind spots are, indoors and outdoors, and supervise those areas more closely.
- Frequently scan the room/area even when working with one student or in a small group.
- Do not position yourself with your back to a group of students.
- Actively intervene when needed, to prevent potential problems.
- Adjust supervision for age, ability, and temperament of each individual student.
- Establish classroom and outside specific safety rules that are realistic and easy to follow.
- When adults arrive or leave the classroom including breaks and lunch, follow the following procedures:
  - Count all students
  - Confirm count with sign-in sheet
  - Ask staff for acknowledgement of student count
  - Tell all staff that you are arriving or leaving
  - Acknowledge new number of students and adults with staff
  - Update the Whiteboard
- Greet each adult when they are dropping-off or picking-up students. Confirm the student is signed-in/out on the sign-in sheet.
- Only release students to adults listed on the emergency card. Request identification from unfamiliar adults to verify they are allowed to pick up the student.
- Make sure parents, classroom volunteers, and Child Care Attendants are never left alone to supervise the students.
- Be aware of all visitors entering and exiting the room. Ask visitors for their name and purpose of visit. Have visitors sign visitor logs.
- Any support staff (Speech Therapist, etc.) who removes a student from the classroom must sign the student out on the Designated Instructional Services (DIS) Log, and sign him/her in upon return. He/she must verbally alert and notify the classroom staff upon departure and return. Update supervision Whiteboard.
- Be aware that students are more likely to be injured or wander away from the school site when:
  - Adults are engaged in conversations

- o Staff are attending to a student(ren) in need
- o Staff are changing a soiled student
- o Routines are disrupted (picture day, fire drill, on-site visitors, etc.)
- o Students are off-site (field trip, walk, etc.)
- o Students are new to a school site
- o Students live close to the school site
- o Students are tired or hungry
- o During drop-off or pick-up
- o New staff or substitutes who may be less familiar are present

- Be aware of students who may need heightened supervision for any reason. (Update substitute binder as necessary)
- Be aware of your surrounding environment and potential threats to staff and students's health and safety. Know where potential blind spots are, indoors and outdoors and supervise those areas more closely.
- **Personal cell phones and smart watches may only be used during breaks, lunch and off duty times**
- **Personal cell phone and smartwatch use is prohibited at all times while supervising students.**
- Address any supervision concerns you may have with your school site staff and site Coordinator.
- If a student needs to use the bathroom, he/she must be accompanied and supervised by a teacher or qualified staff member. The only people authorized to take students to the bathroom or be left alone with students are qualified staff members. An unauthorized individual (ROP student, child care attendant, classroom volunteer, etc.) left alone with students is a violation of Licensing Regulations and Head Start Policy. *Exception: A parent may be alone with their own student*
- When students leave the classroom, implement the "Steps to SUPERvision" referring to the poster.
  - o Stop
  - o Unite
  - o Perform a sweep
  - o Exact count
  - o Re-count as students leave the classroom

**Maintaining Ratios**

*It is imperative that the supervision, health, and safety of the students are of the utmost importance.  No student will be left alone or unsupervised while under staff care.  Visual supervision of all students will be maintained at all times.  Teacher-student ratios must be met at all times.  Each student will be accounted for upon leaving from and returning to the classroom.*

*Each classroom will designate a gathering location, both inside and outside, where staff will conduct a final head count to ensure that all students are with the large group and no student is left unattended.*

**Procedures:**

> Head Start program:
> - Maintain adult-student ratio
>
> State funded programs (state part-day, wraps and full-days):
> - Preschool Classrooms
>   - Maintain 1:8 adult -student ratio
> - Adults used in the adult-student ratio must be an employee of SCUSD.
> - Compliance with these ratios shall be determined based on actual attendance.
> - If a situation occurs that may compromise ratio requirements:
> - Immediately notify your Coordinator
>   - It may be necessary to move students to other classrooms, if staffing allows ratios to be maintained.
>   - Utilize all available staff members to maintain ratio; this includes support staff
>   - It may be necessary to limit the number of students in attendance.  If this occurs, immediately notify your Coordinator

**Classroom Supervision**

*ALL General Supervision Guidelines apply and…*

**Procedures:**

- Arrange the classroom to ensure visibility is maximized.
- Be well prepared with all materials prior to students's arrival.
- Keep students in manageable groups of play.
- Make sure gates and doors including interior doors (office, closet, etc.) remain securely closed at all times.
- Nap rooms must have adequate light to allow adequate supervision and facilitate movement from one part of the room to another.
- Before leaving for lunch, break, or any other reason, make sure existing staff know you are leaving and when you are returning.  Ask for acknowledgement and ensure teacher-student ratios are maintained. Confirm the headcount with other staff before leaving and upon return.
- Before transitioning students from the classroom, staff must gather students in a designated area to ensure an accurate headcount and that all students are accounted for.
- Before leaving the classroom, staff must conduct a sweep by checking all areas of the classroom for students including bathrooms, kitchen areas, under and inside of lofts, and any other areas out of immediate view.
- When students leave or return to the classroom, implement the **"Steps to SUPERvision"** referring to the poster.
  - Stop

- o Unite
- o Perform a sweep
- o Exact count
- o Re-count as students leave the classroom
- When students from more than one classroom are combined, make sure you are supervising all students, even if they are not in the class to which you are assigned. (Full Day Collaborations)
- Any support staff (Speech Therapist, etc.) who removes a student from the classroom must sign the student out on the Designated Instructional Services (DIS) Log, and sign him/her in upon return. He/she must verbally alert and notify the classroom staff upon departure and return.  Update Supervision Whiteboard.

**Bathroom Supervision**

*ALL General Supervision Guidelines apply and…*

**Procedures:**

- Qualified staff shall position themselves so that they may maintain visual supervision of all areas of the bathroom while in use by students.
- Doors leading to the bathrooms must remain closed when not in use.
- When taking students to the bathroom, make sure existing staff know you are supervising the bathroom and how many students you have with you.
- When changing a soiled student or when a student needs 1:1 assistance, be aware that other students are more likely to be injured or wander away. Communicate with other staff to ensure whole group supervision.
- Qualified staff must keep an eye on students while using the toilet to ensure that toilet paper is used, hands are washed, and students flush toilets and throw away debris in appropriate receptacles before exiting the bathroom.
- Staff will take action when students are using the toileting area inappropriately (such as, but not limited to, splashing water, unrolling toilet paper, playing or rough housing).
- Barriers or dividers must not impede staff's ability to visually supervise students.

**Transitions**

*ALL General Supervision Guidelines apply and…*

**Procedures:**

- When arriving in a classroom, count all students and confirm with the sign-in sheet and Supervision Whiteboard.
- Head counts are to be conducted <u>every time</u> a transition occurs that requires students leaving and re-entering the classroom during the hours of operation.  Be aware of the number of students in your care at all times.
- Before exiting the classroom, staff must gather students in a designated area to ensure an accurate head count and that all students are accounted for.
- Before leaving the classroom, staff must check all areas and conduct a sweep of the classroom for students including bathrooms, kitchen areas, under and inside of lofts, and any other areas out of immediate view.
- When students leave or return to the classroom, implement the "Steps to SUPERVision" referring to the poster.
- o Stop
- o Unite

- o Perform a sweep
- o Exact count
- o Re-count as students leave the classroom
- Only adults may open doors.
- Before returning to the classroom, each classroom must gather students in a designated area to ensure an accurate headcount before entering the classroom and that all students are accounted for.
- Before re-entering from outside, staff must check all areas and conduct a sweep of the playground for students including under and inside the climbing structures, inside climbing tunnels, along fences and any other areas out of immediate view.
- When students from more than one group/classroom are combined (Full Day Collaborations)
- Count students in your own group and confirm with the sign-in sheet.
    - o Verbally confirm the number of students present with staff responsible for the other group.
    - o Take a headcount of the total number of students in the combined group.
    - o Update Supervision Whiteboard with new number of students and adults
- Drop-offs and pick-ups cannot happen during transitions.

**Outdoor Supervision**

***ALL General Supervision Guidelines apply and…***

**Procedures:**
- Before students go outside
    - o Make sure all gates are secure
    - o Remove broken toys and equipment that may cause injury
    - o Remove trash from the students's play area
- Take the Supervision Whiteboard outside and maintain accurate counts at all times.
- Familiarize yourself with exits from playgrounds and places students may hide.
- Sweep sand and/or fibar off walking and running surfaces or stairs.
- Plan ahead in order to limit the need to return to the classroom. Take all needed materials with you (first-aid kit, music, activity supplies, etc.)
- Have drinking water accessible outdoors.  If a water fountain is not available, take out a pitcher of water and paper cups.
- Establish classroom and outside specific safety rules that are realistic and easy to follow.
- When students leave the classroom, implement the "Steps to SUPERVision" referring to the poster.
    - o Stop
    - o Unite
    - o Perform a sweep
    - o Exact count
    - o Re-count as students leave the classroom
- Stand where all students can be seen and coordinate with other adults so that you are supervising the entire playground.  Move close to areas where students are playing.
- Assign adults to critical playground zones – climbing structure, sand box, wheel toys, water tables, etc.
- Staff must not gather in one area.
- Adults on the playground should be observing, interacting, and facilitating safe play with students.
- Keep students in manageable groups of play.
- Monitor playgrounds closely and actively, moving and not sitting.
- Move around and remain close to areas where students are playing.

- No play activities should be located in fall zones of playground structures and equipment.
- Limit the number of students on climbing or play equipment where having too many students could increase risk of pushing and falling.
- Enforce slide safety rules:  Students use slides one at a time, sitting down, facing forward.
- Students do not stand up while using the slide or climb up the slide.  Students should not be allowed to carry toys while using the play structure.
- Different types of activities should be positioned to avoid safety problems; for example, wheel toy areas are separate from walking pathways or other activities.
- Keep trikes on trails or in designated areas.
- Tie student's shoes so falls are less likely to occur.
- Never send students into the classroom or bathroom alone.
- If you must leave the playground for any reason, you must maintain ratios by having an appropriate number of students accompany you to ensure ratios are maintained.
- If a student needs to use the bathroom, he/she must be accompanied and supervised by a teacher or qualified staff member.  The only people authorized to take students to the bathroom or be left alone with students are qualified staff members.  An unauthorized individual (ROP student, child care attendant, classroom volunteer, etc.) left alone with students is a violation of Licensing Regulations and Head Start Policy.  *Exception:  A parent may be alone with their own student.*
- Communicate to all staff that you are leaving and the number of students taken. Update Supervision Whiteboard.
- Communicate to all staff when you have returned. Update Supervision Whiteboard.
- Upon arrival and departure when students are outside, acknowledge parents when dropping-off and picking-up and update supervision Whiteboard.
- Before returning to the classroom, follow the Steps to SUPERVision.
    - o Stop
    - o Unite
    - o Perform a sweep
    - o Exact count/roll call outside
    - o Re-count as students enter the classroom

## BEHAVIOR MANAGEMENT

**Discipline Practices that are prohibited per Head Start Performance Standards 1302.90 and Child Care Centers Licensing 613A include:**

- Use of isolation
- Use of food as punishment or reward
- Use of corporal punishment
- Use of emotional or physical abuse
- Use of humiliation
- Denial of basic needs

## STAFF INTERACTIONS WITH STUDENTS

Staff members are prohibited from speaking to minors in a way that is harsh, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.  All staff and volunteers are expected to refrain from swearing in the presence of minors.

Staff members must not touch or embrace a minor in ways that are not acceptable or that are uncomfortable to the student.  This includes physical games, such as wrestling or tickling.

**SENDING A STUDENT HOME (Suspension)**

*Guidance: Head Start 1302.17*

*A program must prohibit or severely limit the use of suspension due to a student's behavior. Such suspensions may only be temporary in nature.*

*(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.*

**Students are <u>not</u> to be sent home without consulting a <u>Coordinator</u> unless there is an emergency, accident or illness.** Never hesitate to seek assistance from your coordinator. Working with another person to share concerns, ideas, and strategies about a student benefits everyone.

**PROACTIVE DISCIPLINE**

The following are proactive discipline practices based on the Teaching Pyramid Framework, which promotes the social emotional competence of young students. The following practices will help ensure that all preschool students are treated respectfully and positively. Furthermore, these interactions will facilitate students's acquisition of the necessary prosocial skills that will ultimately lead to productive citizenship. Early Learning and Care staff are expected to utilize the following practices in working with their preschool students.

1. **Establish a nurturing and responsive relationship** with each student through a warm greeting, individual attention and involvement, play time, assisting with problem solving, reflective listening and talking and descriptive commenting. A positive relationship should be established with each parent as soon as possible, and their student's positive behavior should be highlighted as early as possible. In addition, when behavioral issues arise, parents should be included in the plans to address the behavioral concerns.

2. Consider the social-emotional climate as well as the physical environment with the student in mind to determine if it is supportive. As early as possible in the school year, **establish clear and consistent expectations** and classroom structure.

3. **Teach Social Emotional Strategies** such as friendship skills, emotional literacy, managing strong emotions, problem solving, and conflict resolution. **Encourage and motivate these prosocial skills with positive descriptive acknowledgment (PDA),** individual and group rewards, incentive charts, and celebrations.

4. When a student begins to misbehave, **use strategies such as the STAR approach (Stop, Acknowledge, Redirect**), problem solving methods, non-verbal cues, positive verbal redirection, distraction, re-engagement strategies, and ignoring certain misbehavior (e.g., whining, some tantrums, etc.)

5. **If a student does not respond to strategies listed in steps 1-4, remind the student of the expected behavior and if needed, guide the student to perform the expected behavior and provide appropriate options such as student choice, first-then, etc.**

6. If a student is still having difficulty self-regulating, one option is for the staff to accompany the student to a calming location. This area should include materials such as a feelings chart, a relaxation/feelings thermometer, play dough, markers and papers, stuffed animals, scripted stories, etc. **This practice is different from "Time Out" strategies which usually require isolation of the student and removal of all toys and objects. Time out is a violation of a student's personal rights – See Treatment of Students.**

The "calming strategy" technique can interrupt a downward spiral of frustration. It can be instrumental in relaxing the student and allowing the student to regain self-control, and it can be effective in providing the direction and support needed for the student to re-enter and more successfully participate in a group activity. The approach can help students feel safer in their environment and provides opportunities for the student to learn and practice more appropriate ways of interacting with adults and other students.

The following are indications that calm down time is <u>not working</u> or the **inappropriate usage of the calming strategy** and may be creating problems and a negative atmosphere in the classroom:

- Teachers are threatening students with the "calming area" if they do not behave.
- The calming strategy is used for mildly aggressive behaviors which can be addressed more effectively by teaching prosocial skills and problem solving.
- Certain students are repeatedly in calm down time, day after day, for long periods of time. **(If the challenging behavior continues to persist, a new behavior support plan should be developed. Some students with persistent challenging behavior may require mental health consultation, additional assessment and support services to fully address their needs.)**
- The calming strategy is used as the only approach to dealing with problem behaviors, rather than as a strategy used with many other classroom management strategies (e.g. praise, ignoring, redirection).
- Teachers engage in a physical struggle to guide the student to a calming area or hold the student in the calming area.

7. If steps 1-6 do not resolve the challenging behavior, refer to *Steps for Addressing Students with Challenging Behavior Flow Chart. As well as Intervention Protocol.*

# STEPS FOR ADDRESSING
# STUDENTS WITH CHALLENGING BEHAVIOR

**Start Here**

**Behavior Challenges:**
- Disruptive
- Not following routine
- Aggression

**Teacher does the following:**

- Follows Proactive Discipline policy and implements *Teaching Pyramid* strategies*.*
- Completes *Pre-Referral Checklist for Behavior Support*
- Consults with parent.
- Consults with Coordinator as needed.

**If difficult behaviors persist, teacher:**

- Completes a minimum of 5 *Behavior Observation Reports (BORs).*
- Refers student to Clinician and Coordinator via the *COST* form, which is signed by parent. BORs and *Pre-Referral Checklist for Behavior Support* should also be attached.

**At COST:**

- Student will be discussed at COST meeting to determine next steps and possible intervention strategies (i.e. Clinician observation, SST, play therapy, etc.).

# EDUCATION

## PROGRAM MONITORING

Our department is funded by a variety of sources which have their own mandates and expectations for each program.  These programs are monitored and/or reviewed by one or more of the following systems:

- FPM – Federal Program Monitoring
- CDE –  California Department of Education Yearly Self-Assessment
- OHSMP – Office of Head Start Monitoring Protocol
- MCQI - Monitoring for Compliance and Quality Improvement done by SETA Head Start
- CLASS – Classroom Assessment Scoring System for preschool
- ECERS – Early Childhood Environment Rating Scale
- SACERS – School Age Centers Environmental Ratings Scales
- DSS- Department of Social Services

Additionally, we strive to meet the expectations of:

- Sacramento City Unified School District Board of Education
- The California Preschool Learning Foundations and Framework
- Head Start Early Learning Outcomes Framework (ELOF)
- Head Start Performance Standards
- Head Start and State Policy Committees (PC and PAC)

## CLASSROOM INSTRUCTION

It is important that preschool teachers possess a firm understanding of student development and developmentally appropriate practices in order to prepare students for kindergarten. The California Foundations and Frameworks can provide early childhood educators with a clear understanding of the wide range of knowledge and skills that preschool students typically attain when given the benefits of a high-quality preschool program. The Early Learning and Care Department uses a blend of educational materials and approaches to assure that the overall needs of students are met.  These are:

- The *Creative Curriculum is a comprehensive curriculum that provides* a blueprint for planning and implementing developmentally appropriate instructional lessons covering the areas of Literacy, Mathematics, Science, Social Studies, the Arts, Technology and integrating interest based areas.

- *The Teaching Pyramid* is focused on promoting the social emotional development and school readiness of young students birth to age 8.

## CREATIVE CURRICULUM

The *Creative Curriculum* is a research-based curriculum that provides a blueprint for planning and implementing developmentally appropriate instructional lessons covering the areas of Literacy, Mathematics, Science, Social Studies, the Arts, Technology and integrating interest based areas. Each preschool classroom is provided with The Creative Curriculum for Preschool, Sixth Edition. The Five (5) Volume Set includes the following:

Creative Curriculum *for Preschool (Sixth Edition)*

| | |
|---|---|
| Volume 1: The Foundation | Volume 4: Mathematics |
| Volume 2: Interest Areas | Volume 5: Science and Technology, Social Studies & the Arts |
| Volume 3: Literacy | Volume 6: Objectives for Development and Learning |

The curriculum also includes supplemental materials to enhance teaching; Intentional Teaching Cards, Mighty Minutes, theme specific teaching guides, theme specific picture books, and Book Discussion Cards.

**SOCIAL-EMOTIONAL CURRICULUM**

*The Teaching Pyramid Framework* promotes emotional, social, and academic competence in students.  Through guided activities, and the teacher's use of praise and encouragement, the units will:

- Increase student's understanding of feelings
- Increase student's social skills
- Increase student's conflict management skills.
- Increase academic engagement, school readiness, and cooperation with teachers.
- Reduce, and treat aggression and related conduct problems in young students.

As an additional resource, classrooms have been provided with a Kimochis® kit. Kimochis ® are tactile characters that teach students real-life skills, such as how to identify and express their emotions, self-control, problem solving, and communication.

**CLASSROOM ENVIRONMENT**

The classroom environment is more than just materials, furniture, and arrangement.   A classroom environment also reflects whether or not the classroom's emotional climate is happy, safe and supportive.  It should include a steady source of positive emotional support to each student.

A positive classroom community:

- Presents an enjoyable atmosphere that promotes exploration and the fun of learning
- Allows the student to be an active participant rather than a passive observer
- Has an atmosphere free of undue pressure and stress
- Presents a series of novel challenges that are neither too easy nor too difficult for the student at his or her stage of development
- Allows for social interaction for a significant percentage of activities
- Gives the student a chance to assess the results of his or her efforts and to modify them

An enriched physical classroom environment reflects:

- Well-defined activity/learning centers
- A variety of textures, especially "soft" textures (e.g., large pillows, stuffed animals, baskets, cloth curtains, tablecloths, plants and flowers, pets)
- Planned "private" spaces (e.g., calming corner, student's own cubby)
- Photos of classroom students, families,  and artwork from students displayed at their eye level
- A volume of sound that is not stressful to students and adults
- Walls, ceilings, and floors that are not visually overwhelming; peaceful spots for the eye to rest

**EARLY CHILDHOOD ENVIRONMENT RATING SCALE - Revised (ECERS-R)**
**SCHOOL AGE CHILDHOOD ENVIRONMENT RATING SCALE (SACERS)**
The **ECERS-R** and **SACERS** are the rating tools used to measure the quality over time of the classroom environment.  Classrooms are assessed annually.

The **ECERS-R** assess seven broad dimensions of quality:

- Space and furnishings (e.g., room layout, accessibility of resources, display)
- Personal care routines (e.g., welfare requirements such as health & safety and provision for sleeping
- Language and reasoning/Listening and talking (e.g., supporting student's communication, language and literacy development, critical thinking)
- Activities (e.g., provision of an exciting and accessible learning environment, resources to support specific types of play)

- Interaction (e.g., supervision, support for social interactions)
- Program structure (e.g., opportunities for students to access their own curriculum, planning  schedules/routines to meet student's needs)
- Provision for parents and staff (e.g., partnership with parents, staff/parent training and development)

## CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) DOMAINS & DIMENSIONS

CLASS is an acronym of Teachstone's observation tool, the Classroom Assessment Scoring System®. It measures interactions among educators and students. This chart shows the age levels, domains, and dimensions of the CLASS tool.

| PK-3 DOMAINS | | |
|---|---|---|
| Emotional Support | Classroom Organization | Instructional Support |

| PK-3 DIMENSIONS | | |
|---|---|---|
| Positive Climate | Behavior Management | Concept Development |
| Negative Climate | Productivity | Quality of Feedback |
| Educator Sensitivity | Instructional Learning Formats | Language Modeling |
| Regard for Child Perspectives | | |
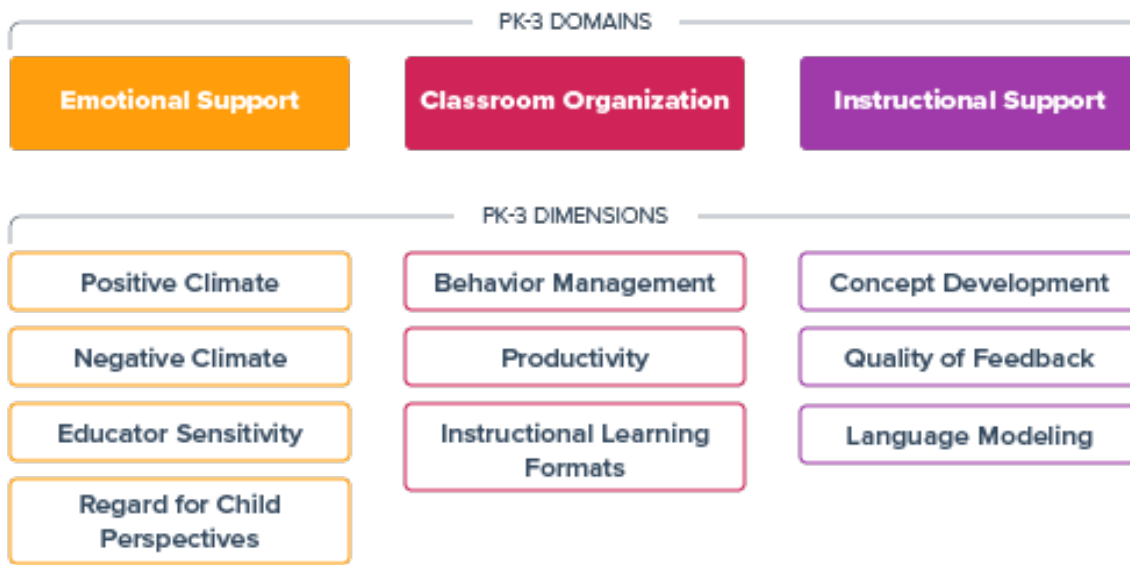
## CLASSROOM EXPECTATIONS

*Guidance:  Head Start Performance Standard 1302.45*
Every classroom needs a few basic expectations to ensure that students are safe both physically and emotionally.  When establishing rules for your classroom, keep the following basic principles in mind in relation with CSEFEL Teaching Pyramid expectations.

- State expectations in positive terms
- Explain the meaning of an expectation.
- Discuss with students on how to apply expectations to the classroom.
- Post expectations in the circle-time area of the classroom.
- Review the expectations often with the students as a group.
- Refer to the expectations with individual students as needed.

Students need to see that it is their social responsibility to follow classroom expectations in order not to infringe on the rights of others.  Here is an example of rules that are stated simply and positively:

**Program-wide Classroom Expectations**

We are safe.
We are friendly.
We are respectful.

SCUSD – ELC Department

**DAILY SCHEDULE**

The daily schedule provides a framework for the day's events. <u>It must be posted in the classroom for parents and others to view</u>, and must be large enough to be read from across the room. When followed consistently, the schedule helps students learn to predict the sequence of events and develop a sense of security. A daily schedule should include:

- A balance of active and quiet times, adult-directed and child-initiated activities
- Large group activities, small group activities, and time to play alone or with others
- Indoor and outdoor playtimes
- Accurately reflect the regular daily sequence of activities
- Be posted at student's eye level with icons or pictures to aid students in understanding the sequence of activities
- Show flexibility to accommodate changes to the regular routine (e.g., picture day, visitors, school assembly)
- Sufficient blocks of time for students to select their own activities and to play for an extended time. Should meet a substantial portion of the day as defined in ECERS. A "substantial portion of the day" means at least one-third of the time the students are in attendance, materials or activities are accessible to students.

| Substantial Portion of the Day Calculations (ECERS) Based on program hours | |
|---|---|
| 3.5 hours | 1 hour 10 minutes |
| 6 hours | 2 hours |
| 6.5 hours | 2 hours 10 minutes |
| 7 hours | 2 hours 20 minutes |

When planning your daily schedule, make sure the following blocks of time are reflected *(keep in mind that they do not have to be in this order)*:

> **Sample Daily Schedule**
>
> **Arrival/Greeting (30 minutes)**
> (Health check, sign-in)
>
> **Breakfast (30 minutes)**
>
> **Large Group/Circle Time (20 minutes)**
> (adjusted to attention level of group)
>
> **Small Group/Free Choice (60 minutes)**
> (Child-directed, child-initiated free choice)
>
> **Outside time (60 minutes)**
>
> **Mealtime (30 minutes)**
> (Hand washing/tooth brushing)
>
> **Nap/Rest/Quiet Activities Time (60 minutes)**
>
> **Snack/Free Choice Activities (60 minutes)**
>
> **Large Group/Circle Time (20 minutes)**
>
> **Departure**
>
> Schedules should meet the ECERS substantial portion of the day requirement.
>
> A Friday shortened day schedule must be created as well.

## CLASSROOM TRANSITIONS

*Guidance: Head Start Performance Standards 1302.72*

**Transitions throughout the school day:**
Transitions are a part of the daily routine. They are those in-between times that are usually not reflected on the daily schedule. Transitions can be set up in ways that improve classroom management, decrease discipline problems and create learning opportunities for students moving from one activity to the next.

The following are ideas on how to make transitions easier for everyone:

- **Optimize teaching** – Use transition times as an opportunity to teach. Have transition activities planned and ready; playing quick games, finger plays, songs, or asking questions, such as: "How many boys/girls are in line? What shapes do you see around you? What letter does your name begin with? What colors do you see in the room? What do you hear?" You can also use this time to discuss lesson plan topics and activities.

- **Eliminate unnecessary transitions –** Schedule large blocks of time that minimize the number of times students engage in transitions. (See ECERS-R for schedule ideas).

- **Avoid lining-up** – Whenever possible have the students move directly to the next activity or location without formally lining-up.

- **Plan enough time** – Plan enough time for students to comfortably complete the transition. If students appear to be rushed or anxious, adjust your schedule to allow more time.

- **Take time for practice** – Make sure students know what is expected of them. Provide clear directions that are specific to the needs of the transition. Model and be patient.

- **Avoid wait-time** – Plan ahead so that students are not fidgety and quarrelsome. Expecting students to sit quietly for an extended period of time while the teacher organizes materials or an activity is unrealistic.

**Daily transitions should be consistent, planned, and fun!**

## LESSON PLANS

Weekly lesson plans must be posted with current date and current activities. Instruction must reflect the lesson plans posted. There are days when your teaching objectives need to be adjusted to meet the needs of the students, however, on a typical day; teachers are expected to follow their planned lessons. My Teaching Strategies (Creative Curriculum Cloud) is a portal to create lesson plans. The Creative Curriculum Volume 1 – The Foundations can help you with ideas. **A completed copy of the upcoming week's lesson plan is to be emailed to your Coordinator each Friday and posted in the classroom on your parent board.**

### Individualizing in the Classroom

Individualization for students is expected across all classrooms. Individualization must be based on the DRDP and other assessment data and worked into weekly activities via Creative Curriculum lesson plans.

For example, activities selected may be for English Language Learners (such as pre-reading a story in their home language, reviewing concepts in home language) and/or students with special needs (such as adapting materials and activities that allow each student to be as independent as possible and to meaningfully participate in the classroom activities).

You individualize for specific students by:

- Planning specific activities based on a student's Desired Results, which will reflect information from screening results, observations, and assessment results.

- Utilize Universal Design for Learning (UDL) Strategies.

- Including and adapting activities and interactions to support a student's SST or IEP goals.

- Supporting a specific student with social/emotional and/or behavioral challenges by modifying teaching strategies, providing additional support or re-arranging the classroom environment.

You individualize for <u>groups</u> of students by:

- Screening, observing and assessing all students.
- Adapting to the specific characteristics of your class, i.e., a very young group, very busy or quiet group, the number of English language learners, etc.
- Use of staff that speaks the languages of the students in the classroom if available.
- Including environmental, social, emotional and cognitive adaptations or activities for groups of students identified by the DRDP Summary Reports available through Learning Genie.
- Planning activities that support several student's IDP, Desired Results Summary, SST or and/or IEP goals.

**Circle Time**

This is the time to set the entire tone for your day.  You may go over the classroom daily schedule and what students can expect for the day. Students like to hear about what they're about to embark on and a teacher can make this a very exciting time – "guess what we're doing today" or "I have something special for you today." Introduce your theme, read books and sing songs.  Allow students to give input and be involved.

1. Be Prepared and Be Intentional
   - Prepare in advance.  Circle activities should be part of your lesson planning, gather materials in advance and have them readily available.
   - Go over classroom expectations and what students will do for the day.
2. Time Considerations
   - **Circle Time should be approximately 10-15 minutes and reflect the attention span of your students.**  The average group attention span at the beginning of the year for 3 year-olds is 5 minutes and 10 minutes for 4 year olds. Their attention span will become longer throughout the year. However, circle time activities must be engaging.
   - Plan activities that are engaging and interesting based on the time frame you know groups can stay focused.
3. Balance Active and Passive Activities
   - Alternate your activities between passive and active to keep your students engaged throughout the Circle.
     - Active:  Music and movement activities.
     - Passive: Reading, discussion of daily activities, going over letters, numbers and shapes, Question of the Day.
4. Be Predictable Yet Flexible
   - Predictability is important for preschoolers, it creates a sense of security and what to expect from circle time. Follow a consistent flow but mix up activities each day.
   - Plan for what will keep your students engaged and involved.  This is also a time for community and sharing.  Students also love interactive activities.

**Small Groups**

Small-group activities are short (10-15 minutes maximum), adult-directed activities that relate directly to the week's theme or an extension of student's interests.  Ideally, you will be able to select four small-group activities that will be rotated throughout the week.  The number of adult-directed activities that you select will depend on the number of adults you have in the classroom.

For example, if you only have three adults, you will need to select one small-group activity that does not require adult direction and can "stand alone" (i.e., play dough, collage, listening center, manipulatives, etc.).

A visual aid, such as table signs with different shapes, will help students identify their group and will aid in maintaining a consistent rotation.  This rotation pattern will assure that each student is exposed to the activity at least once during the week.

**Free Choice Centers/Activity Time**

Centers are specific areas within your classroom that are designed to promote play and discovery, especially during free choice time. Setting up your centers is a part of your weekly lesson planning. Intentionally place items and plan activities to support the weekly theme—thus providing an integrated learning experience.  Ideas can be obtained from the Creative Curriculum 5 volume set, parents, students or other sources.

Centers make time for you to observe student's explorations of the centers, assess student's understanding of the skills and concepts being taught and provide support and encouragement to students who need extra help.

It is recommended that you choose activities that can be explored by one student, or small groups of students. **Adults should be able to circulate freely around the classroom to facilitate play, support social interactions, record observations and in general, assist students in student-initiated activities.**

**Parent Involvement**

Parents should be encouraged to participate in all aspects of their student's education.  We want parents to know that, while we have an excellent curriculum to foster their student's education, their input into the curriculum helps personalize the program and provides students with a strong message that parents and teachers work together.

### Obtaining Parent Ideas/Input
- Discuss upcoming themes with parents during your classroom parent meetings.  Parents' suggestions may be shared at the meeting, or shared with you later, one-on-one.
- Place a sheet of paper near your sign-in/out book and label it with the words, "What is the first thing that comes to your mind when you read "Pets"?  Use some of the parents' ideas in your lesson plan.
- Post an **"Idea Web"** prominently in your classroom.  Post a sign over the web that explains its use and value to the classroom.  Indicate the theme in the middle and either leave the rest blank to invite brainstorming ideas, or indicate curriculum areas such as:  language, math, science, etc. to assist parents in generating ideas.
- Provide a classroom **Suggestion Box.**  Make sure parents know where it is and its purpose.
- Catch parents either upon arrival or at departure.  Ask them directly if they have any ideas to support the theme.
- Encourage parents to share information, artifacts or activities that reflect their unique culture and heritage (e.g. clothing, ceremonies, and traditions).
- **Homework packets are <u>not</u> a part of the SCUSD's Early Learning and Care Department curriculum.**

### Ready Rosie
Parents are invited to sign up for Ready Rosie, an online, research-based parent education curriculum.  Parents are sent a list of videos once a week, can also self-select videos on different topics, or be sent videos from the teacher.

## NAP TIME
*Guidance:  Title 22, Community Care Licensing Sections 101230, 101239, 101239.1*

Preschool students who participate in programs operating 6+ hours are provided an opportunity to sleep or rest quietly without the distraction/disturbance from other activities. The ELC department recommends a 60-minute rest period. **Not all students will sleep. Those who are awake after 30 minutes should be allowed to sit on their mat and engage in a quiet activity that holds their attention (this will vary from student to student).** After 60 minutes of rest time, classroom activities must resume to meet ECERS schedule requirements. Sleeping students can be allowed to finish their nap while instruction resumes.

The following procedures are to be followed:
- A napping space and a cot or mat shall be available for each student.
- Cots/mats must be marked to indicate a student's name.

- Mats must be marked so that the sleeping side can be distinguished from the floor side.
- Cots/mats must be spaced to allow for easy passage and to ensure that no exit is blocked.
- A cot/mat placement floor plan is to be developed and posted to ensure continuity for the student's placement from one day to the next.
- Sheets and blankets must be laundered each week or more frequently if needed.
- Personal blankets must be sent home to be laundered on a weekly basis (more frequently if needed).
- Soiled cots/mats must be cleaned before re-use.
- No student shall be forced to sleep or to stay in the napping area longer than the normal napping period.
- A qualified staff member may supervise 24 napping preschool students.
- Nap rooms must have adequate light to facilitate safe movement from one area of the room to another.
- Students may be allowed to bring "comfort toys" to keep with them during naptime.
- Cots need to be sanitized weekly.

## SUBSTITUTE BINDER

A Substitute Binder must be prepared with current classroom information and must be available in the event of a classroom teacher's absence.  The binder is intended to provide substitute teachers with emergency information about the classroom, as well as critical health information about the students with whom they will be working.  *It is the teacher's responsibility to keep the Substitute Binder current.  Substitutes must sign in on the substitute sheet included in the binder*.

> The program nurses will provide and maintain the following:
> - Health Instructions to Substitute Teacher (green)
> - Health Alerts (pink)
> - Staff Medication Training (yellow)

These pages, along with any health care plans, are to be placed at the **Front** of each Substitute Binder.
For information regarding the Substitute Binder, contact your assigned coordinator.

## ORDERING CLASSROOM MATERIALS

Details of the ordering process will be updated and available on a yearly basis.  Teachers are provided with ordering information during Pre-service. Each classroom is provided with an allocated budget. All orders must be finalized by the April due date provided by the Business Office.

## TEACHER ACCOUNTABILITY CALENDAR

The **Teacher Accountability Calendar** is provided to teachers at the beginning of the year and is used to track required due dates.  It is the teacher's responsibility to ensure all required due-dates and instructions are followed.

## STUDENT'S CLASSROOM FILE

Each student enrolled has a physical and digital student file that, combined, contains all the pertinent information related to the student and his/her participation.  The file is to be a "living" document, which clearly describes the needs, developmental achievements, goals and support the program is providing the student and family.
The classroom teacher is responsible for each student's file and must ensure that information is current and filed correctly.  **Student's physical files are confidential and are to be kept in a locked file cabinet.**  Early Learning and Care support staff may have access to student's files and must sign the *Classroom Child Record Review Log*.  If someone from a public agency requests information from the file, they should be referred to the coordinator.  All information about the student is accessible to the parent/guardian upon written request.

**SCREENINGS**

*Guidance: Sections: 1302.33*

Upon a student's enrollment, the parent/guardian signs a **"Parent/Guardian Consent Form"** which provides written consent for the Early Learning and Care staff to administer screenings in the areas of cognitive development, behavior, hearing, vision, motor, language, and social/emotional development.  If a parent/guardian does not give consent for specific screenings, those screenings **will not be administered** to their student.  Documentation of the opt-out will be noted in the student's file.

**ASQ-3 and ASQ-SE2 -** Within 45 days of a student's entry, with the parent's input, the teaching staff will ensure the completion of the developmental questionnaire. Results will be reviewed by the teacher, shared with parents and placed in the student's file.

*If a student does not pass a screening, a re-screen must be completed within a maximum of forty-five (45) days of the initial screening. See process map on page?*

Teachers are to use the **"Notification of Screening Results"** form to notify parents of their student's screening results.  Results will fall into four categories, "PASS," "RESCREEN," "REFER," or "Not Pass."  The comment section should contain a brief explanation of how the student performed (e.g., "Did great!" or "Unable to screen today, will rescreen in 45 days") or information about the next steps if the student falls into the "REFER" category (e.g., "Needs to be referred for speech – Let's talk").
Remember:  This information is for the student's parent/guardian only and is considered confidential.  Please ensure that it is delivered in a way that will protect the student's right to confidentiality.

**ASSESSMENT**

*Guidance:  Section 1302.33*

The "**DRDP-2015 Assessment Tool**" is used to assess the progress of all students over time.  SCUSD teachers will complete their DRDP assessments on the Learning Genie Application.

Procedures:

- Observation notes can show multiple measures.  Choose 3-5 that most strongly support the data collected.  A maximum of 5 DRDP measures can be tagged per observation note on Learning Genie.
- At least three meaningful observations per DRDP measure must be collected per collection period. (Ex. ALT Reg 7 observed on three separate occasions in the fall assessment period.)
- Media Documentation – work samples, videos, and photos must include an observation note describing what the students did or said.  If the language is dictated on the work sample and can clearly be seen in a photo image, the teacher does not need to type the language in the observation note section on Learning Genie.
- Parent input- you may collect evidence by talking with parents and guardians regarding their student's growth.  Teachers may use parent observations gathered during parent conferences and home visits.  Teachers may take a picture of the parent observation and upload the image into Learning Genie.
- Teachers use the data collected to rate the student's progress on each measure.
- At the end of each assessment period, <u>teachers are responsible for printing the student rating record from the Learning Genie website and placing it in each student's file.</u>

**Assigned iPad**

iPads are provided to teaching staff responsible for collecting students DRDP data and rating student DRDP progress.  Teachers are expected to use their iPads daily to collect that data using Learning Genie to complete DRDP assessments.  Teachers who need additional training in using their iPad of learning Genie must consult their coordinator.

iPads will be used to promote and document quality practices within the classroom.  iPads are for educational purposes only.  iPads are not for personal use.

iPads are to remain on site when not in use and are to be stored in a locked cabinet.  iPads are not to leave the site for any reason.  Teachers are to only use department assigned iPads in the classroom.  Do not use personal devices for any reason.  The use of the iPad must not interfere with the teacher's ability to adequately supervise students.  If at any point you can't locate your iPad, notify your coordinator immediately.

**Student Confidentiality:**

Student data will be accessible through the use of the iPad.  Therefore, the following procedures must be followed to protect this confidential information.

- The iPad is stored in a locked cabinet when not in use.  The iPad screen is locked, accessed by passcode at all times.
- Only authorized staff may access student's portfolio information on Learning Genie Assessment and Portfolio App.
- In the event that an iPad is lost or stolen, the iPad will be placed in Lost mode.  Device Manager will wipe the device remotely to protect sensitive information.
- Learning Genie content is protected by AWS Virtual Private Cloud and SSL Security license to ensure only parents authorized teachers and agency administrators have access to student's information.
- Learning Genie will not share any student, teacher or administrator information with any unauthorized users.
- Sending media to parents: When using the reporting feature on Learning Genie, teachers are to send pictures only of the student linked to their parent.  Teachers will use the blurry effect feature on learning Genie if another student is in the photo.

## HOME VISITS AND PARENT/TEACHER CONFERENCES

### Individual Development Plan Parent Report the Process

*Head Start 4 Times per year (Wrap, Full-Day Collaboration Programs)*

The term "Individual Development Plan" refers to a <u>process</u> rather than a single form.  The IDP process provides a system that allows parents and teachers to work together to develop an individualized educational approach for the student both at home and at school. Teachers are required to conduct <u>two home visits</u> and <u>two parent conferences</u> with each family. Our IDP process consists of the following components:

1. *IDP – Orientation* **Form**
   Completed during orientation or 1st home visit

2. **Parent Report from Learning Genie for each rating period**

**1st Contact = <u>Home Visit</u>**

The "***Individual Development Plan – Orientation"*** (IDP-Orientation) is the form that you will use to document your first parent/teacher home visit or conference.  During this first contact, be sure to gather information from the parent regarding the student's strengths, special interests, needs and parent expectations.  Use this information, along with screening results, classroom observations, and existing IEP goals (if applicable) to begin individualizing for the student.  If the student has transferred to your roster, or is a continuing student, be sure to review previous screenings, assessments and IDPs.

<u>*Remembe*</u>*r*: Have the parent sign and date the IDP Orientation or the Home Visiting Verification Form.  At this meeting, the parent will receive a copy of the form.  The original is placed in the student's file.

**2nd Contact = DRDP Parent Progress Report - IDP**

The **"DRDP Parent Report"** is the form you will use to document your subsequent parent/teacher meeting.  Within 60 days of the student's entry, you will complete the student's first assessment. You will summarize the student's assessment results and work with the parent to complete the IDP Parent Report, choosing at least one

item from each category.  If the student has an IEP, including progress toward existing goals.  For preschool center-based, begin to schedule your home visits (if you did not conduct a home visit during orientation), or classroom parent/teacher conference.

**3rd Contact = <u>Home Visit</u> and completion of the DRDP Parent Progress Report**

The *END OF THE YEAR SUMMARY – PRESCHOOL* form is to be used for students who will continue in preschool for another year.  It provides parents with a summary of their student's overall progress throughout the school year and indicates specific activities that the student can do during the break that target his or her specific needs/strengths.   Parents are also provided with an opportunity to comment on their observations of their student's progress.

The right-hand side of the form provides "Recommendations for Summer Activities" and includes ideas and activities for parents to share with their student at home.

**4th Contact = Classroom Conference and completion of the DRDP Parent Progress Report**

The **"END-OF-THE-YEAR SUMMARY – *K-BOUND*"** form is to be used for students who will be going to kindergarten the following year.  It is to be completed at the end of the year and provides parents with a summary of their student's overall progress throughout the school year and indicates specific activities that the student can do during the break that target his or her specific needs.   Parents are also provided with an opportunity to comment on their observations of their student's progress.  The right-hand side of the form provides "Recommendations for Transitioning to Kindergarten" and includes ideas and activities that will assist parents in assuring a smooth transition for their student from preschool to kindergarten.

<u>Remember:</u>  Have the parent sign and date this form after this fourth and final contact.  At this meeting, the parent receives a copy of the form.

## PROGRAM TRANSITIONS
### Transitions into center-based Preschool options:

When a new student enrolls the following steps are followed:

- The parent/guardian completes all standard registration forms including the "Special Concern(s) Form."
- Based on information provided on the *Special Concern(s) Form* and other related health forms, the registration file is sent to the nurse and/or the coordinator who will discuss the concern(s) with the parent/guardian and will determine if a meeting with staff should occur before the student's first day of enrollment.

If a student is not yet using the toilet independently, a *Toileting Plan* is included in the student's file and the teacher is notified by the registration specialist before the student's first day of enrollment.  The teacher will schedule a date and time to meet with the student's parent/guardian to review and sign the *Toileting Plan*.

### Transitions into preschool for 3 year–old students with special needs:

The following steps are followed when a three year-old student with special needs transfers from another agency.

The sending special education staff will notify the Early Learning and Care Department's special needs coordinator or of an impending transition meeting for a student who will be turning three.

The assigned coordinator will supply the sending agency with program information, and may provide an application packet for the family to complete (often SCOE and/or ALTA staff will assist the family with this process, including transportation if needed).

The district's special education program specialist will attend the *Individual Family Service Plan (IFSP)* transition meeting and a determination regarding continued special education services will be made at that time.  During this meeting, the special needs coordinator (or representative) will provide information regarding the preschool

programs and services that will best meet the needs of the student and family and, if requested, will make arrangements for registration assistance and site visitations.

A three-year-old student who is transitioning may enroll at any time during the school year into a Head Start preschool program.

If the family exceeds income criteria for enrollment in a Head Start program, the data technician will apply for an over-income waiver from the grantee agency (SETA).

The assigned coordinator will coordinate with the program nurse, and/or other resource staff to facilitate a smooth transition for students with nutrition, health, educational and/or social service as needed. When indicated, a staffing meeting will be held with parents, resource staff and/or teaching staff before the student's first day of class.

## Transitions to kindergarten:

The following suggestions are provided to help preschool teachers prepare students and families for the transition to kindergarten.  Transition activities should occur throughout the year.
- Teachers collaborate with kindergarten teachers by doing some or all of the following:

  ➢ Sharing information about programs, including curriculum, activities, procedures, and visiting each other's classroom
  ➢ Sharing common materials that the preschool class may use at the end of the school year, and the kindergarten class may use in the beginning of the next year
  ➢ Exchanging parts of the teaching day with the kindergarten teacher (e.g., a story, a science project, a circle-time activity)
  ➢ Encouraging parents of students who attend preschools to sign-up during open enrollment if they wish to attend the host elementary school.
- Teachers prepare parents for their student's transition to kindergarten by doing some or all of the following:

  ➢ Holding one or more parent meetings on transition or kindergarten expectations and enrollment. Meeting topics may include a description of transitional activities and why they are important.
  ➢ Encouraging parents to register for kindergarten as soon as possible
  ➢ Involving parents in school-based activities (back-to-school night, carnivals, PTA meetings, book fair, bake sales, etc.)
  ➢ Arranging for parents to visit a kindergarten classroom, library, cafeteria and     principal's office
  ➢ Providing welcoming information from the school in the parent's primary language.
  ➢ Holding a coffee hour or tea to welcome parents to school.
  ➢ Providing information about nearby student care options
  ➢ Encouraging parents to advocate for their students when seeking educational services
- Teachers prepare the preschool student by doing some or all of the following:

  ➢ Identifying, documenting, and using information regarding each student's interests and strengths to individualize for each student (i.e., screenings, assessments, observations, portfolios, medical/health/nutritional information, parent input)
  ➢ Identifying and developing environmental and curriculum accommodations
  ➢ Providing opportunities for the students to participate in shared activities or events with the kindergarten students
  ➢ Providing opportunities for the students to visit the kindergarten for part of a day or engage in a series of visits
  ➢ Touring the school (office, cafeteria, library and kindergarten playground) more than once.
  ➢ Reading to students about changes (new school, teachers, etc.) and provide a general discussion about the upcoming new school experience
  ➢ Playing "pretend" games about kindergarten (walking to school or riding the bus, lining up, eating in a cafeteria, etc.)

- ➢ Documenting a visit to the kindergarten classroom, taking photos, and using dictated stories or drawings to stimulate later discussions
- ➢ Setting up the dramatic play area for the preschool students to role play experiences they may have in kindergarten.
- Teachers prepare the student with special needs (IEP) for the transition to kindergarten by doing the following:
  - ➢ Encouraging and assisting parents to advocate for their student by notifying the receiving teacher of student's existing IEP and by connecting with the receiving school's special education staff
  - ➢ Planning with the student's special education teacher(s) appropriate transition activities

## EMERGENCY PROCEDURES

It is mandated that each classroom has one fire drill every month and two disaster drills each school year. Emergency strollers are provided for students who have difficulty with mobility. Teachers are to request an emergency stroller from the special needs coordinator upon the student's enrollment.

**Fire Drill:**

- During a fire drill the classroom must be evacuated following a route set up by the building administrator. The route must be marked in a clearly visible contrasting color and posted by each exit door.
- The teacher must bring along the class emergency cards, the first aid kit, the disaster backpack and the day's sign-in sheet. When the class has reached its designated place, the teacher should take roll to check that all signed in students are present. The teacher must bring all students' medications.
- The *Fire/Lockdown Drill Log* should be filled in and posted on the classroom wall.

**Earthquake/Disaster Drills**

- A disaster drill is for earthquakes, severe storms, or explosive situations. The students are to get under the tables as far away from windows as possible (duck, cover and hold on). The teachers and parents are to do the same.
- When safe, the teacher or principal may signal "all clear" (a bell, whistle, or some signal the class will recognize).
- If the drill is school-wide, we are to follow the procedure of the school. If the room is to be evacuated, the teacher should take the emergency cards, the sign-in sheet, the disaster backpack, the first aid kit and take roll when the class is safely in its outside place.

**Lockdown:**

- In the event of a school lockdown (intruder alert) each classroom must follow the procedures established for the school-site. Teachers must also notify their coordinator in the event of an <u>unscheduled</u> lockdown.
  - ➢ Doors must be locked and windows must be secured with shades/blinds drawn.
  - ➢ Students and staff are to remain quiet and calm.
  - ➢ No one is allowed to either enter or exit the room until notified by the school-site staff that the lockdown is over.
  - ➢ Classrooms that do not have bathrooms will be equipped with portable toilets and toileting supplies.

**FIRST AID KIT**

- The classroom teacher is responsible to ensure that the first aid kit is well stocked and easily accessible. Replacement materials are available through the nurse.
- All classrooms are provided with a well-supplied first aid kit. Each classroom also has a first aid fanny pack to be taken outside and on walking field trips.
- All first aid supplies should be kept in one box or container which is clearly marked with a large Red Cross symbol and <u>kept out of reach of students</u>. If the first aid kit is kept in a cabinet, a large sign with the Red Cross symbol and the wording "FIRST AID KIT" must be posted on the cabinet where the first aid kit is located and listed on the Green Board.
- Only the teacher or instructional assistant should use the kit.
- The Nurses will be checking your first aid kits and replenishing them during the summer. Notify your Nurse when new supplies are needed.
- Check both first aid kits monthly and initial the **First Aid Kit Supplies checklist** under the lid of the first aid kit.
- Please plan ahead. The items listed below should be kept in the first aid kits at all times. No other items should be added to these first aid kits.

- Band-Aids
- ½" adhesive tape
- Gauze pads (sterilized)
- Triangular bandage
- Safety pins
- Roller gauze

- Flashlight and extra battery
- Tongue blades
- Small scissors
- Tweezers
- Kwik Kold ice packs

- Thermometers and covers
- Wet and dry towelettes
- Gloves
- CPR Barrier, First Aid book,
- gauze pads (regular)
- Red Biohazard bags

**DISASTER KIT**

A Disaster Kit (red backpack with wheels) is fully equipped, locked with a zip tie, and should be located in each classroom.  This kit is to be taken with you when the class is evacuated to another location other than the classroom.  Contact the Nurse to replenish supplies. For all other circumstances, first aid supplies need to be used from the first aid kit in the classroom.

## HEALTH

**COMMUNICABLE DISEASE GUIDELINES** (see also, "Infectious Diseases)
Young students in student care programs experience a higher incidence of infectious diseases.  Therefore, there are policies in place to prevent infectious diseases (e.g., immunization policies), to identify students in early stages of disease (e.g., daily health checks) and to exclude students who are ill.

The Sacramento County Department of Health and Human Services provides guides for the exclusion of students who have contracted communicable diseases and for the reporting of specified communicable diseases. Communicable Diseases Reportable in California identified specific illnesses which must be reported to the site's Early Learning and Care nurse who will notify the County Health Department.  Guidelines for Common Communicable Diseases provide brief rules for exclusion from school of ill students and their contacts.

When a teacher is informed of a classroom exposure to one of the following communicable diseases, a notification is posted in the classroom and/or is sent home to the student's parents/guardians as soon after exposure is possible.

Parent/Guardian Notification forms, available from the nurse, for students who have been exposed to:

|  |  |
|---|---|
| • Chickenpox<br>• Conjunctivitis<br>• Fifth Disease<br>• Head Lice Exposure<br>• Ringworm of the Body or Scalp<br>• Scabies<br>• Hand, Foot and Mouth Disease<br>• Impetigo<br>• Measles<br>• Molluscum<br>• Pertussis | • Staph Infection<br>• Measles, Meningitis, Pertussis (Whooping Cough), Pinworms, Respiratory Syncytial Virus (RSV), Rubella, Staph Infection<br>• Strep Throat, Molluscum Contagiosum Virus<br>• Streptococcal Infections<br>• Covid- 19- contact coordinator for proper contact tracing and follow up |

**DAILY HEALTH CHECK**
*Guidance: Title 22 – California Community Care Licensing Section 101226.1, Health and Safety Code – Sections 1596.72, 1596.73, 1596.81, 1597.8*

It is important to identify health concerns in a timely manner.  The daily health check is used to detect any possible health concerns that need to be evaluated and to prevent the spread of communicable illnesses in the classroom.  Perform a brief, but thorough, assessment of each student every day **upon arrival and before the parent leaves**.

Teachers are responsible for ensuring that students with obvious symptoms of illness including, but not limited to, fever or vomiting, are sent home.  The person bringing the student in must remain until the student receives their health check.  Once a student has received their health check, they may be signed in. Contact your nurse for a health clearance for any student arriving with stitches, casts, recent hospitalizations or doctor's note.

**Signs to Observe During Daily Health Check**:
- Activity level
- Skin color
- Unusual spots or rashes
- Swelling or bruises
- Sores
- Severe coughing, sneezing
- Discharge from nose, eyes, ears
- Breathing difficulties
- General mood/unusual behavior

**Students cannot stay in the classroom with the following symptoms:**

- Fever over 100 degrees within the last 24 hours
- Vomiting more than twice in the last 24 hours
- Diarrhea
- Earache
- Red eyes with discharge
- Sores that are draining, open, or appear infected
- Not feeling well enough to participate in school activities
- Undiagnosed rash (other than minor diaper rash)
- Yellow or green nasal discharge accompanied by other symptoms.

**Students will need further assessment with the following symptoms:**

- Runny Nose
- Cough
- Rash
- Is not acting like himself or herself
- Been to the doctor, hospital, or emergency room recently
- Family member that is ill
- Casts, splints and stitches

## HEAD LICE

Head lice are not uncommon in school settings, but studies have shown that lice are **NOT** highly transferable in the school setting. A growing body of research challenges past practices that are now known to be ineffective. Despite the new research, Sacramento City Unified School District has been sensitive to the anxiety that parents encounter and therefore has the following procedure for dealing with head lice. While school personnel will continue to investigate and check students as needed, parents have the primary role.

**Sacramento City Unified School District will follow this procedure:**

1. A child will be checked preferably during non-instructional time.

2. If head lice or nits are found on a student at school

   - The parent/guardian will be contacted
   - Students will be allowed to remain at school until the end of the school day with instructions to treat the lice and home environment that evening and instructions to NOT share sweaters, scarves, hats, etc.
   - Siblings or close contacts in the classroom will be checked only if they are exhibiting symptoms such as visible nits or lice, scalp itching and/or irritation. Whole classrooms will NOT be checked.
   - An Exposure Letter will be sent home with students in that classroom at the discretion of the Coordinator or nurse, usually only after several cases are reported in one classroom or as an alternative as a way to notify parents of known close contacts.

3. Students may return to school the next day after treatment.

Procedure when a student returns to school:

1. School personnel will check the student's head

2. If there are no live lice, the student will be allowed to attend class

3. If there are live lice noted, the parent should be contacted to make sure treatment was initiated and Parents are advised to repeat the Combing Procedure from the night before. Using a lice comb and wetting the hair (using crème rinse for longer hair) and comb and pick out lice and nits. This can take many hours for students with long hair. Retreatment with Lice Shampoo cannot be done for another 7-10 days.

4. If nits are found by school personnel, the family should be contacted and asked to use the lice comb and retreat with a Head Lice product again within 7-10 days.

5. If any student has head lice on three occasions during one school year as determined by school personnel, Health Services will be notified of the recurring problem of head lice with that student, a school nurse will contact the family to determine treatment. If treatment was deemed adequate, families will be referred to their Primary Care Providers for prescription strength lice products.

6. If a student is again determined to have lice, a report may be filed with County Social Services.

Preserving the confidentiality of each student/family is mandated. Classroom or school-wide screening is currently discouraged.

## HEALTH SCREENINGS

### Heights and Weights

Heights and weights may be done at any time before the 45 day timeline.

Teachers are responsible for completing the *Height and Weight Worksheet* for each student. A copy of the worksheet should be retained for your classroom files and a copy should be sent to your health clerk. Students who enroll throughout the year must also have their height/weight recorded within the 45-day timeline.

The following procedures are to be followed:

- Post the "Watch Me Grow" notice several days prior to day of procedure
- Add new student's first and last name on the worksheet
- If you are using the wall measurement device, be sure that it is mounted correctly
- Have students remove shoes, jackets and heavy sweaters
- Hands down at side – not touching anything
- Heels, buttocks, shoulders and head against wall measurement
- Top bar or ruler should be leveled when viewed from the side
- Please write the height in inches

### HEARING AND VISION

Within 45 days of a student's entry, the following health screenings need to be administered by a nurse:
- Hearing
- Vision
- Blood pressure (as needed)

### HYGIENE SUPPLIES

- Tissues, paper towels, and liquid soap will be provided by the site plant manager/custodian.
- Wastebaskets that are used for soiled products after hand washing, tooth brushing, etc., should have plastic liners. If your plant manager/custodian does not furnish the liners you will need to submit an order to your site nurse.
- Trash cans containing food waste must have a lid but it can be off during meal time.
- Diaper disposable bags will be provided for classrooms with students in diapers/pull-ups. Contact your Nurse if a diaper receptacle is needed.

### IMMUNIZATIONS: STAFF AND VOLUNTEER

Senate Bill 792 requires all Early Learning and Care employees and volunteers to provide evidence of immunization for the following vaccinations:

- Influenza
- Pertussis
- Measles

A written declaration that an employee has declined the influenza vaccination must be submitted to the human resources office and a copy placed in the employee licensing file.

## CARE FOR AN ILL STUDENT

*Guidance:  Title 22, Community Care Licensing Section 101226.2, Health and Safety Code Reference Section 1596.72, 1596.73, 1596.81, 1597.05.*

Designate a space for students who become ill during the school day.  The area must be:

- equipped with a mat, cot, or couch  for each ill student
- located to afford easy supervision of the student by center staff
- located in an area that is <u>not</u> the kitchen area or the general-use toilet area

In combination centers, only one designated area that serves all licensed components is required.  The student's parent/guardian must be notified immediately when the student becomes ill enough to require isolation, and shall be asked to have the student removed from the center as soon as possible.

## MEDICATION POLICY - STUDENT

*Guidance:  Title 22, Community Care Licensing Section 101238(h)*

- No medication is to be given to a student without the completion of the ***Authorization for Administration of Medication by School Personnel*** form.  This form must be signed by the parent/guardian signature and the student's doctor.
- Only authorized staff trained annually in medication administration shall administer medication.
- Administration of medication must be recorded on the student's ***Medication Record*** form.
- Each container shall have an unaltered label and include the student's name and date.
- The medication must be administered in accordance with the label directions as prescribed by the student's physician.
- Prescribed rescue medications, such as an Epi-pen, antihistamine or inhaler, should be kept in an <u>UNLOCKED</u> medication box that is inaccessible to students. For emergency situations, an Epi-pen is available in the school's main office.
- All other medication shall be stored in a LOCKED box that is inaccessible to students.
- Emergency medications (e.g. Epi-pens, antihistamines, inhalers) must be taken along when the students leave the classroom for field trips, fire drills and disaster drills.
- A refrigerator shall be used to store any medication that requires refrigeration and shall be kept in its own medication box.
- When no longer needed by the student, or when the student withdraws from the center, all medications shall be returned to the student's parent/guardian.  If the medication is not picked up, the teacher must call the nurse and follow disposal directions.
- At the end of the school year, when the medication is no longer needed by the student, or when the student withdraws from the center, all medication(s) shall be returned to the student's parent/guardian. Do NOT return any paperwork within the medication box to the parent. If the medication is not picked up, the teacher will bring the medication and medication paperwork to the nurse at their Registration Center. The nurse will follow district policy for medication disposal.

## MEDICATION POLICY - STAFF

Medication for staff should be kept in a locked medicine box, out of reach of students.  Staff medication boxes may be obtained from the nurses.

## NUTRITION POLICY

*Guidance: PS: 1302.44 and Title 22, Community Care Licensing Regulation 101227 (a)(i), (A) (8), (12), (13), (14)*

All food served to students in the classroom must be provided by Nutrition Services and served family style.   An exception may be made when a student has food allergies.  Food served is to be low in salt, sugar and fat.  A variety of foods is served and classroom staff role model family style eating and sharing during meal times.

- Participating adults who are included in the day's meal count are encouraged to eat from the foods provided through Nutrition Services as a part of the family-style dining.
- NO OUTSIDE FOOD is to be eaten at the student's table unless there is a medical reason.
- NO OUTSIDE BEVERAGES are allowed in the classroom except for a container with water.
- Hot liquids or beverages are NOT allowed in the classroom under any circumstance.

Teachers that conduct a cooking lesson or use food with a classroom activity must conform to this policy.  **No outside food should be allowed in the classroom, unless prior approved by a coordinator or nurse.**  Suggested foods allowed for classroom lessons are:

- Baked breads / crackers without added fat or salt
- Cereals without added sugar
- Fresh fruit or vegetables
- Low fat string cheese/yogurt
- 1% or 2% milk
- 100% juice, fruit or vegetable

## FOOD SERVICE (see also:  Nutrition)

*Guidance:  Title 22, Community Care Licensing Section 101227, Title 7, Code of Federal Regulations, Part 226.20*

- All food must be stored, prepared and served in a safe and healthful manner.
- Servers must thoroughly wash hands before handling food (gloves will be provided if requested through Nutrition Services).
- Gloves (provided by nutrition services) should be worn when preparing food for family style service.  Gloves do not need to be worn during the meal.
- Bowls should be covered until ready to serve.
- Meals are to be served family style.
- Preschool students are to be included in meal set-up (e.g., two helpers each day).
- Refrigerator temperature should be below 40 degrees.
- Refrigerators, microwaves, food warmers and carts are to be clean and in good repair.

All food provided by Nutrition Services will be safe and of the quality and in the quantity necessary to meet the needs of the students.  Contact your assigned coordinator for approval of food projects. Foods selected for cooking projects must meet our department's nutrition policy.

## SAFE AND HEALTHY ENVIRONMENTS CHECKLIST

The *Safe and Healthy Environments Checklist* will help ensure that the classroom is safe and well-equipped in the event of an emergency.  It is to be posted in the classroom.  Items on the list are to be checked either daily, weekly or monthly as labeled.

## SUNSCREEN POLICY

*Guidance:  (Title 22 – CCL, Sections 101226 (e)(4).*
In the spring of each year, teachers of full-day classes will announce to parents that sunscreen is allowed in the classroom.  The following procedures must be followed:

- Parent/guardian signs and dates the "Sunscreen Permission Slip."
- Signed permission slips should be filed under health in the student's classroom file.

- Sunscreen is labeled with the student's name and birth date.
- The sunscreen must be kept out of the reach of students, preferably in a locked cabinet.
- Sunscreen is administered by classroom staff to the student's palm; the student would apply it per label directions, never on the eyes, eyelids or lips.  The student would apply it to the uncovered skin, including ears. Use sunscreen as needed.
- Classroom staff will write "SS" near the student's name on the sign-out sheet to document sunscreen given that day.

## TOOTHBRUSHING

*Guidance:  Head Start Performance Standard 1302.43*

Each student is required to brush his or her own teeth with a "pea-size" amount of fluoridated toothpaste **once daily**.  A staff member must supervise the tooth brushing, ensuring that:
- Encourage gentle circular brushing motions, brushing upper and lower teeth and both sides of mouth. "Chewing" on the toothbrush should be discouraged.
- Each student has his or her own toothbrush, labeled by name, so that toothbrushes are never shared. Toothbrushes and toothpaste may be obtained from your assigned nurse.
- Toothbrushes are stored so they stay clean and open to circulating air, and so that the bristles do not touch any surface, including another toothbrush. Holders should not be stored near the classroom sink.
- Toothbrushes are replaced when the bristles become bent, or after three months.  They are never decontaminated.  Rather, contaminated toothbrushes are always discarded to control the spread of infection or illness.
- Students are taught proper tooth brushing techniques.
- Adaptations should be provided to students needing additional support.
- Toothpaste is dispensed to each student on a **separate** small piece of paper towel or on the inside of a disposable cup.
- Do NOT allow water to continually run during tooth brushing.

## UNIVERSAL PRECAUTIONS & PROCEDURES

**Procedures to be used in Schools for the Prevention of Infectious Diseases Transmitted by Body Fluids**
*(Resources from the California Department of Education and the Centers for Disease Control)*

Cal-OSHA, the California Occupational Safety and Health Administration adopted the Bloodborne Pathogens Standard (8-CCR-5193).  "Bloodborne Pathogens" are defined as pathogenic microorganisms, which are present in human blood and can cause disease in humans.  These pathogens include but are not limited to, hepatitis B virus, hepatitis C virus and human immunodeficiency virus.  The Standard requires employers to develop plans and adopt practices, which eliminate or minimize employee occupational exposure to blood and other contaminated body fluids.

In compliance with the Standard, Sacramento City Unified School District has developed an Exposure Control Plan, which covers the following areas:

1. Exposure determination for employee infection control
2. Hepatitis-B vaccination
3. Universal Precautions
4. Engineering controls
5. Work practice controls
6. Personal protective equipment
7. Post exposure evaluation and follow-up
8. Regulated waste disposal
9. Labels and bags
10. Housekeeping practices
11. Training and education of employees

12. Record-keeping

A copy of the **_Exposure Control Plan_** is available for review at every school site and program office within the school district.

The term _Universal Precautions_ refers to a system of infection control in which the body fluids of all persons are treated as if known to be infectious. In the school setting, those precautions should include: hand washing, using disposable gloves, careful trash disposal, using cleaners, and modifications of cardiopulmonary resuscitation (CPR).

It is critical that U_niversal Precautions_ be used in every instance when handling blood and body fluids because (1) there may be situations where it is not known that a person is infected; (2) persons should not wait until an identified infected student or adult is encountered before practicing infectious disease prevention techniques; and (3) for legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood tests for antibodies to the HIV virus.

The term "body fluids" includes: blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (such as nasal drainage) and saliva.

## POISON CONTROL 1-800-222-1222

## HAND WASHING

1. Thorough hand washing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygienic practice.

2. All staff should wash their hands in the following circumstances:
   - Upon Entry into the classroom
   - Before and after handling food, drinking or eating
   - After toileting
   - After contact with body fluids or items soiled with body fluids
   - After touching or caring for students, especially those with nose, mouth, or other discharges
   - Before and after gloving

3. Scheduling time for students to wash hands before eating is suggested to encourage the practice.

4. How to wash hands: Wet hands with running water and apply soap from a dispenser. Lather well and rub hands together vigorously for 15 to 20 seconds. Soap suspends easily-removable soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips. Leave water running. Dry hands well with a paper towel and then turn off the faucet with paper towel. Discard the towel.

5. Classroom instruction about proper hand washing can be integrated into health instruction at all grade levels.

6. Visual hand washing procedures need to be posted by all sinks in the classroom and bathrooms for students and adults to see.

## HAND SANITIZERS

"District approved  hand sanitizers may be used <u>as an exception</u> when running water and soap are not readily available. This exception also applies to field trips.

IMPORTANT POINTS TO REMEMBER
- Always keep hand sanitizer away from student's reach
- Keep hand sanitizer in original container with original product label
- Always provide adult supervision when using this product on students

**FIRST AID INVOLVING BODY FLUIDS AND CPR**

1. Avoid direct skin contact with body fluids. Allow the student or staff person to clean their own body fluid spill when this can be done safely. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended.
2. *Disposable single-use latex gloves* should be used when contact with body fluids is anticipated (such as bloody nose, diapering, etc.) Gloves are standard components for first aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health offices. Latex gloves as well as non-latex gloves are available.
3. An "occupational exposure incident" is defined as: specific eye, mouth or other mucous membrane, contact with skin or potential contact with *blood* or *blood-tinged* body fluids resulting from the performance of an employee's duties. If an "incident" occurs, the following steps should be taken by the affected employee:

   • Immediately wash the skin area exposed to body fluids with soap and running water. If it is the eye or mouth, flush with water.
   • Report the incident directly to your coordinator and include the names of everyone directly involved, as soon as possible.
   • The site administrator, coordinator or designee will report work-related injuries to LWP and District Workers' Compensation Office by fax or phone. LWP representatives will notify the Health Services office of occupational exposure incidents. The employee will be assisted to seek medical evaluation from the Med Clinic or his/her personal physician to determine the need for Hepatitis B vaccination and/or other treatment.
   • Employees working after hours and/or weekends may be directed by their site administrator, coordinator or designee to call the LWP telephone number directly.
   • Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be used by rescuers in the school setting. These devices are available through local medical supply companies.
   • Any soiled clothing should be placed in a plastic bag, sealed and placed in a second plastic bag. If soiled with *blood*, the second bag should be a red biohazard bag, available from the custodian. Label with the student's name. Send home with the student.

**CLEANING AND SANITATION**

1. All wastebaskets should be lined with disposable plastic bags. In areas where blood is present, physical care is provided or personal care occurs (e.g., diapering area, restrooms, etc.), disposable plastic bags should be replaced daily.
2. Waste in which contains recognizable *fluid blood* is considered biohazardous waste and must be double bagged with the outside bag color-coded *red* and with a biohazard label. Biohazard waste cannot be disposed of in the dumpster. Health Services will pick up biohazard waste when notified by the district sites. Please note: Band-aids, feminine hygiene products or dressings with a small amount of dried blood are *NOT* considered biohazardous waste and may be disposed of in plastic bags as regular trash.
3. If needles, syringes, or lancets are used in the school setting or found on the school premises, a special puncture-proof container is available from Health Services. Place intact needles and syringes in the designated puncture-proof container. Do not bend or break needles and do not recap needles. Health Services will pick up and dispose of the containers with a medical waste hauler.
4. USING CLEANERS (refer to *Safety Data Sheets* – SDS Binder located in the classroom).
5. Environmental surfaces contaminated with body fluids should be cleaned promptly with disposable towels and approved cleaner. Disposable gloves should be worn. Disposable items should be discarded in a plastic-lined wastebasket.
6. Mop solution used to clean up body fluids spills should consist of the district approved cleaner. Used mops should be soaked in this solution for thirty minutes and rinsed thoroughly before reusing.
7. After cleanup, remove gloves and wash hands.

8. If carpet is soiled, clean up immediately with absorbent material and clean with district approved cleaner.

## LICENSING

### Employee Licensing File

Each classroom staff member should have copies of documents required by licensing.  These documents are secured in a "blue" file folder and must be available for program staff and licensing review.  Each file is to include:

- Personnel Record, LIC 501 or SCUSD Application
- Health Screening Report, LIC 503 or physician's report, including TB
- Statement acknowledging Requirement to Report Suspected Child Abuse, LIC 9108
- Criminal record statement, LIC 508
- Notice of Employee Rights, LIC 9052
- Immunization Verification PSL-F273 or immunization records
- TB Clearance
- Transcripts and any permits or credentials
- Credential/Permit Level
- Pediatric CPR/First Aid cards
- Licensing Record Keeping Training (hired after 4/27/12 only)
- Evidence of 15 hours of Health and Safety Training

Classroom staff must keep the blue licensing file in the front of the classroom file drawer.  Substitutes must carry them from site to site.  It is the employee's responsibility to keep the file organized and up-to-date.

It is the classroom teacher's responsibility to assure that all staff in the classroom (permanent or substitute) have a file when working in the classroom.

All staff must ensure that up-to-date copies of credentials, permits, transcripts, TB results, first aid certificates, etc., are sent to Human Resources and to the ELC main office.  Central office CDS maintain department files that are required, and available for review, by Title 22 Licensing and our funding agencies (state and federal).

### Student's Classroom File

Each file must contain specific documentation to satisfy Licensing requirements. Contact your registration specialist if any of the following documents are missing:

- Emergency Card (up-to-date)
- Student's Health History
- Physician's Report (up-to-date)
- Immunization Record
- Negative TB Risk Assessment results or TB test. Evidence of non-communicability if the TB test was positive.
- Application
- Family Contact Form
- Parent's Rights, LIC 995
- Personal Rights, LIC 613A
- Parent's Guide to Understanding Child Abuse
- Authorization to dispense medicine (if applicable)
- Documentation required for health-related services, LIC 9166
- Acknowledgement of receipt of licensing reports, LIC 9224 (if applicable)

### Site Licensing Folder

Each teacher is to maintain a Site Licensing Folder to file Licensing visit documentation and copies of Unusual Incident Reports.  Maintain documentation for five years.

**LICENSING VISIT**

The preschool programs in the Early Learning and Care are licensed by and operate in accordance with State of California, Manual of Policies and Procedures, Community Care Licensing Division, Title 22.  Licensing analysts may make announced or unannounced visits to your sites for the purpose of assuring compliance with State Licensing requirements.  Teachers should do the following when visited by a licensing analyst:

1. Ask the analyst for identification.
2. Notify your coordinator that a licensing analyst has come to your room.
3. Introduce the analyst to the rest of the staff.
4. Allow access to student's records (have them sign the **Classroom Child Record Review Log**).
5. Allow access to staff records ("Blue" Licensing File).
6. Be available to the analyst for an exit interview.
7. In the event you are at risk of receiving a violation, immediately notify your coordinator.

Originals of all reports and documents left by the analyst should be placed in a site licensing file and copies sent to your coordinator.  The coordinator will forward a copy of paperwork to the central office CDS for action and filing in the department's central licensing file.

⭐**Note:  Maintain ratios at all times!  For example, do not leave your room to get files in an adjoining room.**

**UNUSUAL INCIDENT / INJURY REPORT** See accident reporting

Type of incidents that need to be reported to licensing include the following:
- Any injury to any student that requires medical treatment
- Any unusual incident or student absence that threatens the physical or emotional health or safety of any student
- Any suspected physical or psychological abuse of any student
- Epidemic outbreaks
- Poisonings
- Catastrophes
- Fires or explosions that occur in or on the premises
- Death of any student from any cause
  *If unsure to report, contact licensing specialist

Steps to follow for reporting a possible unusual incident to your coordinator and/or Central Office CDS.

1. Immediately consult your Coordinator via cell phone. If your Coordinator does not answer you must leave a voicemail. Include information about the incident, your name, site/room, and phone number. If 911 was called, notify the school office.

2. If you have not received a call from your Coordinator by the end of the business day complete the "Fact Finding Report." Send the report to your Coordinator and include the Central Office CDS via email, fax or scan; the day of the concern/issue occurred.

3. Your Coordinator and/or Central Office CDS will contact you. It is important that you are available for a Fact Finding Interview.

4. The Coordinator and/or Central Office CDS will have a conversation with you and possibly additional classroom staff to determine if the incident meets one of the reporting requirements. If so, the Coordinator and/or Central Office CDS will complete an Unusual Incident Report and submit to Community Care Licensing.

## FAMILY COMMUNITY PARTNERSHIP PROCESS

**FAMILY PARTNERSHIP AGREEMENT FLOWCHART**

The Sacramento City Unified School District Family Partnership Process consists of two parts. All programs must participate in Part 1 and Head Start funded programs continue onto Part 2. State Codes and Head Start Standards are cited below.

California Education Code 8203 and Code of Regulations 18276 Health and Social Services states that a program must include a health and social service component that identifies the needs of the student and the family for health or social services, refers a student and/or family to appropriate agencies in the community based on needs, and conducts follow-up procedures with the parent to ensure that the needs have been met. (EC 8203; 5 CCR 18276)

Head Start Performance Standard 1302.52 requires a program to:

- Implement a family partnership process to support family well-being, including family safety, health, and economic stability, to support student learning and development, and to provide, if applicable, services and supports for students with disabilities 1302.52(a)
- Foster parental confidence and skills that promote the early learning and development of their students 1302.52(a)
- Initiate the process as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need 1302.52(a)
- Implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-student relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders. 1302.52(b)
- Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes 1302.52(c)(1)
- Help families achieve identified individualized family engagement outcomes 1302.52(c)(2)
- Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary 1302.52(c)(3)
- Assign staff and resources based on the urgency and intensity of identified family needs and goals 1302.52(c)(4)
- Take into consideration any existing plans with other community agencies to address family needs, strengths, and goals, in order to avoid duplication of effort 1302.52(d)

**Part 1: Family Partnership Needs Assessment**
Form A Family Partnership Worksheet - Collected at Registration then reviewed and filed by School Community Liaison (SCL).
Form B Family Partnership Worksheet Response Sheet – completed by SCL then copy sent to Teacher.

A. The Family Partnership Worksheet gives parents the opportunity to identify their family's needs, interests, and strengths. Parents complete the Worksheet during the registration process. After completion, Registration staff will provide all parents with a Community Resources sheet as an initial response to identified needs. Parents will initial to verify receipt of the Community Resources sheet. The registration staff will send completed forms to the SCL for follow up. SCL will contact families to address needs within 5 school days of receipt of Form A.
*Emergency process: If a family reports that they have an emergency situation, registration staff will notify the SCL to assess the situation immediately and provide referrals as necessary.*
The SCL will distribute the Worksheet copies as follows:

> ➢ Family Partnership section of the student's file
> ➢ Provide to the Parent

B.  Any request from a Parent will be addressed by the School Community Liaison  (SCL). If needed, the SCL will follow up on all parent requests and complete a Family Partnership Worksheet Response Sheet. Information requested will be attached to the Response Sheet and will be sent to the Teacher via district mail. The Teacher will distribute the Response Sheet copies as follows:

> ➢ Family Partnership section of the student's file
> ➢ Provide to the Parent

**Part 2: Family Partnership Agreement (FPA)**
Form C Family Partnership Agreement Goal Sheet - Teachers will complete with Parents.
Form D Family Partnership Agreement Follow Up - Teachers will complete with Parents.
Form E Family Partnership Agreement End of Year - Teachers will complete with Parents.

C.  The Family Partnership Agreement process begins during the Fall parent/teacher conference. On the top half of the Family Partnership Agreement Goal Sheet, parents mark their interest, progress, or disinterest in adult education. In the middle of the Goal Sheet, parents are asked if they want to participate in goal setting. If the Parent declines and marks No, then the Parent and Teacher sign the bottom of the page and the Goal and Strategies boxes are left blank. If the Parent agrees and marks Yes, the goal will be written in the box on the left labeled Goal, and the goal should be related to the family engagement outcomes (listed in the box above Goal and Strategies). In the box on the right, Strategies to help the family with the goal are written for both the parent and staff. Parent and Teacher sign the bottom of the page.

The Teacher will distribute the Goal Sheet copies as follows:
> ➢ Copies:  Place original in Family Partnership section of the student's file, send to SCL in the Central Office, Provide to the Parent

If needed, the SCL will follow up on all parent requests and complete a Family Partnership Worksheet Response Sheet. Information requested will be attached to the Response Sheet and will be sent to the Teacher and the previous distribution steps will be followed.

D.  The Family Partnership Agreement process continues during the Winter parent/teacher conference. The half-page Family Partnership Agreement Follow Up form asks the Parent to circle if they are requesting resources. Types of resources requested should be listed on the line provided. If the Parent had no goal in the Fall and continues to have no goal, the Parent can check the box state No goal at this time. Then the Parent and Teacher sign the bottom of the page and the Goal and Strategies boxes are left blank. If the Parent had a goal and completed it, they can check the Goal completed box. If the Parent wants to identify a goal or needs to continue working on their goal, the goal will be written in the box on the left labeled Goal, and the goal should be related to the family engagement outcomes (family well-being, parent-student relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.). In the box on the right, Strategies to help the family with the goal are written for both the parent and staff. Parent and Teacher sign the bottom of the page.
The Teacher will distribute the Follow up copies as follows:
> ➢ Copies:  Place original in Family Partnership section of the student's file, send to SCL in the Central Office, Provide to the Parent

If needed, the SCL will follow up on all Parent requests and complete a Family Partnership Worksheet Response Sheet. Information requested will be attached to the Response Sheet and will be sent to the Teacher and the previous distribution steps will be followed.

E.  The Family Partnership Agreement process ends during the Spring Parent/Teacher conference with the half-page Family Partnership Agreement End of Year form. If the Parent had no goal in the Winter, the parent can check the box stating No goal to follow up. Then the Parent and Teacher sign the bottom of the page

and the Goal and Strategies boxes are left blank. If the Parent had a goal and completed it, they can check the Goal completed box. If the Parent had a goal and needs to continue it, the Goal can be written on the left and Strategies for the family are written on the right. Parent and Teacher sign the bottom of the page. The Teacher will distribute the End of Year copies as follows:

- ➢ Copies:  Place original in Family Partnership section of the student's file, send to clerk at SCL in the Central Office, Provide to the Parent

## PARENT ENGAGEMENT

**PARENT/GUARDIANS INVOLVEMENT IN THEIR STUDENT'S EDUCATION**

*Guidance:  State Preschool Funding Terms and Conditions, pages 48-49, Head Start Performance Standards 1302.34.*
Parent/guardian involvement takes time and commitment on the part of both parents/guardians and all staff in the classroom.  Students benefit when the home and school work together.  Staff helps parents by making them partners in their student's education.  Below are several strategies to enhance parent involvement:

1. Provide all parents with an orientation that includes topics such as program philosophy, program goals and objectives, program activities, and due process procedures (refer to the Parent Policy Handbook).
2. Let parents know they are their student's first and most important teacher and that when they are involved in their student's education, the student does better in school.
3. Encourage parents to participate in the classroom, share a talent, a hobby, a custom, an occupation, and collect or make materials at home that can be used in the classroom.  Respect and accept what parents have to offer toward active involvement.
4. Help parents reinforce the connection between learning at school and learning at home.  Provide them with information about the weekly classroom program and activities they can do at home to enhance this learning.  Actively seek parent ideas to incorporate into your lesson plans.
5. Let parents know about the ways they can encourage and support their students:
   • In trying new things
   • In getting to school on time
   • In his/her enthusiasm about learning things of interest
   • In all his/her achievements, large and small
   • In listening to, talking and discussing school activities together
6. Encourage parents to communicate regularly with you through two-way communication and/or informally.  Let them know it's important to observe their student and to share important insights with you.
7. Facilitate the early election of PC and PAC classroom representatives and alternates.
8. Post PC and PAC agendas and minutes in the classroom each month.
9. Share transition information at parent meetings for those parents who will have young students transitioning into preschool (e.g., from Early Head Start) and for those students entering kindergarten.
10. Encourage parents to continue their involvement in the education system as an advocate for their students as they transition out of preschool.
11. Encourage parents to register and utilize Learning Genie.
12. Encourage parents to register and utilize Ready Rosie.

**POLICY AND ADVISORY COMMITTEES**
*Guidance:  Head Start Performance Standards 1301.3*

All parents of enrolled students are automatically members of the classroom Parent Committee.

***Head Start - Policy Committee (PC)***
The Head Start Policy Committee (PC) is a group of currently enrolled parent representatives from all Head Start program options.  The committee can also include past parents and community representatives.  One PC representative and one alternate representative (to be in attendance at the Policy Committee meetings if the representative is absent) is to be elected by the classroom Parent Committee to represent their class as early in the year as possible.   It is expected that they will remain on the Policy Committee throughout the year.  If for some reason the PC representative and alternate cannot continue, a new classroom election must be held.

**Note:  Before electing your PC representative and alternate, the question must be asked of the parents, "Are they related to any Head Start or Early Head Start staff members?"  If so, this is a conflict of interest and they are ineligible to be a representative or an alternate.**

**State Preschool/First 5/School-Age Parent Advisory Committee (PAC)**

The State Preschool Parent Advisory Committee (PAC) is composed of parent representatives (and an alternate) who are selected, one per class to represent their class. The committee advises the program on issues related to services to families and students. Meeting notices are sent to classrooms to be posted prior to the meeting date. The representatives should be able to attend monthly classroom parent meetings and to report on information, etc., from the PAC. The State PAC meets three times a year in a joint meeting with Head Start PC. The Registration Supervisor notifies all members of upcoming meetings and events.

## PAC/PC MEETINGS

A blended Policy Committee and Parent Advisory Committee meeting is held on a monthly basis. Meeting notices are sent in advance to the representatives and to the classroom to be posted prior to the meeting date. Representatives may be reimbursed for student care and mileage on days attending meetings or assisting on committee/panels by completing a *Head Start Policy Committee Member Reimbursement* form. Parents must have a Social Security number or tax ID number in order to receive the stipend. Child care will be provided during PC meetings.

Responsibilities of the Policy Committee involve working within Head Start regulations to assist in the planning, implementing and evaluating the Head Start program. An orientation/training will be held to assist parents with their roles and responsibilities. PC reps deliver information from the PC meeting to parents at monthly class parent committee meetings. PC reps are also asked to serve on at least one sub-committee during the year.

## PARENT COMMITTEE MEETINGS

*Guidance: Head Start Performance Standards 1301.4.*

All parents of enrolled students are automatically members of the Parent Committee of each classroom/center. The purpose of the Parent Committee meeting is to provide parents with an avenue to discuss general program information and specific classroom/center concerns. These parent meetings also provide parents an opportunity to become part of the planning team, knowledgeable on program services, family activities, community resources, and to understand and experience student development and growth.

**Role of the Teacher with Classroom/Center Committee Representatives**

- Offer support and provide the Parent Representative with the opportunity to share information from the Policy Committee, or PAC, during the classroom/center parent meeting
- Model good communication skills and the spirit of cooperation
- Listen to concerns of the Parent Representative and act as a facilitator in resolving issues and finding solutions
- Encourage active involvement in the classroom and during classroom/center parent meetings

Parent input is essential and is welcomed at parent meetings in identifying, establishing and evaluating program goals and developing strategies for meeting them at the local and Policy Committee level. Teachers are expected to follow the guidelines indicated below:

**Head Start Part-Day, Wrap, and Full Day**

- Provide a parent orientation as early as possible in the program year to introduce parents/guardians to the Head Start philosophy, curriculum and the importance of parent involvement in the program
- Elect classroom/center officers, Policy Committee Representatives and alternates as soon as possible in the program year
- Conduct a parent/guardian survey to determine the most convenient day/time for the monthly parent meetings
- Hold monthly parent meetings
- Provide Registration Supervisor with date/time of the meeting and notify if there is a change in meeting date/time
- Provide parents with a monthly classroom/center calendar indicating parent meetings and other parent activities

- Provide interpreters for non-English speaking parents/guardians if possible *(A parent/guardian or staff may interpret.)*
- Assure that students are supervised during the meeting

Parents are to receive a report from the Policy Committee meetings that are held monthly.  Information in the following areas are required:

- Early Learning and Care/Curriculum
- Health/safety in the home
- Consequences of tobacco and lead
- Nutrition/physical activity/safe sleep
- Pregnancy
- Mental health and social/emotional development
- Vehicle/Pedestrian safety
- Language and literacy development
- Transition to Kindergarten
- Importance of regular attendance

**Combined Parent Meetings**

Classes or classrooms at the same site may combine for parent meetings if it is mutually agreed upon.  *Note: class meetings must be held during their regularly scheduled hours on this day.*  All meetings will be held at a time that is mutually agreed upon by parents and staff.  Teachers may schedule an appropriate room with the principal.  Teachers are expected to share information at the majority of parent meetings; however, guest speakers may also be invited to present.

All parents must sign in when attending parent meetings on the ***Parent Meeting Sign-In Sheet*** form.   All sites will use *the **Parent Meeting Agenda and Minutes*** form for the agenda and to record the meeting/workshop minutes.  Teachers are to follow the distribution procedures noted at the bottom of these forms and submit each monthly.  Staff will provide teachers with current resources and materials.

## PARENT RESOURCE AREA

To encourage involvement in each classroom/center, it is required that a specific area be set aside for parent/guardian information and use.  Parent areas are to be kept clean and filled with up-to-date material.  Staff will provide teachers with current resources and materials.

The Parent Bulletin Board should display (at a minimum):

- Policy Committee and Parent Advisory Committee minutes and announcements
- Classroom/center meeting minutes and announcements
- Weekly Lesson Plans
- Parent calendar and monthly classroom/center activities

## PARENT SUGGESTION BOX

It is expected that open communication between parent/guardian and teacher will occur frequently.  Some parents/guardians, however, may prefer to have their concerns addressed without a phone or face-to-face conversation.  Suggestion boxes provide an avenue for these parents to express their ideas and/or concerns.

Concerns and/or questions should be addressed by the classroom teacher by one of two methods:

- A written response that is posted on the parent board
- A verbal response presented during a parent committee meeting

**PARENT ACTIVITY FUND GUIDELINES (HEAD START)**

*How can the Parent Activity Fund be used?*

Programs must be cautioned that the 45 CFR, Part 74, Appendix F, prohibits expenditure of grant funds solely for entertainment purposes.  Entertainment expenditures are defined as the cost of amusement, diversion, social activities, ceremonials, and incidental cost relating thereto, such as meals, lodging, transportation, and gratuities. It should be noted that the restriction on expenditures applies to activities which are solely for entertainment.

Expenditures for project-related purposes are allowable, even though entertainment may play an incidental part in the activities. Therefore, programs are required to justify the expenditure of parent funds on the basis of project relatedness.  For example, a visit by a parent group to a museum can be justified if parents utilize the experience to train parents in ways of providing educational activities for their students in the community. Foods served in conjunction with parent training and seminars can be justified based on the performance standards.  Once the program justifies the activity as primarily project-related, with entertainment being incidental, then the related cost of lodging, transportation, refreshments, meals, etc., are also allowable.

*How do you receive your Parent Activity funds?*

- Parents need to vote on approved activity during a parent meeting.
- Send a *Parent Activity Request* form, along with the parent meeting agenda, minutes, and sign in-sheets, to your coordinator for pre-approval.
- Coordinators will return the form with approval.
- Teachers can order supplies from Office Depot**. (All Office Depot orders must be received by the dates listed in the Budget Department's annual year-end memo.  Please write Parent Activity Fund on all order forms.)**
- Each class is allowed $5 per student (Head Start-funded only).

**PARENT POLICY HANDBOOK**

Upon enrollment, teachers and/or other support staff will orient families to the many aspects of the program, including policies and procedures and the purpose of the program.  At this time they will also assist parents with completing additional classroom forms.

All teachers should provide a copy of the *Parent Policy* Handbook to all parents and review it during their orientation. Parents are required to sign the last page of the handbook which is placed in the student's classroom file behind the **Family Contact** *cover* sheet. Additional copies of the **Parent Policy Handbook** may be obtained from the Serna Center.

**PARENT/GUARDIAN VOLUNTEERS**
*Guidance:  SCUSD Board Policy*

Upon enrollment, the child development specialist (CDS) provides the student's parents/guardians a **Volunteer Registration Flyer** with a QR code to the volunteer application. Completed forms should be sent to the ELC department to check for completeness.  Then the parent/guardian will receive the Criminal Background Check form to take to Serna for fingerprinting.

The Parent Advisor will notify the teacher of parent/guardian's participation status and return the approved form to be filed in the student's classroom file.  Volunteers are also required to have a current TB clearance and proof of immunizations in accordance with Early Learning and Care Department adult TB policy.  **.**

# SUPPORTING CHILDREN NEEDS
## *PRESCHOOL SCREENING SEQUENCE*

### *SCUSD SCREENING SEQUENCE*

**Parent provides consent for screenings**

↓

**Child is screened**
➢ *Ages and Stages Questionnaires ® ASQ-3*
➢ *ASQ:SE-2 Social Emotional*

↓

**Parent notified of screening results.**

**Child passes screening**

↓

**Screening forms are filed and copies sent to support staff as indicated on each form.**
No further action is needed

**Child does not pass screening(s)**

↓

**Cost Supports**

↓

**Teacher re-screens child**

↓

**Parent notified of re-screening results**

↓

**Child does not pass re-screening(s).**
Appropriate action is taken (see below)

↓

**With parent consent, the following referrals can be made**

At least 34 months        0-33 months

**If communication only – child is referred to LSHS**
*"Request for Speech/Language Screening"* (completed by teacher, signed by parent and sent to school-site LSHS and Special Needs Coordinator)

**If development – child is referred to Coordinator for further observation**
*"Request for Internal Service"* (completed by teacher, signed by parent, and sent to Coordinator)

**If social/behavioral - child is referred to Social Worker for further observation**
*"Pre-Referral Checklist for Behavior Support"* and 5+ Behavior Observation Reports (BORs) (completed by teacher) and *"Request for Internal Service"* (completed by teacher, signed by parent, and sent to Social Worker)

**Support staff observes child and makes recommendations to teacher**
*"Record of Follow-up Services – Child/Family"*
(completed by support staff and sent to teacher)

**Refer to Help Me Grow (HMG)**

**Parent is informed of outcome and follow-up is provided as needed**
➢ *Assessment by Special Education may be requested for IEP/IFSP*
➢ *Itinerant Aide/Extra Support Staff may be assigned*
➢ *Student Study Team (SST) Meeting(s) may be held*

REVISED August 2022

**SPECIAL CONCERNS FORM**

Upon receiving a student's file, the teacher is to review the ***Special Concerns Form*** and discuss with individual parents any noted medical needs, dietary needs, special needs, and/or toileting needs.  In some cases a staffing meeting may be held prior to the student's first day of class with the parent, teacher and appropriate support staff.  Students should not be enrolled until the Special Concern form is signed off and approved by the appropriate staff.

**Coordination of Services Team (COST)/REQUEST FOR INTERNAL SERVICES (RIS)**

The COST/RIS Form is to be used by staff to request services from within the Early Learning and Care Department.  The Coordination of Services Team (COST) reviews and discusses student academic, emotional and behavioral concerns based on the information provided and coordinates supports and strategies as needed. The COST team consists of the Director, Coordinators,Clinician(s), School Community Liaison, Parent Advisor, and may include teachers, nurses and instructional/behavioral coach when appropriate. Referrals may be submitted to COST when a student does not pass ASQ screening, scores below class average on the DRDP, attendance concerns, behavioral challenges or social supports.  Fill out the COST referral form with as much detail as possible and submit it to your Coordinator. COST meetings are held biweekly to review referred concerns. The COST team will evaluate, monitor and determine which steps should be taken to support the student and supporting adults. All requests for an individual observation of a student must first have parent/guardian consent.

**STUDENT SUCCESS TEAM (SST) MEETING**

The purpose of a Student Success Team (SST) meeting is to develop a plan through a home/school partnership that will facilitate the success of a student's classroom participation.  A parent, teacher or resource staff member may request a meeting.

A Student Success Team (SST) meeting may be called after attempted interventions and accommodations have not been successful in assisting a student who continues to present unusual or difficult behavior(s) in the classroom.

A Student Success Team may consist of:

- Classroom teacher
- Student's parent/guardian
- Specialists
- Clinician
- Nurses
- Coordinator
- Site Administrator
- Any other party who may have helpful input

At this meeting parents and educators work collaboratively to identify and implement behavior standards and interventions.  Interventions may include:

- Classroom accommodations
- Daily schedule accommodations
- Transition accommodations
- Student and/or family counseling

**Examples of SST Intervention**

| Goal(s) | Intervention(s) |
|---|---|
| Attend to large group activities (i.e., circle time). | • Have student sit next to teacher during circle time<br>• Make frequent eye contact<br>• Ignore inattention and reinforce on-task behavior<br>• Interject frequent music and movement activities into circle time<br>• Reduce the length of time student is expected to stay at circle time |
| Increase appropriate classroom behavior | • Allow student extra time to process requests<br>• Provide immediate intervention to avoid aggressive or destructive behaviors<br>• Provide tokens to reinforce appropriate behavior<br>• Allow student to utilize "quiet area" to calm self when over-stimulated |
| Increase use of expressive language | • Get down to student's level when talking<br>• Verbally name objects, people, and actions<br>• Model the use of single words or short phrases<br>• Give clear, concise messages when talking<br>• Describe your actions and/or the student's actions<br>• Expand student's utterances by adding additional words/comments |
| Independently participate in classroom activities | • Provide verbal and physical comfort to student upon parent's departure<br>• Allow student time to observe others and then, when appropriate, help him/her enter play<br>• Break work into small segments or tasks<br>• Keep directions simple and concrete<br>• Allow student extra time to get from one place to another<br>• Inform student in advance of changes in routine |

## UNDERSTANDING THE IEP PROCESS

*Guidance: Head Start Performance Standards 1302.61, 1302.62, 1302.63*

An *IEP* is a student's **Individualized Education Program**. It is a legal document that determines the type and duration of special education services that will be provided to a student with special needs. During the IEP meeting, assessment reports are read, goals are written, services are discussed, and a special education plan of service delivery is developed.

Under federal and state laws, each school district is mandated to provide special education and services for all eligible students with exceptional needs between the ages of three and five years of age.

When possible preschool teachers will participate in IEP meetings for students enrolled in their classes. It is during this meeting that a team of professionals, along with the parent/guardian, will develop a legally binding plan to provide services.

You bring the teacher's perspective and have insight regarding the student's classroom performance. Be prepared to present the following information about the student in an organized professional manner:

• Results of preschool screenings (ASQ, ASQ-SE)
• Speech and language development
• Student's strengths
• Teacher's concerns
• Student's quality of interaction with other students:
• Student's quality of interaction with classroom materials
• Student's participation in classroom activities (e.g., transitions, following classroom rules and following classroom routines).

Teachers unable to attend the IEP meeting should fill out an IEP preparation form and give it to the special education staff.

Parent's requesting special education testing must do so in writing. Those requests must be immediately forwarded to the Clinician(s) and your coordinator.

You can find the IEP Prep Form here: https://www.scusd.edu/sites/main/files/file-attachments/iep_prep_form_with_child_info_0.pdf?4328626826

## SUPPORTING THE PARENT WHO DECLINES SERVICES

Staff must remember that each family will respond and accept information differently. Occasionally, families may choose not to pursue resources when first presented with a concern about their student. Families declining services are usually dealing with uncertainty and emotions, which affects how they process the information presented. We must allow a family to proceed on its own timeline unless the student.

The teacher's role under these circumstances is to support a family in understanding the information that has been shared, to revisit the information whenever necessary, and to remind them that additional resources and information are available whenever they want it. Research has shown that the manner in which a concern is explained to parents can have a profound and prolonged effect on the parent's attitudes toward their student and professionals.

## STUDENTS WITH IEPs

An IEP is a legal document that determines the type and duration of special education services that will be provided to a student with special needs.  When a student with an IEP is enrolled, a copy of the IEP is uploaded to ChildPlus. The student's classroom file must contain newest copy of the IEP.  If the parent or school-site special education staff does not provide a copy, contact the Clinician and one will be provided.  File a copy of the IEP behind the section of the student's file labeled, "Special Needs."

While special education has the primary responsibility of meeting a student's IEP goals, you are expected to work collaboratively with the special education staff to support this effort.

When you receive a copy of the IEP, accommodations.  Look for ways to incorporate individualized activities that address the student's identified goals.  Document any accommodations and/or individualized activities in the SST and IEP Accommodation Record and on the lesson plans.
Early intervention and collaboration between teachers and parents make a big difference in the nature of the outcome for the student. Resources are available from our preschool office.  If you would like additional assistance, contact your Coordinator or Clinician.

- You may contact the special education teacher to determine ways in which you can support the student's IEP goals in your classroom. She/he can assist you in identifying goals to include on the IEP/SST Accommodation Record.
- Concerns of students with IEP that are brought up by ELC staff need to be addressed in collaboration with student's IEP team.

## CONFIDENTIALITY
*Guidance:  Head Start Performance Standard 1302.90 (c) (iv)*

IEPs (including medical or special education assessment reports) are confidential.  This information is to be kept in the student's classroom file behind the "Special Needs" cover sheet.  Files are only accessible to staff who have a valid reason to review.  Files that are removed from the file cabinet must be signed out on the **Classroom File Review Log**. Cabinets containing classroom files must remain locked when not in use.

## "DIS LOG"–DESIGNATED INSTRUCTION SERVICE

*Guidance: Community Care Licensing 101229.1, Head Start Performance Standard Head Start is required to have a tracking system that assures that special education services are provided in accordance with the student's IEP. In addition, CA State Licensing requires that any student enrolled in a preschool program be accounted for at all times.*

Once a student has been assessed through the IEP process, he or she will likely receive services during preschool class time. These services are called Designated Instruction Service (DIS). The school-site speech therapist or other special education staff, will work out a schedule with you to ensure the student's availability to receive the necessary special education services.

All special education staff providing services to preschool students must sign the *DIS LOG.* Services may be provided in the classroom or in another area of the school site. **When a student is removed from the classroom to receive special education services, the special education staff member must sign the student out and in, indicating time and date.**

Important things to remember:

1. It is the preschool teacher's responsibility to ensure that special education staff completes the *DIS LOG*.
2. Full names should be used for both students and special education staff.
3. The *DIS LOG* is to be placed in the back of the classroom's Sign/in-out Binder behind a tab labeled "DIS."
4. The *DIS LOG* is to be turned in to the special needs coordinator, Box 715, at the end of **each month.**
5. The top portion of the form must be completed with:
   • Site name and program marked
   • Teacher
   • Month

∗**Notify the special needs coordinator whenever a student has a new or updated IEP (this is important information for our funding agencies).**

## MEAL SERVICE
Students with special needs must be included in meal and snack times with classmates. Check with the program nurse if the student requires a specialized diet or modification to size and texture of food

## ACCESSING SERVICES FOR A YOUNGER SIBLING AT RISK FOR SPECIAL NEEDS
Sometimes parents need help in accessing services for other students in the family. If the student is under the age of three, he/she may be assessed through ALTA Regional or the Sacramento County Office of Education Infant Development Program.

The best, and easiest, way to access services is to contact the WarmLine Family Resource Center at (916) 455-9500 or http://www.warmlinefrc.org/. WarmLine provides resource support services for families of infants and young students with special needs.

## ADDITIONAL IMPORTANT INFORMATION

**ATTENDANCE, STAFF -REPORTING**

**Absence Reporting**

In order to ensure classrooms have adequate coverage, the following procedures need to be followed.

1. Teachers and Instructional Aides **must** record all absences and late arrivals in Frontline and verify a sub has picked up the job, to ensure appropriate coverage and ratio to open classroom.

   • All Staff are to call Central Office CD Specialist to report your absence at least one hour *prior to* arrival time on the day of absence *916-643-7850 or 916-643-7823*.
   • When calling in be sure to state:
     o Your first and last name, school site and room number
     o The reason for your absence (i.e. illness, personal necessity, etc.) and
     o The dates and hours you will be out.

2. If you are notifying the department that you will be arriving late to work, but you are unsure what the exact time of your arrival will be, state that this is an *approximate time*. When you arrive at work, immediately notify the CD Specialist of the time of your arrival by e-mail or by phone.

**Form 12**

Immediately upon returning to work you are to complete an Employee Absence Report (Form 12) for all absences, including approved vacation usage. Submit this to the appropriate CD Specialist.
   ● When using Bereavement, documentation must also be provided in a timely manner (i.e. death notice, obituary or funeral program), and state relationship.
   ● When using Emergency, please describe the reason for the emergency in the space provided.
   ● When on Jury Duty, remember to attach your jury receipt slip.

**Vacation Usage**

Staff, who are eligible for vacation, must submit a Vacation Request form to their Coordinator for approval *prior to the planned absence*. If approved, the Coordinator or Director will submit the Vacation Request Forms to the CD Specialist for payroll purposes and you will receive an email copy.
❖ Be sure you have a copy of the approved Vacation Request form before taking the time off.
❖ *If you have not received a copy of the approved request, you need to call your Coordinator for verification of approval.*

**Changes In The Work Schedule** (i.e. adjusting work hours for that day, shorter lunch period, etc.)

   • It is the employee's responsibility to get the Coordinator's signature on their timesheet to demonstrate that pre-approval was granted for a change of work hours.
   • If a change of hours is recorded on a timesheet, and no documentation indicating the Coordinator's approval is provided when the timesheet is submitted, that change will not be considered "approved."
   • A Form 12 will be requested for any unapproved, missed time outside of an employee's normal shift.

**Timesheet**

Completed timesheets are due to the CD Specialist the last working day of every month. You may scan and email to your CD Specialist or fax to 916-399-2057. If you don't turn in your timesheet when it's due, you will be contacted.

   • Timesheets must be completely filled out and signed.
   • Please cross check with Frontline before submitting timesheets.

**WORK SCHEDULE COMPLIANCE**

All employees are expected to be at their assigned location for every scheduled workday and to report to work on time and remain at work until the end of their scheduled workday. If an employee needs to leave their designated work site, they must notify their coordinator prior to leaving. Employees must adhere to scheduled break and lunch times. These expectations are based on the realization that program quality requires good attendance and punctuality on the part of every employee. Work obligation time for employees is determined by individual contracts. Any change in work schedules must have prior approval of a coordinator.

**ATTENDANCE – STUDENT REPORTING**

**Unexpected absences:**

The Parent Policy Handbook directs parents to call the classroom when their student is going to be absent. In the event a parent does not call, the teacher will call daily to determine the reason for the absence and document contact on Family Contact sheet and absence reason in Child Plus or Attendance sheet. If the teacher is unable to contact the parent by the third day, the teacher should call all numbers on the emergency card to contact the family. By 5th day of no show/no call or 5th day of an unexcused absence, teacher notifies the CDS who will send a Notice of Action.

**Student Attendance Monitoring:**

At the end of each week, each CDS will run an attendance report. Students who are at risk of missing 10% of school days will be sent a Sporadic Attendance letter by the CDS. Students who miss 10% or more of school will receive a second notice with an invitation to an Attendance Review Meeting. Reports listing students with attendance concerns will also be sent to the classroom teacher, support staff and management.

**Student Sign-In/Out Sheet**

Classrooms are required to use Daily Sign-in and Sign-out Sheets for attendance reporting and Nutrition Services. Your families will sign one or two Sign-in/out sheets based on your classroom program option.

**Transitional Kindergarten - Head Start Collaborative**
1. Childplus Attendance App

**Wrap And Full-day**
2. Childplus Attendance App
3. State Attendance Sheet (full signatures required)

**Transitional Kindergarten - State Collaborative**
1. State Attendance Sheet (full signatures required)
2. Nutrition Timesheet

**ATTENDANCE REPORTING FOR HEAD START**

The ChildPlus Attendance App will be replacing the nutrition sign-in and sign-out sheet.

The following procedures must be followed:
- On a daily basis, teachers or aides are to log on to the ChildPlus Attendance App.
- Parents, or designated adults, are to sign-in and sign-out daily for each student.
- At the end of each day, teachers are to review the following:
  - Make sure all signed-in students are signed-out.
  - Enter student's absences. Use "unexcused" if you do not know the reason. Once you find out the reason, go back, change it to "excused" absence, and select the reason for absence.

**ChildPlus Attendance App is the nutrition sign-in and sign-out sheet, teachers are to email or print the report "2037-Attendance App Signature" for the lead food service assistant at the school cafeteria with your meal count.**

**New performance standards require the department to monitor student attendance daily.  It is important that attendance is correct and up to date.**

If you are unable to use the ChildPlus Attendance App, you must enter student attendance into ChildPlus manually at the end of each work day.

### ATTENDANCE REPORTING For STATE

At the end of each month, the CDS prepares and sends to the classroom a *State Attendance Sheet* for each student.  Teachers are to put these sheets in a *Sign-In/Out Binder* on the first day of each month.  The following procedures must be followed:

- Parents, or designated adults, are to sign-in and sign-out daily indicating the actual arrival time and pick-up time for each student.
- Full signatures are required.
- No white-out is to be used on the sheet.
- No highlighting on the sheet
- No arrows/lines are to be used in place of a signature.
- If a parent signs on the wrong line or page, the signature should be lined out (single line) and a new signature entered on the correct line or page.
- If a student is absent, the parent must indicate the reason for the absence ("family emergency", "student sick", and "best interest") and sign a complete signature for that day.
- Teachers are responsible to ensure that there is a parent signature for <u>every</u> contracted day, and a reason for absence written for each day a student is absent.
- Attendance sheets are to be turned in to the registration centers no later than 4:00 p.m. on the <u>first day of each month</u>.
- A back-up plan must be in place in the event the classroom teacher is unable to complete the attendance and turn it in on time.  There should be at least two people (teacher and instructional aide) in each classroom that can complete the report.

**Note:  Child Development Specialists will no longer sign attendance sheets (per CA Title 5).  Teachers must, therefore, ensure that attendance sheets are <u>complete</u> before turning them in.**

The Data Information Technician at Serna prepares and submits a monthly report to the State using information from classroom attendance sheets.  When attendance sheets are turned in late, and/or incomplete, it delays the process of reporting.  **It is important that our report to the State be turned in on time.**

### SIGNING STUDENTS IN & OUT OF CLASSROOM

The classroom staff are responsible for the health and safety of all enrolled students.  This responsibility begins when the parent/guardian signs the student in and ends when the student is signed out.  For this reason, a parent must sign a student IN upon arrival and OUT upon departure.  **A parent must not sign a student in and out at the same time** (e.g., signing both "in and out" when they first arrive in the classroom).

The parent/guardian must designate someone (at least 18 years old) to drop off or pick up, and indicate their name on the emergency card.  Only persons listed on the emergency card may pick up a student. A photo ID will be required.  Only enrolled students may attend ELC  programs.

**ACCIDENT REPORTING**

**STUDENT:** Guidance: Title 22, Community Care Licensing Section 101226

*Minor Accident* **–** While at school if a student sustains a cut, scrape, abrasion, or bruise (on body, not head), do the following:

- Follow *Universal Precautions.*
- Wash hands and put on gloves.
- Wash injury with soap and water and pat to dry.
- Apply Band-Aid and/or ice pack as needed.
- Complete a *Child Accident Report*, as follows:
  - ➢ Complete the report thoroughly and accurately (the staff person who witnessed the accident should complete the report).
  - ➢ Complete the facts section on the top section of the report.
  - ➢ Provide a brief description of the injury, e.g., fell and skinned left knee.
  - ➢ Provide a brief description of the first aid applied, e.g., ice applied to upper lip.
  - ➢ Provide the parent with the yellow copy —the day the accident occurs!
  - ➢ File the white copy in the student's file in the *Health and Nutrition* section.

Whenever the classroom teacher states a student should be seen by a medical professional (accidents beyond a simple Band-Aid) due to an accident and/or injury at school, the district requires the submission of a *Report of Incident or Student Accident* (District Form: RSK-F103A) https://www.scusd.edu/sites/main/files/file-attachments/rsk-f103a_incident_or_student_accident_report_form_1_1_6.doc?1559777730 , as follows:

- Complete the report thoroughly and accurately. The staff person who witnessed the accident should complete the report.
- Follow the distribution directions that are indicated on the bottom of the form.
- Send one copy to your coordinator—the day the accident occurs!
- Call your assigned coordinator the day of incident.

⭐ **Note: This information is confidential and privileged and will only be used by the district's attorneys, agents, and representatives; in no instance should a copy be provided to a parent or other person. Refer inquiries to Office of Risk Management or School's Insurance Authority (SIA).**

**Head Injury:** While at school, if a student sustains a bump or blow to the head, face, or scalp, do the following:

- Follow *Universal Precautions.*
- Provide first aid as needed, i.e., wash injury with soap and water, apply sterile dressing, apply ice pack.
- **Call the parent**! Explain the injury, treatment, and condition of the student. Let the parent decide what action should be taken, i.e., the parent may pick up the student or the student may remain at school.
- Complete a *Bumps and Blows on the Head* (Health Services form) and provide the parent with a copy. This must be done on the day the accident occurs!

*Major Accident* **–** While at school, if a student sustains a major laceration, large area of swelling, or is in severe pain, do the following:

- Follow *Universal Precautions.*
- Calm the student.
- See procedures for serious accidents or illness.
- If needed, wash your hands and put on gloves.
- Wash the injury with soap and water.
- For severe cut or bleeding, apply sterile dressing.
- Call the parents.
- Call your coordinator and call or email your assigned nurse.

- Complete a *Report of Incident or Student Accident* (District Form:  RSK-F103A).
- Complete an *Unusual Incident/Injury Report.*

Type of incidents that need to be reported to licensing include the following:
- Any injury to any student that requires medical treatment
- Any unusual incident or student absence that threatens the physical or emotional health or safety of any student
- Any suspected physical or psychological abuse of any student
- Epidemic outbreaks (including two lice infestations)
- Poisonings
- Catastrophes
- Fires or explosions that occur in or on the premises
- Death of any student from any cause

Steps to follow when issuing an *Unusual/Injury Report*:

- Complete this report thoroughly and accurately, including parties notified on the reverse.
- Send a copy to the coordinator for review– the day the incident occurs!
- Consult with your coordinator if you have questions regarding the need to report.
- Retain a copy of the report for the classroom licensing file.
- The coordinator will notify (fax or phone) the report to licensing by the next working day, and will send the original report within seven (7) days of the occurrence.
- The coordinator will forward all copies of the report to the central office for filing.

**NON-STUDENT/ADULT ACCIDENTS**

- Follow *Universal Precautions*.
- Apply first aid, if needed.
- Call your coordinator.
- Complete a *Report of Incident or Student Accident* (District Form:  RSK-F103A), as follows:
  - Complete this report thoroughly and accurately.
  - Send copies of the report as directed on the form.
  - Send a copy to your coordinator and retain a copy in the site file.
  - The coordinator will forward a copy of the report to the central office for filing.
- If staff member, follow Worker's Compensation guidance.

**Note:  This information is confidential and privileged and will only be used by the District's attorneys, agents, and representatives.  In no instance should a copy be provided to a parent or other person. Refer inquiries to Office of Risk Management or School's Insurance Authority (SIA).**

**EMPLOYEE:  Worker's Compensation**

*Guidance:  (SCUSD Board Policy 4157.1BP/AR, Work Related Injuries)*
When an employee is injured on the job, the employee must report the incident immediately, as noted below. In order to take care of the employee and also comply with the law, it is essential that the district procedures be followed.

- **Reporting Procedure:  During school days (Monday through Friday from 8:00 a.m. to 5:00 p.m.)**
  - Employee must report all work-related injuries directly to their supervisor, site administrator, or designee as soon as possible.
  - Employees will be instructed to contact the EIN (Early Intervention Nurse) immediately at **643-9299** to obtain further information and instructions.

> ➤ If medical treatment is necessary, contact the EIN who will give instructions on obtaining a *Physician's Packet* from a supervisor, administrator, or designated person and provide information on scheduling a doctor appointment at a Designated Medical Treatment Provider.

- **Reporting Procedure: After hours and on weekends**
- Employees working after hours and/or weekends should report to their immediate supervisor as soon as possible.

## ANIMALS IN THE CLASSROOM

**Sacramento City USD Board Policy – Animals at School**

Guidance: BP 6163.2, *"The Governing Board recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. Animals may be brought to school only for educational purposes, subject to rules and precautions specified in administrative regulations related to health, safety and sanitation. These rules and precautions are to protect both the students and animals."*

**Teachers must have prior approval before any animal is brought into the classroom.**

## CELL PHONES AND ELECTRONIC DEVICES

Staff members are not to use computers, cell phones, district phones, apple watches or tablets for personal business.

## CHILD ABUSE REPORTING

The State of California Child Abuse and Neglect Reporting Act (Penal Code Section 11166, et seq.) requires all mandated child abuse reporters to report known or suspected child abuse or neglect to the proper authorities. The following is an excerpt from Penal Code Section 11166:

*…a mandated reporter shall make a report…whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a student whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report…immediately or as soon as is practicably possible by telephone, and the mandated reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.*

*…"reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For the purpose of this article, the pregnancy of a minor does not, in and of itself, constitute a basis for a reasonable suspicion of sexual abuse.*

### Persons Mandated to Report Child Abuse (Penal code Section 11166)

For the purposes of the reporting law, all educators, school employees, and college intern/trainees are mandated reporters. An amendment to the law in 2000 redefined mandated reporters to include all classified employees of any public school in addition to teachers, aides, administrators, and others. Training for mandated reporters is provided by the District; however, the absence of training shall not excuse a mandated reporter from the duties imposed under reporting laws. Volunteers whose duties require contact and supervision of children should also obtain training. (Penal Code Section 11165.7.)

### Definitions and Types of Child Abuse

The term "child abuse or neglect" includes:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

- Willful Cruelty or Unjustifiable Punishment
- Unlawful Corporal Punishment

***Physical Abuse*** means a physical injury, which is inflicted by other than accidental means on a student by another person. (Partial excerpt from <u>Penal Code section</u> <u>11165.6.</u>)

***Neglect*** means negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, and includes both acts and omissions on the part of the responsible person.

***Severe neglect*** means the negligent failure of a person having the care or custody of a child to protect the child from severe malnutrition or medically diagnosed nonorganic failure to thrive, and includes those situations of neglect where any person having the care or custody of a child willfully causes or permits the person or health of the child to be placed in a situation such that the child's person or health is endangered, including the intentional failure to provide adequate food, clothing, shelter or medical care.

***General neglect*** means the negligent failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury to the child has occurred. (Penal Code Section 11165.2.)

***Sexual Abuse*** means sexual assault or sexual exploitation.

***Sexual Assault*** includes: rape, statutory rape, gang rape (or rape in concert), incest, sodomy, lewd or lascivious acts upon a child or minor, oral copulation, sexual penetration, child molestation and intentional masturbation in the presence of a child.

***Sexual exploitation*** includes preparing, selling or distributing matter depicting a minor engaged in obscene acts; knowingly promoting, aiding or assisting, employing, using, persuading, inducing or coercing a child or any person responsible for a child's welfare who knowingly permits or encourages a child to engage in, or assist others to engage in, prostitution or a live performance involving obscene sexual conduct, or to pose or model alone or with others for purposes of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct; and knowingly depicting a child in, or knowingly developing, duplicating, printing or exchanging any film, photograph, video tape, negative or slide in which a child is engaged in an act of obscene sexual conduct. (Penal Code Section 11165.1.)

***Willful Cruelty or Unjustifiable Punishment*** means a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that the child's person or health is endangered. (Penal Code Section 11165.3.)

Unlawful Corporal Punishment means a situation where any person willfully inflicts upon any child any cruel or inhumane corporal punishment or injury resulting in a traumatic condition. It does not include an amount of force that is reasonable and necessary for a person employed by a public school to quell a disturbance threatening physical injury to person or damage to property, for purposes of self-defense or to obtain possession of weapons or other dangerous objects within the control of the pupil (Education Code Section 49001), or that is necessary to maintain order, protect property, protect the health and safety of children, and maintain conditions conducive to learning (Education Code Section 44807). (Penal Code Section 11165.4.)
In addition, any mandated reporter who has knowledge of, or reasonable suspicion of, mental suffering that has been inflicted upon a child, or that a child's emotional well-being is endangered in any way, **may** report the known or suspected instance of child abuse or neglect. (Penal Code Section 11166.05.)

## Reporting Procedures

As mandated reporters, all school employees must report the known or suspected incidence of child abuse or neglect to the appropriate agency **immediately** or when practically possible **by telephone**.  (Penal Code Section 11166.)

The following information must be provided at the time of the telephone call:

1.  Name, business address and telephone number of the mandated reporter, and the capacity that makes the person a mandated reporter;
2.  The child's name and address, present location and, where applicable, school, grade and class;
3.  The names, addresses and telephone numbers of the child's parents/guardians;
4.  The information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information; and
5.  The name, address, telephone number, and other relevant personal information about the person or persons who might have abused or neglected the child. The mandated reporter must make this report even if some of this information is not known or is uncertain to him or her. (Penal code Section 11167.)

The telephone call **must** be followed within **36 hours** by a written report to the same agency to which the telephone report was made. (Penal Code Section 11166.)

1.  **Children's Protective Services (24 hr. number)**                          **(916) 875-KIDS (5437)**
3701 Branch Center Road
P.O. Box 269057
Sacramento, CA 95826-9057

This is the agency to call for in-family suspected abuse (including live-in non-related persons) for which law enforcement is not immediately needed.

2.  **Sacramento City Police Department**                          **(916) 264-5471**
Child Abuse Section
5770 Freeport Blvd. Ste 100
Sacramento, CA 95822

This is the agency to call for suspected abuse by non-family persons (neighbor, childcare provider, etc.), or if an immediate response is required for incidents occurring **within** city limits.

3.  **Sacramento County Sheriff's Department**                          **(916) 874-5115**
Sheriff's Dispatch
711 G Street, Room 304
Sacramento, CA 95814

This is the agency to call for suspected abuse by non-family persons (neighbor, childcare provider, etc.), and which occurred **outside** city limits or if an immediate response is required.


**Report Form**

Department of Justice form SS8572 (Rev. a/93), Suspected Child Abuse Report is required (Penal Code Section 11168.) These reporting forms can be obtained online at https://dcfas.saccounty.net/CPS/Pages/Emergency-Response/GI-SuspectedChildAbuseOnlineForm.aspx.  The online form is accessed by obtaining a code when you phone your report.

1.  The reporting party should fill in the form completely, using the address and telephone number of their work site.
2.  Submit one copy to the child protective agency to which the telephone report was made.
3.  Submit one copy to the Health Services Department within one working day (Mail Box #764) to be maintained in a confidential file by the Coordinator of Health Services.  **NO OTHER COPIES ARE TO BE KEPT ON SITE OR FOR PERSONAL RECORDS.**
4.  Notify the site principal and the director/coordinator of your department of the report.

The person reporting the suspected child abuse or neglect has the option of deleting his/her name form the copy that is sent to the Health Services Department. However, the Health Services copy verifies that the reporter has complied with the law for mandated reporters.

The report should be typed, if possible. Make a photocopy and submit the photocopy to Health Services Department (Mail Box 764).

**For reports sent to Children's Protective Services**, the reporting party should receive a written response from the investigating social worker. This written response should be forwarded to Health Services Department (Mail Box 764) to be attached to the Health Services copy of the original report.

## CONFIDENTIALITY MANDATES

*Interview at School:*  When a representative of Children's Protective Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed at school.  The child is given the option of being interviewed in private or selecting any adult school employee or volunteer aide to be present at the interview. The purpose of having a staff member at the interview is to lend support to the child and help him/her feel as comfortable as possible. The Staff member cannot participate in the interview or discuss the facts or circumstances of the case with the child, and is subject to confidentiality requirements. (Penal Code Section 11174.3.)

*Identity of mandated reporter:*  The identity of all persons who are mandated reporters who report child abuse or neglect shall be confidential and disclosed only among: agencies receiving or investigating mandated reports, the district attorney in a criminal prosecution or an action initiated under Welfare & Institutes Code Section 602 arising from alleged child abuse, counsel appointed pursuant to Welfare & Institutions Code Section 317 (c), county counsel or district attorney in a proceeding under Family Code Section 7800 or Welfare & Institutions Code Section 300, a licensing agency when abuse or neglect in out-of-home care is reasonably suspected, or when the mandated reporter(s) waive confidentiality, or by court order.  (Penal Code Section 11167.)

*Reports of Suspected Child Abuse or Neglect:*  Required reports of suspected child abuse or neglect and the information contained in those reports are confidential and may be disclosed only to: persons or agencies to whom disclosure of the identity of the mandated reporter(s) is permitted, persons or agencies to whom disclosure is permitted under Penal Code Section 11170(b), persons or agencies with whom investigations of child abuse or neglect are coordinated under Penal Code Section 11174, multidisciplinary personnel teams as defined in Welfare & Institutions Code Section 18951(d), persons or agencies responsible for the licensing of facilities which care for children, and other identified persons and agencies.  (Penal Code Section 11167.5.)  A violation of any of these confidentiality provisions is a misdemeanor punishable by up to six months in jail or by a fine of $500, or both.  (Penal Code Section 11167.5.)

## FAILURE TO REPORT

The mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months in jail or by a fine of $1000, or both. (Penal Code Section 11166(b).)  Educators who fail to report may also risk loss of their license or credential (Education Code Section 44421.)  In addition, a failure to report may result in personal civil liability.  (Landeros v. Flood (1975) 17 Cal3d 399.)

When two or more mandated reporters have knowledge of a known or suspected instance of child abuse or neglect, the telephone and written reports may be made by one person selected by mutual agreement. However, if the selected person fails to report, then the other person is responsible and held liable for reporting.  (Penal Code Section 11166(f).)

The reporting duties are individual. No supervisor or administrator may impede or inhibit the reporting duties and no person making a report shall be subject to any sanction for making the report. Internal procedures to apprise administrators and supervisors of reports may be established; however, they cannot require any employee to disclose his or her identity to the employer. Reporting possible child abuse or neglect to an employer, supervisor, principal, school counselor, coworker or other person does not substitute for making a mandated report.  (Penal Code Section 11166(g).)

**IMMUNITY FROM CIVIL OR CRIMINAL LIABILITY FOR MANDATED REPORTERS**

No mandated reporter shall be civilly or criminally liable for any required report.  Any other person reporting known or suspected child abuse or neglect shall not incur civil or criminal liability unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard for the truth or falsity of the report and, in that event, the person is liable for any damages caused.  (Penal Code Section 11172.)

If you have any questions regarding this memorandum, please call the Health Services Department at (916) 643-9412.

**CLASSROOM CELEBRATIONS**

In order to be consistent with our program's nutrition policy, parents who wish to bring something for a special event are asked to only bring non-food items.  When parents request to provide something special for a birthday or a celebratory event, it is the teacher's responsibility to ensure that parents adhere to the department's nutrition policy– no food from outside is to be brought into the classroom and served to the students.  Parents should be encouraged to complete a *Celebration Reservation* form which identifies the day of their student's birthday or special occasion and what non-food items they will bring to the classroom.

When the teacher is considering planning a classroom celebration, such as a multicultural, holiday or year-end event, the teacher must first submit a **Classroom Celebration Pre-Approval Form** to the Coordinator for Pre-Approval. This permission form identifies the elements of the celebration and creates the opportunity for dialog to take place prior to the event to help ensure all policies, rules and regulations are adhered to.

**CLOSING CLASSROOM/CENTER IN AN EMERGENCY**

In an emergency (e.g., gas leaks, flooding, and fire hazard, HVAC failure), it may be necessary to close a classroom/center for a portion or all of the day.  The Early Learning and Care **Assistant Superintendent of Early Learning and Care**  is the only person who determines whether or not a classroom/center may be closed.  In her absence, the decision may be made by the **Director**, **Coordinator** or the **school-site Principal**.  If the classroom/center is closed, it is the responsibility of the teaching staff to notify the parents/guardians and to post a notice at the classroom/center.  Center staff may be assigned to complete their workday at the Serna Building or another Early Learning and Care location.

**CONFIDENTIALITY**

***Head Start Performance Standards***
Guidance:  1302.90 (c) (i) (iv) *"…follow program confidentiality policies concerning information about students, families, and other staff members…"*
Program Standards require that confidentiality be maintained.  Parents/guardians and students have a fundamental right to privacy and confidentiality.  Student's files must be kept in a **locked** file cabinet and only available to approved staff (i.e., teachers, instructional assistants, nurses, resource teachers and administrators).  Staff must sign the ***Classroom Child Record Review Log*** when viewing files.

Staff must also ensure confidentiality by not:

- Disclosing personal information regarding a student or family with other students, or parents
- Discussing a student or family with staff members who do not have a demonstrated need for the information in order to perform their jobs
- Employees must refrain from unauthorized disclosure of confidential information and falsifying, or collaborating in a falsification of any document or record of the program.
- Sharing photos of classroom students

## DONATIONS

Teachers **must** obtain Coordinator approval before accepting donations (e.g., equipment, computers, and/or furniture).

## E-MAIL

- **District email must be checked daily**
- Employees shall use the system only for purposes related to their employment with the district. Commercial, political, and/or personal use of the system is strictly prohibited.

## EMERGENCY CARDS FOR STUDENTS

A new **"Emergency Card"** for all students is needed at the beginning of each school year.
- Both sides of the card must be completed and signed
- A copy of the emergency cards are kept in a binder near the telephone.
- Location of emergency cards is posted on the green board and in the sub binder.
- Take the emergency cards and any emergency medicine (example:  Epi-pen, inhalers) whenever the classroom is vacated for fire drills, field trips, disasters, etc.
- Notify your CDS when there are changes in parent contact information.

It is each teacher's responsibility to ensure that all information on each student's emergency card is complete and up-to-date.  Staff must instruct parents to update their emergency cards immediately upon any change in information.  Staff should remind parents to review their student's emergency card a minimum of once a month to ensure up-to-date information.

Emergency cards must be located where staff can easily locate them, while maintaining confidentiality, and must be taken by the classroom teacher when the class is on a field trip or participating in a fire drill.  Parents may not leave their student in the classroom without providing a current telephone number.

## EMERGENCY CARDS FOR STAFF

Emergency cards with current addresses and phone numbers must be filled out by each employee at the beginning of each school year.  The original will be kept at the Serna Center and a copy sent to the school site to be kept with the student's emergency cards.  If a physician's name is not provided, one will be designated by the school district in the event of an emergency.  All employees are required to advise the program of any change in name, address or telephone number and pertinent health information.

## EVALUATIONS

SCUSD requires that permanent certificated and classified personnel receive an evaluation every other year (based on the last numeral of the employee's Social Security number–even or odd). Refer to your bargaining unit contract.

## FAMILY CONTACT

Important information about students and their families is communicated in many ways:  Informal conversation, phone calls, written documentation, flyers, brochures, forms and various types of meetings should all be noted on the *Family Contact* form.

The **Family Contact** form assists staff in planning, prioritizing, implementing, following-up, and problem identification and data collecting.  These forms should be kept in each student's file but may be kept in a separate binder as long as they are secured in a locked file cabinet and not accessible to unauthorized staff or parents.  Forms are to be updated on a continual basis.  In the event of a review, the forms should be filed in each student's file.  At the end of the year all **Family Contact** forms must be filed in each student's file before turning the file in to the registration office.

**FIELD TRIPS – WALKING**

***Walking Field Trips*** for neighborhood walking trips, such as the park or nearby business, are allowed with prior approval of the coordinator. Site Principals must be notified. District ratio must be maintained.

Chaperones must be cleared through the District Volunteer Policy. It is the teacher's responsibility, with parent input, to determine the most equitable way to decide which adults will attend.

If you have questions about the scheduling of field trips contact your coordinator. The following procedures must be followed:

- Form must be submitted at least two weeks in advance to your coordinator. You may go forward with your trip after you have been notified of approval.
- Notify the principal and coordinator several days in advance of the field trip. This includes walking field trips that are both on and off your campus.
- Post a sign on the door to notify parents and/or visiting staff of your field trip.
- Order sack lunches from your cafeteria coordinator at least two weeks in advance.
- Submit a ***Field Trip Roster*** form of all students and adults going on the trip. This must be submitted to the school office and forwarded to your coordinator.
- Ensure that all adults have been processed as a volunteer
- Obtain written parental permission authorizing participation on the field trip for each student (Education Code 32040, 32041). Each parent must complete and return to the teacher the ***Student Field Trip Authorization*** form. Carry the ***Student Field Trip Authorization*** forms and each student's ***Emergency Card*** with you (the teacher) while on the trip.
- Carry, or have immediately available, your school's first aid kit (Education Code 32040, 32041). Whenever trips are conducted in areas known to be inhabited by snakes, the first aid kit must contain medically accepted snakebite remedies (Education Code 32043).
- A designated staff member should carry all student medications. Do NOT leave medications in a hot car.
- Send field trip receipts, any remaining change, and a count, including the number of students and number of adults, to your resource teacher or the department's designated field trip organizer at the end of your trip.

**GRADUATION/PROMOTION CEREMONIES**

**Formal graduation ceremonies for students (cap & gown, walking across stage to receive a diploma, etc.) are not approved by the department.** End-of-the-year celebrations should be developmentally appropriate and approved by the Coordinator

**HOME VISITS**

All students enrolled in a Head Start funded classroom are required to receive a minimum of two home visits per school year. Most home visits occur during the teacher's contracted hours and recommended dates and times are on the calendar.
However, full day teachers may need to accommodate a parent's work schedule. Teachers and parents must complete the Home Visit Verification Form and submit it to the coordinator.

**IDENTIFICATION BADGES**

Serna staff members are required to wear district issued identification badges at all times during working hours. New ID badges and replacement ID badges are issued at the Serna Center. Contact office staff if you are missing or have lost your ID badge.

## IN-KIND ACTIVITY RECORD – HEAD START

*Guidance: Head Start Performance Standard 1302.34, 1302.50, 1302.51*
Parent participation in the classroom is important to both the students and the parents enrolled in your class.  It provides parents with special time with their student and supports their student's education.  Head Start parent volunteer hours are also needed to support the continuation of the Head Start contract.  These hours usually add up to 20% of the total contract!

During orientation, teachers must inform parents of the different volunteer roles and parental involvement opportunities that are available, i.e., participation in the classroom, participation on field trips, attending community events, supporting program operations, and preparing materials at home.

**Classroom In-kind**

Teachers are responsible for ensuring that parents sign and record the number of hours they participated each week in the classroom, by completing the *HS/EHS Classroom Activity Volunteer* form.  A separate form is used for each week of the month.

The teacher will:
- Fill out top of form with Month, Year, Week, Site and Room Number
- Review the form at the end of each week for completeness and accuracy
- Sign the form in ink where indicated and sends it to the CDS monthly.

The parents will:
- Parent signs in one time each week in ink
- Each day the parent volunteers in the classroom, they will indicate time in and time out on the sheet

**At home In-Kind**

Teachers are responsible for encouraging parents to work with their students at home to reinforce what they are learning in the classroom using the *In-Kind Home Activity* form.  A new form is used each month.

The teacher will:
- Fill out top of form with Month, Year, Site, Room Number, and Name of teacher
- Circle which activities the parent should work on that month (based on lesson plan)
- Fill in days of the month in the calendar grid
- Review the form at the end of each month for completeness, accuracy, and parent's signature
- Sign the form in ink where indicated at the bottom and send it to the CDS monthly.

The parents will:
- Write student's first and last name at the top of the form
- Indicate activity and time spent (in increments of 5 minutes) on activity in the square for that date (b/10)
- Sign bottom of form in ink and indicate relationship to the student.

In-Kind forms are due at the end of each month and should be sent to the CDS at Serna.


## LATE PICK-UP OF STUDENTS

In the event that a student has not been picked up by the end of class, and efforts to reach the parent have been unsuccessful, the teacher is to:

- Contact parent-authorized persons (in order listed) on the student's emergency card in an effort to locate someone to immediately pick up the student.
- Call CDS to see if there are additional phone numbers.
- If the teacher is unable to locate someone, he/she is to contact the, Coordinator or director, who will advise and assist in making arrangements to contact the Sacramento City Police Department.

**MATERIALS LAB**

Teachers have limited usage of SCUSD's Material Lab. Certificates and student materials that go home should not be laminated.

The Early Learning and Care Department is charged for all materials utilized. Anyone using the Lab must complete a Usage form that is provided by the Lab. The material lab form must include Early Learning and Care and the name of the school site. Teachers must stay within their allotted budget. ***The Material's Lab is not to be used for personal use.***

**MILEAGE REIMBURSEMENT**

The ***Mileage Reimbursement*** form must be completed electronically, and sent to your Coordinator for approval **at the end of each month**. The following information must be provided to ensure reimbursement:

- Full name
- Social Security number (last four digits)
- Position
- Address and zip
- Date of travel
- Purpose
- Start and destinations/addresses
- Parking toll (if applicable) – receipt must be included
- Mileage

Mileage rates vary. The mileage form can be accessed on the district's website. You can also access the district's intranet website and click on ISO forms – grey box top right then in the search box type in mileage. Each page must be signed and dated.

**NON-DISCRIMINATION POLICY**

Sacramento City Unified School District is an equal opportunity employer. SCUSD does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, gender expression, gender identity, mental or physical disability, sexual orientation, parental or marital status, or any other basis protected by federal, state, or local law, ordinance or regulation, in its educational programs or employment.

**NON-SCHOOL EMPLOYMENT**

**Sacramento City USD Board Policy – Non-school Employment,** BP 4336 4136, 4236
The Governing Board recognizes that district employees may receive compensation for outside activities as long as these activities are not inconsistent, incompatible, in conflict with, or inimical to the employee's duties or to the duties, functions or responsibilities of the district. Outside paid activities are incompatible with district employment if they require time periods that interfere with the proper, efficient discharge of the employee's duties, if they entail compensation from an outside source for activities which are part of the employee's regular duties, or if they involve using for private gain the district's name, prestige, time, facilities, equipment or supplies.

**PARs**

Personnel Activity Reports are mandated by the state and federal programs for budget purposes. They will be sent to staff each month for a signature and must be returned immediately to the Serna Center (Box 715). If you notice errors in the hours, etc., note changes on form and returned signed copy. Errors will be verified and corrected if necessary.

**PERSONAL BUSINESS**

Unauthorized non-work activities during working hours are not permitted.  Employees must not participate in personal telephone or e-mail communication during working hours.

**REQUIRED POSTINGS**

Sacramento City Unified School District
CHILD DEVELOPMENT DEPARTMENT

# REQUIRED POSTINGS CHECKLIST

| TO BE POSTED | COMMENTS |
|---|---|
| ☐ And Justice for All Poster | Post where visible at food point of service |
| ☐ Bathroom Check (CHDV form) | Post near bathrooms |
| ☐ Child Passenger Safety Law Poster (PUB 269 (2/13)) | Post where visible |
| ☐ Children Present/Adult Counted in Ratio (CHDV form) | Post where visible |
| ☐ Code of Conduct (CHDV form) | Post where visible |
| ☐ Daily Activity Schedule | Post where visible |
| ☐ Department Norms (CHDV form) | Post where visible |
| ☐ Designation of Facility Responsibility (LIC 308) | Post near License |
| ☐ Diapering procedures | Post where diapering occurs |
| ☐ Disaster backpack label | Post at eye level above the backpack |
| ☐ Discrimination Prohibited – Section 84.4 (CHDV form) | Post near License |
| ☐ Earthquake Preparedness Checklist (LIC 9148) w/✓ boxes | Post near Emergency Disaster Plan |
| ☐ Emergency Disaster Plan (LIC 610) | Post near phone |
| ☐ Emergency Preparedness Guidelines (green) | Post near exit doors |
| ☐ Evacuation map by each exit on Red laminated sheet | Obtain map from school office–post by exits |
| ☐ Exit Signs | Post above doors – not on door |
| ☐ Facility License (LIC 203A) | Post where visible |
| ☐ Fire, Lockdown and Earthquake Drill Log (CHDV form) | Post where visible |
| ☐ First Aid Kit & Medicine Box Location Identified | Post where boxes are located |
| ☐ Green Posters (2) – (get from health clerk) | Post where visible |
| ☐ Handwashing Procedures (get from health clerk) | Post at all sinks |
| ☐ Lesson Plan | Post where visible |
| ☐ License report for type "A" citation | Post where visible-remove after 30 days |
| ☐ Menus (print from District web page – check dates) | Place in pockets on Green board |
| ☐ Notice of Site Visit, LIC 9213 for 30 days from any visit | Post where visible-remove after 30 days |
| ☐ Notification of Parents' Rights (PUB 393) | Post near License |
| ☐ Personal Rights (LIC 613A) | Post near license |
| ☐ Safe and Healthy Environments Checklist | Post where visible-initial update monthly |
| ☐ Serving Children of All Abilities (CHDV form) | Post near License |
| ☐ Shaken Baby Pamphlet | Post where visible |
| ☐ Tag on fire extinguisher with current date | Post on fire extinguishers |
| ☐ Title IX (District form) | Post near license |
| ☐ Tobacco Free Sticker | Post where visible |
| ☐ Toothbrushing procedures | Post at toothbrushing sinks |
| ☐ Uniform Complaint Procedure (district updated annually) | Post where visible |
| ☐ Waiver for Shared Bathrooms | If applicable, post near License |
| ☐ Waiver for Shared Playground | If applicable, post near License |
| ☐ WIC poster or flyers | Post where visible |
| MCQI - Health & Safety Screening | |

I certify that all required postings are present:

_____
Teacher Signature

_____          _____
Site Name                                                                              Date

**SAFE WORK ENVIRONMENT**

All employees have the right to a safe work environment.  Interactions between staff should be positive and collaborative in nature.  Staff members who feel they are being harassed or bullied need to report their concern to the Supervisor.

**SAFETY DATA SHEETS (SDS)**

These forms must be available to classroom staff and parents to identify possible classroom hazards.  *Safety Data Sheets* identify emergency and first aid procedures if staff or students are exposed.  The classroom must have the SDS on all sanitation materials including hand soap used in the classroom.  Contact the Licensing/Facilities Specialist for copies.  Keep these sheets in a labeled binder with your classroom files.

**SCHOOL PICTURES**

Classes located on an elementary school campus may choose to participate in school pictures along with the elementary school.  Stand-alone sites must have prior approval before contracting with a photographer for school pictures.

**SOLICITING & SELLING**

Employees shall not solicit district staff, students or their families with the intent to sell general merchandise, books, equipment or services.

**STAFF CAREER INCENTIVE PROGRAM**

The Tuition Reimbursement Program offered by SETA will provide funds for staff to assist them in continuing their professional growth, which may include undergraduate and graduate degree programs.  This can be used when staff receives no other funds from any other source, such as government grants and scholarships.

For more information, visit SETA's website, www.headstart.seta.net.

**PROFESSIONAL LEARNING**

All staff members are encouraged to update their knowledge about the goals and philosophy of our programs and skills in preschool and parent education.

- Instructional staff are expected to attend monthly professional learning which is scheduled during their contract hours
- Full Day teachers and instructional assistants will be provided opportunities to attend Professional Learning when substitutes are available.

**SCREEN TIME USE**

Students learn through active exploration. Screen time should be limited to intentional, age appropriate content with active adult supervision. At no time should movies be shown in place of hands-on educational activities.

Students must be allowed to choose an alternate activity if they do not wish to participate in screen time.

**Note:  In all programs, at least one staff member should sit with the students watching the video to talk to students about what they are watching and to support appropriate classroom behaviors.**

**TOILET TRAINING**
Our preschool programs do not deny enrollment to any student based on his or her toilet readiness.  When developmentally appropriate, toilet training provides opportunities for students to learn self-control, autonomy, and responsibility.

Milestones for students in toilet training include: (1) muscle control; (2) emotional readiness and a willingness to cooperate; and (3) the ability to communicate toileting needs. Staff assist students to use the toilet; invite them to use the toilet; help them, as needed; and positively reinforce their efforts, regardless of outcomes. While most students entering preschool are already toilet trained, some are still in various stages of training. It is the teacher's responsibility to assure that the student's toileting needs are met (it is expected that teachers and teacher assistants work together as a team to best meet the needs of all students in the classroom). Upon registration parents complete the **Special Concern** form. This is where they indicate that their student will need assistance with toileting. The registration staff will notify you prior to the student's first day of enrollment and will include a **Toileting Plan** form in the student's classroom file. This will allow you time to prepare. You will need:

- A *Toileting Plan* form that you will review with the parent on the student's first day of school
- A designated changing area that will allow for the student's privacy (a bathroom stall will suffice if you change the student while he/she is standing-up)
- A pad or changing table if you have space and intend to change the student while he/she is lying down instead of standing-up
- Diaper changing paper roll if needed
- Plastic gloves, diapering paper, and plastic bags to use for soiled diapers and/or clothing (these can be obtained from the preschool nurse)
- Diapers or pull ups provided by department
- A copy of the **Diapering Procedure** *to* be posted in the area where the student will be changed
- An appropriate disposal receptacle—garbage can with lid (double bag all items for disposal)

**Toileting Plan –** The *Toileting Plan* form is completed by both the classroom teacher and the student's parent/guardian. It clearly indicates the responsibilities of both the teacher and the parent/guardian, and provides helpful information regarding the student's toileting readiness and needs. It is important for the teacher to establish a supportive relationship with the parent/guardian so that both can support the student's toileting efforts by using developmentally appropriate methods.

**Diapering/Clothes Changing Procedure –** When a student needs to be diapered or changed from clothes that are wet or soiled from urine or stool, staff must follow appropriate health and safety procedures. Post the department's *Diapering Procedure* in the area where the student will be changed.

**Signs of Toilet Training Readiness –** The student will often:
- Express an interest in coming into the bathroom with you to find out what goes on there and may even sit on the toilet
- Begin to show a preference for being clean and dry—fussing when he/she is wet, pulling off a dirty diaper, or asking to be changed
- Know "family's" words for urinating and having a bowel movement
- Stay dry for at least two hours at a time
- Follow directions, such as those for washing hands
- Help pull pants up and down
- Seem to recognize at least a few seconds ahead of time that he or she is about to go, and can tell you before it happens or may squat, leave the room, or get "the look" before having a bowel movement
- Be in a willing, receptive mood and isn't going through any major transitions (like adjusting to a new sibling or starting a new school)
- Demonstrate a desire for independence (i.e., wants to be a "big boy" or "big girl" and do things independently)


**Steps to Toilet Training –** Most students will show some signs of toileting readiness. Their personality, level of interest, and ability will guide you in determining how best to guide them. Keep in mind that the goal of diapering is not simply to keep the student clean and dry, but also to move him/her toward successful, independent toileting.

The following are suggestions that have proven to be successful in toilet training a student:

- Acquaint the student with the classroom bathroom during a time when it is quiet and free of distractions (involve the parent if possible).
- Talk about urine and bowel movements, using words that are familiar to the student (refer to the student's **Toileting Plan**).  Help the student notice that other students in the classroom use the bathroom when they have to urinate or have a bowel movement.
- Have the student stand while you remove wet or soiled diapers, pull-ups, or training pants.   Involve him/her in the process of disposing wet items in a plastic bag and bowel movements in the toilet.  If the student is willing, encourage him/her to flush the toilet.
- Involve the student as much as possible in removing and putting-on his/her clothing.  Make sure that the parent dresses the student in loose, easily removable clothing.  Avoid pull-ups if possible as they tend to prolong the toilet training process.
- Make sure that the toilet is the right size for the student.  The student will be more responsive with good physical support for his/her body.  Think about adding foot support or opening reducers (check with the preschool nurse if you need adaptive items).
- Place the student on the toilet if he/she signals the need to use the toilet and also at regular intervals throughout the day—as often as 1 to 2 hours*.  Most students have a bowel movement once a day, usually within an hour after eating and urinate within an hour after having a large drink.
- Stay with the student while he/she is on the toilet.  Talk, read a story, or provide a fidget toy if necessary.  These strategies may help the student relax and prompt the student to sit on the toilet for a longer period of time.
- Be supportive, encouraging, and patient.  Remain matter-of-fact about the whole toileting process; do not become overly exuberant over successes or angry over accidents.
- Start reducing your prompts.  After a few weeks, let the time between visits and reminders grow, and see how well the student does.  Longer periods of time between urination will allow the bladder to stretch a little and to hold more urine.  Remember, the goal is for the student to feel in charge of the achievement.  Constant reminders will give him/her the message that someone else is in control.
- Continue to treat the student's accidents as just part of the process – reassure him/her, involve him/her in the clean-up, and move-on.

## VOICEMAIL

Classrooms that are equipped with voice mail should retrieve messages frequently and return phone calls in a timely manner.  The outgoing message should be clear, professional and friendly.  An appropriate message would be:

> *"Hello, you have reached (center name) preschool.  We are busy with students right now, but your call is very important to us.  Please leave a message at the tone, and we will return your call as soon as possible."*

During extended periods of closure, staff should leave an alternate outgoing message indicating the length of closure and the expected date of return.

**VOLUNTEERS - OTHERS**

Guidance:  SCUSD Board Policy 1240 (BP1240) and Administration Regulations (AR 1240)
Volunteers are to be under the direct supervision of the classroom teacher at all times and **may not** be alone with students.  All volunteers are required to be fingerprinted as a part of the registration process.  Volunteers will complete the district Volunteer Registration Process as well as provide proof of immunizations and a current TB test.  The Early Learning and Care's Registration Supervisor will let the teacher know if the volunteer is cleared to work in the classroom or to accompany the class on a field trip.  Family members who wish to volunteer after this initial process will also need to complete this process.

Volunteers must sign a **Code of Conduct** in which they agree to:
- Be conscientious and concerned for the health and safety of students
- Be free of the influence of alcohol or illegal drugs when with students on or off school grounds
- Have no outside contact with an individual student unless authorized by administration or parents
- Adhere to district school and classroom policies, rules and regulations
- Promptly inform the teacher and school when unable to attend or when discontinuing serving as a volunteer
- Dress and act professionally

High school students needing community services hours, ROP students, Work-Ability students, and college students must have prior approval of the coordinator.  All must have a current TB clearance, proof of immunizations and some may be required to go through the volunteer screening and registration process.

**COMMUNITY**

*Guidance:  SCUSD School Board Policy 1240 (BP1240) and Administration Regulations (AR 1240)*
All volunteers from the community (someone who does not have a student enrolled in a Early Learning and Care Department program) must be cleared in accordance with the SCUSD volunteer registration and screening process and complete a **SCUSD Volunteer Registration Packet** and pass the district's criminal background check*.* Prospective volunteers must be directed to the parent advisor who will assist them with the completion of the volunteer registration process.  The Registration Supervisor will notify the prospective volunteer and all pertinent staff with results of screenings.

*"Early childhood education is the key to betterment of society."*
- Marie Montessori


*"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."*
–Malcolm X