

FONTANA UNIFIED SCHOOL DISTRICT

Early Education Programs

Every Student Successful | Engaging Schools | Empowered Communities

PRESCHOOL PARENT HANDBOOK

2021-22

FONTANA UNIFIED SCHOOL DISTRICT

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Every Student Successful | Engaging Schools | Empowered Communities

Dear Preschool Families,

Thank you for choosing Fontana Unified School District (FUSD) – Early Education Programs for your child's Early Learning experience.

Our commitment for Early Learning Services is:

“To provide guidance and support through collaboration with families to promote student achievement.”

Early Education oversees a wide variety of federal and state funded programs serving young children and families. Our preschool programs focus on a child's early education and preparation for entrance into elementary school. The areas of expertise within Early Education Services include: California State Preschool (CSPP) and the Early Head Start/General Childcare Infant and Toddler Program.

Although school readiness is clearly essential, we believe that the family and community are the most fundamental influences in the lives of children. Aside from educational needs, children also need supportive home environments combined with safe and stable communities to meet their maximum potential. Therefore, if we strengthen families and communities, we automatically improve the lives of children.

Early Education offers comprehensive child development and family services to all enrolled children and families. We incorporate health and nutritional services with school readiness because these services strengthen the child's capability to participate successfully in school.

In this Parent Handbook you will find valuable information regarding preschool and opportunities for you to be involved in your child's education, as well as the roles and responsibilities of both parents and staff members. You will also find detailed information about the regulations that govern our program.

We provide this Parent Handbook to every family. As parents you are your child's first and most important teacher.

We sincerely thank you for sharing your child with us. We hope that you enjoy your experience and benefit from being a part of our Early Education family.

Respectfully,

Darcy D. Whitney

Director, Early Education

Fontana Unified School District

Fontana's Shared Vision

Fontana Unified School District is a community united to ensure that every student is prepared for success in college, career, and life.

Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

Three Cornerstones of Success

- Every Student Successful
- Engaging Schools
- Empowered Communities

Early Education Mission Statement

The Early Education Department provides guidance and support through collaboration with families to promote student achievement.

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Our Program

AGES OF CHILDREN SERVED, DAYS OF OPERATION AND LOCATIONS

STATE PRESCHOOL PROGRAM

The Fontana Unified School District (FUSD) Early Education Program provides services to age eligible children. Eligible children for our preschool program shall be born between December 3, 2016-December 1, 2018 (on or after a student's 3rd birthday). This service is provided to parents who meet eligibility requirements.

We have multiple preschool sites that are located throughout the FUSD. All of our preschool classes operate daily for 3 hours as either an AM Class or PM Class, Monday through Friday, 180 days per school year.

School	Address
Almond Elementary	8172 Almond Ave.
Beech Elementary	9206 Beech Ave.
Canyon Crest Elementary	11851 Cherry Ave.
Citrus Elementary	16041 Randall Ave.
Cypress Elementary	9751 Cypress Ave.
Date Elementary	9011 Oleander Ave.
(Dorothy) Grant Elementary	7069 Isabel Lane
Hemlock Elementary	15080 Miller Ave.
Juniper Elementary	7655 Juniper Ave.
Live Oak Elementary	9522 Live Oak Ave.
Locust Elementary	7420 Locust Ave.
Mango Elementary	7450 Mango Ave.
Maple Elementary	751 S. Maple Ave.
North Tamarind Elementary	7961 Tamarind Ave.

School	Address
Oak Park Elementary	14200 Live Oak Ave.
Oleander Elementary	8650 Oleander Ave.
Palmetto Elementary	9325 Palmetto Ave.
Poplar Elementary	9937 Poplar Ave.
(Ted J.) Porter Elementary	8330 Locust Ave.
Randall-Pepper Elementary	16613 Randall Ave.
Redwood Elementary	8570 Redwood Ave.
Shadow Hills Elementary	14300 Shadow Dr.
South Tamarind Elementary	8561 Tamarind Ave.
Tokay Elementary	7846 Tokay Ave.
West Randall Elementary	15620 Randall Ave.

PRE-KINDERGARTEN FAMILY AND LITERACY PROGRAM

The FUSD Early Education Program provides services to age eligible children. This program is a part-day educational program with an emphasis on family literacy, interactive literacy activities, parental involvement and participation. This service is provided to parents who meet eligibility requirements.

Our Pre-Kindergarten Family and Literacy program operates Monday through Friday, 180 days per year at the following school sites and classes.

Locust Elementary	7420 Locust Ave.
Oak Park Elementary	14200 Live Oak Ave.
Oleander Elementary	8650 Oleander Ave.

OPEN DOOR POLICY

The FUSD Early Education Program maintains an Open Door Policy and encourages parents to participate in their child's classroom as a parent volunteer.

RELIGIOUS INSTRUCTION

The FUSD Early Education Program refrains from religious worship and instruction.

EQUAL ACCESS - 5 CCR, SECTION 4900

The program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which children are served.

Fontana Unified School District State Preschool Program:

- Welcomes the enrollment of children with disabilities
- Understands the requirement of the American with Disabilities Act (ADA) to make reasonable accommodations for such children.
- Implements those accommodations.

Program Philosophy, Goals and Objectives

PROGRAM PHILOSOPHY

We believe that all children should have a positive, nurturing environment, which promotes a successful school experience. The State Preschool Program is committed to provide a language based curriculum designed to meet the needs of children integrating the development of physical, emotional, creative, intellectual, social and cultural needs through experimental, active learning activities. Children will have opportunities to explore, to develop positive image, to question and to succeed at their own individual pace.

PROGRAM GOALS AND OBJECTIVES

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

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

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

DEVELOPMENTAL PROGRAM OBJECTIVES

The goals listed above will be accomplished through the use of the California Department of Education's Desired Results System, which is designed to improve the quality of programs and services provided to all children who are enrolled in early care and education programs. Desired Results are defined as conditions of well-being for children and their families. Each Desired Result defines an overall outcome. The Desired Results system was developed based upon the following six Desired Results:

Desired Results for children:

- DR1: Children are personally and socially competent.
- DR2: Children are effective learners.
- DR3: Children show physical and motor competence.
- DR4: Children are safe and healthy.

Desired Results for Families:

- DR5: Families support their child's learning and development.
- DR6: Families achieve their goals.

DESIRED RESULTS SYSTEM

PROGRAM SELF EVALUATION PROCESS – 5 CCR, SECTION 18279

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

ENVIRONMENTAL RATING SCALE – 5 CCR, SECTION 18281

To maintain quality and assess our program's environment, the staff submits an Early Childhood Environmental Rating Scale (ECERS) annually with areas of improvement. The FUSD Early Education Program will make modifications to address any area identified during the self-evaluation as needing improvement to ensure a minimum average score of "good" in each subscale. The ECERS is completed annually during our program self-review in addition to our program compliance review that takes place every three years.

EDUCATIONAL PROGRAM– 5 CCR, SECTION 18273

Our Preschool Educational Program is developmentally, culturally and linguistically appropriate and includes activities that facilitate a child's physical, cognitive, and social emotional development. Our program is inclusive of children with special needs and encourages respect for

the feelings and rights of others. The FUSD Preschool program supports children's social and emotional development by building trust, planning routines and transitions so they can occur in a timely, predictable, and unhurried manner. In addition, the FUSD Preschool program will help children develop emotional security in social relationships.

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

- Using various strategies, including experimentation, inquiry, observation, play and exploration
- Ensuring opportunities for creative self-expression through activities such as art, music, movement and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development
- Developing a positive self-image and appreciation for their own culture and other cultures
- Providing activities to develop individual gross and fine motor skills

Rich themes build the background for the child-centered activities as we focus on developing the following skills: oral language, listening/phonological awareness, alphabetic knowledge, story knowledge, math and science, personal and social development, small motor skills, large motor skills and art and music.

Teachers choose from a variety of Meeting Circle and Interest Centers to best meet the needs of the class and individual children. Each child is encouraged to participate in every type of activity, and we strive to have a balance of indoor and outdoor activities available to our children. FUSD promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials and guidelines for active play and movement. The program promotes and maintains practices that are healthy and safe.

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) – 5 CCR, SECTION 18272

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

If a child has exceptional needs, the developmental profile shall be completed with any necessary accommodations and adaptations. A developmental profile is required for a child with exceptional needs even if that child is enrolled less than 10 hours per week.

STAFF DEVELOPMENT PROGRAM – 5 CCR, SECTION 18274

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

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

All State Preschool Teachers are offered the opportunity to participate in training a minimum of three days each year. Other staff are offered training a minimum of once a year. Topics include those related to the functions that they perform in the classroom, as well as those identified by staff.

PARENT INVOLVEMENT AND EDUCATION – 5 CCR, SECTION 18275

Parents are encouraged to be involved with their child's education and are invited to participate in their child's classroom. We have an Open-Door Policy and appreciate parents volunteering to assist with a number of activities such as reading, helping a child with activities or planning special events.

Each family is encouraged to volunteer 6 hours per month. To volunteer, you must have a current negative TB clearance or normal chest x-ray results within the last 60 days of submission, measles, pertussis and influenza immunization. Please visit the District Office, Building #16 for the volunteer forms. Your participation in the classroom makes the difference in the program and the relationship you are building with your child. Fontana Unified School District policies regarding volunteering in the classroom shall be followed.

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

1. Parent Orientation is held prior to the start of the school year and includes topics such as program philosophy, program goals and objectives, program activities and due process procedures. In addition, specific information regarding the site is also covered.
2. Parent Teacher Conferences are scheduled twice a year (Fall and Spring) so that teachers can share each child's growth and development based on the Desired Results Developmental Profile. Parent Teacher conferences not only allow the teacher to share the individualized plan for their child, but also allows the parent to collaborate goals and objectives for their child with the teacher.
3. Parent Surveys are also conducted each year so that we can better understand how the program helps you to support your child's learning and development and meet your individual family needs. 5 CCR, SECTION 18280
4. A Parent Advisory Committee (PAC) composed of parent representatives and the Early Education Administration meet on a regular basis. All parents are invited to attend the

Parent Advisory Committee and are informed of the meetings via notes home and flyers posted at the classrooms. The Parent Advisory Committee is used as an educational forum to discuss a variety of topics such as: Ages and Stages of Development, Curriculum Components, the Desired Results System, District and School Events, Educational Opportunities and Parent Needs.

5. Parent Workshops and Activities are offered throughout the school year to encourage interaction and foundational readiness skills. Families are encouraged to attend all Parent Workshops and Activities to support the readiness skills needed for building a successful foundation for future learning. Parent Workshops and Activities may include: Parenting, Music and Movement, Language and Literacy, Mathematics, Community Resources, etc...
6. Ongoing Communication between parents and teacher concerning their child's progress.

PARENT BULLETIN BOARD

Please check the parent bulletin board daily for weekly lesson plans, Nutrition Wellness Policy, announcements, articles of interest, parent notices, community resources and other information.

SUGGESTIONS FOR PARENTS AT HOME

- Read to your child every day. Reading materials are available at the public, school, and classroom libraries.
- Praise your child when he/she successfully completes a task. However, be careful that adult expectations are not set too high for children.
- Encourage listening and show interest in your child. Set aside a special time each day to discuss school activities, school friends, and new experiences with your child. By doing this, you are encouraging learning and building a positive relationship with your child.
- Establish bedtime and wake-up routines in order to avoid bedtime battles with your child.
- Have your child complete tasks every day in order to develop a sense of responsibility (i.e. picking up toys, folding clothes, etc...).

CUSTODY ISSUES

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or legal court papers, specifically stating visitation limitations, are on file at the Early Education office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator, Early Education administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the

custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

EARLY EDUCATION SCHOOL COUNSELOR

The goal of the Early Education School Counselor consists of academic, social, emotional and physical readiness for Kindergarten. We plan to get each child ready through specific strategies which lead to a safe and successful school experience. Thus, if students are successful in preschool, they are more likely to be prepared to have a successful Kindergarten experience.

There are several behaviors which are not appropriate in the State Preschool classroom. They include refusing to follow instructions, refusing to follow classroom routine, tantrums, running from adults. In addition, biting, hitting, spitting, throwing objects, climbing on furniture and crawling under or behind furniture are not appropriate behaviors at State Preschool.

Teachers work with parents to resolve behavior concerns. But, if a child's behavior interferes with the teacher's ability to instruct the class, the teacher may request assistance from the Early Education counselor.

The Early Education Counselor may provide the teacher and parent assistance through the Student Intervention Team (SIT) process. Adults involved meet to discuss student challenges and attempt to resolve issues with modifications and strategies for home and school. Parenting workshops are also available throughout the year to provide parents with further guidance strategies and techniques to resolve specific problems.

The SIT process is very important to your child's progress. It is vital for parents to follow through with the suggested strategies at home to help students become successful. Therefore, if you are called upon to attend a meeting, please, be present and willing to help your child succeed.

HEALTH AND SOCIAL SERVICES – 5 CCR, SECTION 18276

FUSD Early Education Programs shall provide a health and social services component that:

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

COMMUNITY INVOLVEMENT – 5 CCR, SECTION 18277

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

NUTRITION/CAFETERIA PROCEDURES – 5 CCR, SECTION 18278

- The program emphasizes good nutrition. Children are encouraged to try a variety of new foods as well as foods prepared in new ways.
- Nutritious meals and/or snacks will be served to children.
- Meals and snacks are culturally and developmentally appropriate for the children being served and meet the nutritional requirements specified by the federal Child Care Food or the National School Lunch program.
- Menus will be posted in classroom monthly.
- Meal times are for socializing and modeling good habits. Mealtime spills are treated with helpfulness, not ridicule.
- Only parents volunteering as assistants may go to the cafeteria during mealtime.
- Children must be allowed to select their own meals without adult intervention.
- Children must be allowed to handle their own food (i.e. open milk, etc.) without adult assistance. Parent assistants help children with their food only upon request and adults will wear gloves.
- Children with **disabilities or a medical condition** that **requires** substitutions or modification in school meals shall provide a medical statement signed by a licensed physician and a clinic stamp. **Bring the completed medical statement to the District Office, Early Education Department Building #16.** The child care facility must accommodate children with disabilities or a medical condition that requires school meal modification. Food allergies which may result in a life-threatening (anaphylactic) reaction may meet the definition of "disability or medical condition that requires accommodations."
- Children with **non-disabling special dietary needs** may request substitutions or modification in school meals. A medical statement shall be provided with signature of a recognized medical authority (physician assistant or nurse practitioner) and a clinic stamp. The child care facility may choose to accommodate non-disabling special dietary if request is reasonable.
- If a child requires fluid milk substitution only, a Milk Substitution Form may be presented. This form requires signature of a **parent or guardian** and allows child care facility to provide soy or lactose-free milk.

CELEBRATIONS

Birthdays may be acknowledged briefly at the end of class (10 minutes maximum time) at school with prior notice. Please inform the staff if your religious beliefs do not permit your child to participate in these types of activities. There are no more than 3 class parties and all food handed out to children must meet the District's nutrition requirements. The food offered must be commercially prepared.

WELLNESS POLICY

Notice to Families Regarding the New FUSD Wellness Policy

The Board of Education of the Fontana Unified School District recently adopted a Student Wellness Policy (Board Policy 5030) in order to comply with new state and Federal laws. The new policy recognizes the link between student health and learning. Board Policy – Student Wellness outlines the components of a comprehensive health literacy program designed to build the skills and knowledge that all students need to maintain a healthy lifestyle and includes: physical activity; health education; nutrition services; counseling services; safe and healthy school environments; and parent/guardian and community involvement.

A major component of the policy outlines the new nutrition standards for foods and beverages sold to students during and after the school day, including sales from vending machines, student stores and fundraisers as well as for food and beverages offered to students during celebrations, classroom parties and as rewards.

With these required changes, we believe that we are developing a better nutrition/wellness program for our students and sending them a consistent message that proper health and nutrition are an important part of their education.

We appreciate your understanding and support of this policy. Parents who might like additional information about Board Policy 5030 may contact their school principal or access the policy and other information on the District web site at <http://www.fusd.net>.

PRESCHOOL AND ELEMENTARY NUTRITIONAL REQUIREMENTS

Items offered must be commercially prepared and stable at room temperature unless proper cold/hot temperatures can be maintained.

Food/Snack Standards:

- Not more than 35% of its total calories shall be from fat.
- Not more than 10% of its total calories shall be from saturated fat.
- Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar.
- Not more than 175 calories per item.
- Exemptions are nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits, vegetables that have not been deep fried, or legumes.

Beverage Standards:

- Fruit-based and vegetable-based drinks that are at least 50% juice without added sweeteners.
- Drinking water without added sweeteners.
- Milk products including 2%, 1%, nonfat, soy, rice and other similar non-dairy milk.
- An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20-oz. serving.

School Meals

Our school district is committed to serving healthy meals to children that meet or exceed all current USDA nutrition standards, with a minimum of half cup servings of fruits and vegetables, whole grain products and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving; and to meet the nutrition needs of school children within their calorie requirements. In addition, juice will not be served at any of the school sites within the district. The school meal program aims to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong

healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

When feasible, schools will allow alternative breakfast opportunities for the students who miss the traditional breakfast period. Students participating and enrolled in the ASES (After School Education and Safety) program will receive a supper meal served via the Child and Adult Care Food Program.

All schools within FUSD are committed to offering school meals through the National School Lunch Program (NSLP) and School Breakfast Program (SBP), and other applicable Federal Child Nutrition Programs and will ensure that school meals:

- Are accessible to all students.
- Are appealing and attractive to children.
- Will provide students with the opportunity to give input on local, cultural, and ethnic favorites.
- Offer fresh, whole, unprocessed, or minimally processed foods as much as possible.
- Will reflect seasonality and use products from local agriculture wherever feasible, including participation in California Thursdays.
- Are served in clean and pleasant settings.
- Are administered by a team of child nutrition professionals.
- Accommodate students with special dietary needs, provided by FUSD's Child Nutrition Program.
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations.
- Promote, assess and implement Smarter Lunchroom scorecard checklist every two years in cafeterias. This checklist is used to create an environment of health and guide student's choices to healthy food and beverages. The goal is to implement at least ten of the behavioral economic techniques, in order to maintain bronze level status.

All students, regardless of the type of payment plan they are on, are given a code to enter or are checked through by a cafeteria staff member.

Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. Students are served lunch between 10:00 a.m. and 2:00 p.m. unless waiver is approved by CDE (California Department of Education).

When feasible, lunch schedules should be planned to allow seating for all students during meal times. Whenever possible, lunch will follow the recess period to better support learning and healthy eating.

Food Services

Food Services employs well-prepared staff who will serve appealing choices of compliant and nutritious foods at breakfast, lunch, and afterschool. The Food Services Department will:

- Ensure the Food Services Director has appropriate degree and food-safety certification in accordance to USDA.
- Require that food service program staff is qualified according to current USDA and CDE professional standards to administer the Child Nutrition Programs.
- Provide professional development for Food Services staff on the FUSD Wellness Policy.
- Ensure all foods and beverages available on the school campus promote optimal health and meet or exceed state and federal guidelines.
- Ensure the accessibility of information on nutrition promotion is available to parents and students via the department website, in the cafeteria and on the menus.
(<http://www.fusd.net/departments/Business/Food/menus/index.stm>)
- Offer appealing fresh fruits, vegetables, whole grains and low-fat dairy products in portion sizes that will meet the caloric needs of the child.
- Offer at least one daily vegetarian meal option.
- Offer at least one peanut free meal option daily and all elementary schools will have a peanut free zone.
- Offer regular trainings in food safety to Food Services staff.

- Apply the "Traveling Apple" policy which will allow students to take whole fruits, vegetables, and grains with them outside of the cafeteria for consumption.
- Share information about the nutritional content of meals with parents and students. Such information may be made available on the Food Services Department website.
- Provide monthly menus that are attractive and include nutrition information of foods served.

Food and Nutrition Standards

- Each school will ensure foods and beverages sold, served, and given on school campus to students starting at midnight and up to one half hour after the school day will comply with the California Education Code and California Code of Regulations.
- Each school will support fundraising efforts that promote healthy eating by selling non-food items. If food is sold for fundraising, items must meet regulations as well as be low in fat, sodium and added sugars. Food must also be from the approved food list or preapproved by the district.
- Documentation of nutrition information for foods sold outside of Food Services on school campus starting at midnight and up to one half hour after the school day shall be kept on file by the school at which the event occurs.
- Schools will not allow food to be given as rewards for recognition of classroom success and achievement.
- Classroom celebrations involving food will limited to no more than four celebrations per year for grades kindergarten through 12th grade. Classroom celebrations involving food for kindergarten through 5th grade (K-5) occur after the last lunch period. Classroom celebrations involving food may occur throughout the school day for 6th through 12th grade (6-12). Foods and beverages provided for these classroom celebrations will be prepackaged and must meet the USDA Smart Snacks school nutrition standards and the California competitive foods requirements.
- Homemade foods will not be allowed for students during any school-related event. This does not apply to students' lunches and snacks brought from home for individual consumption. Food safety and sanitation standards must be followed at all school-related events. Any persons handling food or utensils will adhere to food safety requirements and standards (Refer to www.foodsafety.gov and <http://www.sbcounty.gov/uploads/dph/dehs/Depts/EnvironmentalHealth/EHSDocuments/EventOrganizerRequirementsforTFEvents.pdf> for more details).

Nutrition Education

The school's nutrition education program shall be evidence-based and be consistent with the expectations established in the state's curriculum framework and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

FUSD will explore resources and grants for training and materials for health curriculum K-12. Schools will be encouraged to provide educational events to support and teach healthy choices.

Nutrition education shall be provided as part of a sequential health education program in grades K-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program. Nutrition education may be offered through before- and after-school programs. FUSD aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health.
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective courses.
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens.

- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school food programs, and nutrition-related community services.
- Teach media literacy with an emphasis on food and beverage marketing.
- Include nutrition education training for teachers and other staff.
- Is offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- Allow all health education teachers to provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

Nutrition Promotion

Nutrition promotion and education can positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. Nutrition promotion efforts at FUSD will:

- Involve community partners and local agencies to offer trainings.
- Strive to provide a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. It is the intent of FUSD to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with FUSD's Wellness Policy. District schools will not participate in incentive programs that brand or provide children with free or discounted foods or beverages.
- Ensure any foods and beverages marketed or promoted to students on the school campus and during the school day ("school campus" and "school day" are defined in the glossary) will meet or exceed the USDA Smart Snacks in School nutrition standards and California competitive foods standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.
- Promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.
- Prohibit marketing and advertisement of foods and beverages that do not meet smart snacks through various forms of communication such as signs, banners, scoreboards, curricula, textbooks, food displays, vending machines, coolers, school publications and school media.
- Select educational materials that are free of brand names/logos and illustrative of unhealthy foods.
- Ensure any advertising of any kind for foods sold or not sold on campus outside of the meal program is prohibited.
- Ensure students will not be exposed to any kind of food marketing advertising in school publications and school media outlets unless approved by the principal.

Water

FUSD will promote hydration. Free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. FUSD will:

- Assure that water is free and available at all meal times in the food service area.
- Require that there is access to free, safe, palatable drinking water wherever beverages are served or sold on campus. It is recommended that safe tap water, rather than individual bottles of water, be offered. If safe tap water is not available, then it is recommended that large bottles and/or jugs of water are utilized.
- Provide water stations with bottle refilling capacity, when feasible.

- Allow students to bring drinking water from home and to take water into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills and is not shared with others.
- Encourage all school administrators, teachers, and building staff to model drinking water.
- Promote the consumption of water as an essential nutrient that plays a role in overall health.
- Promote drinking water as a substitute for sugary beverages such as fruit/juice drinks with added sugar, sodas, sports drinks and flavored milk.
- Not allow the sale of beverages with non-nutritive sweeteners (artificial or natural) such as diet iced tea, diet soda, etc. to students during the school day.

Competitive Foods and Beverages

FUSD is committed to ensuring that all foods and beverages available to students on the school campus (during the school day) support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks school nutrition standards and the California competitive foods requirements. Beverages sold to students with caffeine are prohibited during the school day. To support healthy food choices and improve student health and well-being, all foods and beverages outside of the reimbursable school meal programs that are sold or given to students on the school campus during the school day and ideally, the extended school day, will meet or exceed the USDA Smart Snacks in School nutrition standards and California competitive food requirements. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations

Classrooms are permitted to have a maximum of four classroom parties each year. Fontana Unified recognizes that birthdays and celebrations are special days for our students. Student birthdays may be celebrated as a part of these events. Each teacher is responsible for determining which birthday dates will fall into each celebration. For these four celebrations, the food served in the classroom must adhere to USDA Smart Snack school nutrition standards. We must also ensure that party celebrations do not disrupt the learning process. Additionally, Fontana Unified recognizes the importance of wellness, good nutrition, and an active lifestyle in the overall health of our students. Schools and our staff are responsible for positively influencing student beliefs and habits in these areas. Frequent birthday celebrations with cookies, cupcakes, and other sweets are not in alignment with these goals and thus will not be allowed in the classroom. FUSD will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

Food Used for Behavior Management

FUSD prohibits using food as a reward or punishment and strongly supports non-food rewards. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior. FUSD will provide teachers and other relevant school staff a list of alternative ways to reward children.

HOW TO QUALIFY FOR THE PROGRAM

ELIGIBILITY

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

- Income
- Current Aid Recipient
- Homelessness/McKinney Vento Act
- Child Family Services
- At Risk of Abuse, Neglect, and/or Exploitation

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

The FUSD Early Education Program reserves the right to ask for additional documentation to verify income.

Examples of Income Documentation

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

Employed:

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

Other record of total countable income:

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

Self Employed:

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

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

Example of Homelessness:

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

Example of Child Family Services Documentation

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

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

Example of "At Risk" Documentation

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

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

FAMILY SIZE

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

"Family" means the parent(s) and the child for whom the parents are responsible who comprise the household in which the child receiving services is living. For purposes of income eligibility, when a child and his or her siblings are living in a family that does not include their biological or adoptive parent(s), "family" shall be considered the child and related siblings. The definition of family in the regulations parallels the definition of parent found in the regulations and Education Code 9EC)

Section 8208(u) which states: "'Parent' means a biological parent, stepparent, adoptive parent, foster parent, caretaker relative, or any other adult living with the child who has responsibility for the care and welfare of the child."

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

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

When only one parent has signed the Application for Service and the information provided indicates the child in the family has another whose name does not appear on the application, then the presence or absence of that parent shall be documented.

Supporting documentation of the presence or absence of the other parent must be any one of the following:

- Records of marriage, divorce, domestic partnership or legal separation.
- Court-ordered child custody arrangement.
- Evidence that the parent signing the application receives child support payment.
- Rental receipts or agreement contracts, utility bills or other documents for the residence of the family indicating that the parent is the responsible party.

When a child and his or her related siblings are living with an adult or adults other than a natural or adoptive parent, the child and related siblings shall be counted to determine the family size.

HOW FAMILIES ARE SELECTED

Admission priorities for our preschool program include the following:

§ 18130.1. Enrollment Priorities for Part-day CSPP.

(a) The first priority for services shall be given to CSPP three-year-old or CSPP four-year-old children who are recipients of child protective services or who have been determined to be neglected, abused or exploited or at risk thereof.

(b) The second priority shall be given to eligible CSPP four-year-old children, not enrolled in Transitional Kindergarten, in the following order:

(1) Eligible children who were enrolled in CSPP as a three-year-old.

(2) Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table as published by the SSPI at the time of enrollment.

(3) When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child with exceptional needs as

defined in EC section 8208 shall be admitted first.

(4) If there are no families with children with exceptional needs, the family that has been on the waiting list for the longest time shall be admitted first.

(c) The third priority shall be given to eligible CSPP three-year-old children and shall be enrolled based on the priorities described in subdivision (b)(2) through (4) above.

(d) After all otherwise eligible children have been enrolled, the contractor may enroll the following children in the order listed:

(1) Children from families whose income is no more than 15% above the eligibility income threshold may be enrolled. Children from families enrolled under this exception may not exceed ten percent of the participating CSPP's total contract enrollment. Priority shall be given to four-year-olds before three-year-olds.

(2) Children with exceptional needs as defined in EC Section 8208 may be enrolled, regardless of family's income. Children enrolled pursuant to this subsection, shall not count towards the ten percent limitation. Priority shall be given to four-year-olds before three-year-olds.

(3) For CSPP sites operating within the attendance boundaries of a qualified FRPM school, the contractor may, enroll CSPP four-year-old children whose families reside within the attendance boundary of a qualified FRPM elementary school without establishing eligibility or a need for services pursuant to EC sections 8263(a)(1)(A) and (B). These families shall, to the extent possible, be enrolled in income ranking order, lowest to highest.

After all income eligible children have been enrolled in our State Preschool Program, FUSD may enroll family's whose income is no more than 15 percent above the income eligibility threshold. No more than 10 percent of children enrolled, calculated throughout the FUSD State Preschool Program's entire contract shall exceed the income eligibility threshold.

If the number of contracted slots in our Pre-Kindergarten Family and Literacy Program exceed the number of eligible children, FUSD may enroll children in families above the income eligibility threshold. No more than 20 percent of slots calculated through the Pre-Kindergarten Family and Literacy Program's entire contract shall exceed the income eligibility threshold.

The FUSD shall maintain an Eligibility Waiting List for families once all program slots are filled in accordance with the admission priorities stated above.

ENROLLMENT PROCESS

The enrollment process for preschool begins each year during the month of April. Parents shall bring the following documents and an enrollment packet with them at the time of enrollment:

- Documentation/verification of income eligibility
- Birth certificates (or the equivalent) for all children in the family size
- Physical examination done within one year of start date
- Immunization record up to date
- Proof of residency

The certification process is finalized once the parent and staff sign and date the Confidential Application for Child Development Services and Certification of Eligibility (CDE 9600). A Notice of

Action (NOA) is then issued to the parent informing them that their Certification is complete and they are enrolled in our preschool program.

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

STUDENT TRANSFERS/SESSION CHANGES

To provide continuity and support for each student beginning in preschool, the following school site and/or session transfers will adhere to the following Preschool Student Transfer Policy:

- Preschool Student Transfer forms are available at the District Office, Early Education Department, Building 16 from 7:30-4:30 pm, Monday through Friday (except holidays).
- Preschool Student Transfer forms will be accepted after November 1st at the FUSD District Office, Early Education Department, Building 16.
- Site and Session Transfers will be filled as space becomes available beginning mid-November.
- Parents are allowed one transfer or session change per year per school year.
- Parent will be contacted by an Early Education Staff Member when an opening at the requested site or session becomes available.

DAILY PROCEDURES

SIGNING IN AND SIGNING OUT STUDENTS FROM THE PROGRAM

- It is required that all individuals, other than the parent, be at least 18 years of age to sign-in for the arrival and sign-out for the departure of the child, on a daily basis. A full signature, in ink, is required with the exact time in and out listed.
- It is extremely important for a child's sign-in sheet to be completed accurately, as it is a legal requirement.
- The Sign-in sheets are located conveniently near the Center's door. A child must be signed "in" at the beginning of the day by the parent, or other adult who brings the child, thereby giving responsibility to the Fontana Unified School District Preschool teacher, for the child. When the child is picked up at the end of the day, the parent or authorized individual signs the child "out", assuming responsibility for the child at that time. The "in" and "out" times and parent's full signature must be in ink. **Per Community Care Licensing, a center is out of compliance with Regulation 101229.1, if the child is not signed "in" and "out" daily.** Sheets must not be filled out in advance or at the end of the week or the month. Sign-in sheets must not go home with the parents. If you forget to sign your child "in" or "out", you may be called back to the school site to complete the process.
- All absences must be reported daily to the school site along with a reason for the absence.
- "In" and "out" times will not be filled out on the Sign-in sheet on any day the child is ill, on vacation, or otherwise not in attendance.

- Child must go through a daily health check. During the health check, it is the responsibility of the adult to notify the teacher of any health issues.
- Children can only be released to those persons listed on the emergency card or child pick-up authorization form as persons authorized to take the child from the center. In the event of a contested custody matter, there must be a copy of the restraining order against the non-custodial parent in the child's file. Emergency cards and child pick-up authorization form should be updated as changes occur. **Those listed on the emergency card and child pick-up authorization form must show a picture I.D. In the event there is a substitute teacher, parent or authorized persons must show picture identification.**

ATTENDANCE POLICY

Children enrolled in the State Preschool program are expected to attend class daily for the hours and the days the program is in operation unless excused from attendance. **Children may be dropped after 5 unexcused absences have occurred in the school year. It is the responsibility of the parent/guardian to contact the teacher when a child is absent, otherwise after 30 consecutive days of no contact, the child will be dropped from the program.**

Types of absences include: Excused or Unexcused.

Excused Absences

- **Illness/Appointments of child or parent**
 - Child illness: a doctor's clearance note is required when a child is out 10 or more consecutive school days.
 - Parent illness: Over 4 consecutive school days of absence requires proof of illness or hospitalization.
 - Dental or Doctor Appointment (child or parent)
 - Quarantine (child or parent)
 - Appointments such as DMV, AFDC, Medi-Cal, GAIN, WIC, Immigration and Social Services
- **Emergencies**
 - Sibling Illness: Over 4 consecutive school days of absence requires proof of illness or hospitalization.
 - Sibling Doctor or Dental Appointment
 - Death or Funeral (3 days in State, 5 days out of State or travel over 500 miles)
 - Class closure due to dangerous road conditions/extreme weather conditions (power lines down, flash floods, road closed, snowing, torrential rains, high winds, etc.)
 - School or classroom closure due to unforeseen conditions
 - Car problems (unexpected breakdown, flat tire, dead battery, car stolen, accident) limited to two consecutive days.
 - An Early Education Administrator may authorize other family emergencies when it involves health and safety up to 3 days in State, 5 days out of State or travel over 500 miles.
- **Court Ordered Actions**
 - Court ordered visitation with absent parent (must have a copy of court order on file)
 - Court order appearance (must have a copy of court order on file)

- Appointment with attorney
- **Best Interest of the Child (BIOC)**
 - Up to 10 days per year can be used for "Best Interest of the Child" days
 - Vacation/out of town (be specific)
 - School Program/field trips
 - Religious Preference: Religious instruction classes or worship, religious holiday or does not celebrate holidays
 - Child's birthday
 - Other reasons which are clearly in the best interest of the child

Unexcused Absences

- Other personal appointments
- Court ordered visitation with NO copy of court order on file.
- No transportation (i.e., lost keys, no gas, babysitter not available)
- Parent/child overslept
- Any absence without parent, caregiver or staff signature
- Any absence without "Report of Absence" form

TARDY/EARLY PICK-UP POLICY

On occasion when it is necessary to drop off student **10 or more minutes late** or pick-up **10 or more minutes early** the Early Education Report of Absence must be completely filled out with reason and signed by parent or authorized representative.

Excessive tardiness or early pick up may result in a parent meeting scheduled with an Early Education Administrator at the District Office.

LATE PICK-UP POLICY

- 1st Occurrence:** Parent will receive a written warning
- 2nd Occurrence:** Parent will receive a formal written notification
- 3rd Occurrence:** A Late Pick Up review meeting will be scheduled at the District Office with parent and Early Education Administrator
 - o Early Education Late Pick Up per parent handbook will be reviewed
 - o An action plan will be developed to avoid future late pick up

The State Preschool program is three hours in length and it is important that your child attend the entire session in order to receive full benefits of the program. Exception: A modified day may be an appropriate intervention as determined by the Early Education Student Intervention Team (SIT).

NON-CONTRACTED DAY

- Student Intervention Team (SIT) Meeting
- When required immunizations are needed

HEALTH AND SAFETY

Discipline

Our Preschool program is structured so that individual and group activities keep discipline problems to a minimum. Our Preschool program does not use or condone corporal punishment, humiliation and/or intimidation. Safe and appropriate boundaries and expectations will be set for the children. Every attempt will be made by the staff to modify inappropriate behavior. Children who exhibit aggressive or disruptive behavior may be removed from the activity and provided a quiet space to self-regulate and think about the issue at hand. We will employ techniques of discipline that are fair, consistent and respectful of children and their needs. The purpose of discipline is to instruct the children in proper conduct and to help them successfully develop self-regulation skills.

INAPPROPRIATE FORMS OF BEHAVIOR

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

ACCEPTABLE DISCIPLINE TECHNIQUES

- Temporary removal from stressful situations
- Redirecting a child to another activity
- Contacting parents for assistance
- Modifying instruction and environment
- Behavior intervention with positive reinforcement

PERSISTENT DISCIPLINE PROBLEMS

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

1. Meet with parent to identify and discuss concerns.
2. Establish a problem-solving contract between the parent, child and the preschool to provide some alternative solutions.
3. Meet with the parent after a designated time period set in the contract and evaluate progress made towards improved behavior.
4. A child may be sent home for inappropriate behavior that is not corrected with numerous adult interventions and for behavior that endangers him/her or others.
5. The child's hours or days may be adjusted to improve ability to function within the program.

6. After steps one through three have been fulfilled and there is not sufficient improvement, the child may be referred for additional services.

HEALTH POLICY

It is very **important** for the children to be in good health so as to take advantage of the activities offered in preschool. Please follow these policies:

1. During the enrollment process inform the enrollment clerk and/or health assistant of any allergies, medical conditions, or health problems the child may have. **Please inform your child's teacher at orientation of these conditions as well or thereafter if any conditions arise.**
2. Carefully observe your child each morning before coming to school. For the protection of your child and other children, he/she must be kept at home when ill. The admitting teacher has the right to refuse the child if illness is observed. If the child's good health is in doubt, he/she will **NOT** be admitted. If your child develops a fever during school hours, he or she will be sent home and will not be allowed to return to school for a period of 24 hours or after quarantine period ends.
3. If your child becomes ill or has an injury during the day, he/she will be isolated until the center can notify you or any authorized adult to immediately pick up your child. If there is any doubt about the seriousness of the injury, the parent will be called to take the child to a doctor.
4. It is a program requirement that you provide us with **current home, cell, emergency and work phone numbers for emergency purposes. Parent must notify preschool staff of any changes to phone numbers, addresses on emergency contacts and make these changes to the emergency contact pick up form.**
5. If your child is sick and absent from school for **10 or more consecutive days, a doctor's clearance** must be provided to the teacher before your child can return to school.
6. Our student health records (yearly physical, immunizations, TB tests, etc.) must be kept current. Inform the teacher of any health related changes.

TOILETING

Children will be expected to manage their toileting needs with minimal adult assistance in classrooms without an attached bathroom. To ensure safety and comply with state law, children will be visually supervised at all times including when they are using the restroom facility. We recommend leaving a change of clothes at school in the event of an accident. In the event of a toileting accident or support, a staff member will assist if necessary. Assistance may include wiping.

Pull-Ups

If your child is not fully potty trained and able to manage their toileting needs with minimal adult assistance, your child may attend preschool in a classroom with an attached bathroom. If the school site that you enrolled does not have a preschool classroom that has an attached bathroom, you will be offered the opportunity to transfer to a school site that does. All transfers are completed at the District Office, Early Education Office, Building #16. If you need further information, please call 909-357-5000 extension 29226.

Each parent is expected daily to ensure that there are a minimum of 5 Pull-Ups and ample wipes in the classroom to assist with their child's toileting needs.

CLOTHING

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

Bring a complete change of clothing that is appropriate for the season. For example, shorts, T-shirt, underwear and socks in summer and sweatshirt, sweatpants, socks and underwear in winter.

PROTECT YOUR CHILD'S BELONGINGS BY LABELING EVERYTHING WITH HIS/HER NAME. The program cannot be held responsible for lost articles of clothing. Your child will participate in a variety of experiences designed to enhance his/her social, emotional, physical and intellectual development. These experiences include activities such as painting, gluing, movement and outdoor play. **Please do not insist that your child's clothes remain clean at school, as this will limit his/her activities for creative play during the day.**

- Each child should be dressed in comfortable play clothes and safe play shoes. Please avoid dressing your child in clothes that have to be kept clean.
- Please send your child dressed in appropriate clothing for the weather.
- Shoes must have a low heel, with no open toe or back. Tennis shoes are recommended.
- All students must follow the District's dress code.
- Your child's labeled clothing will be kept in his/her cubby.
- Children should not bring jewelry, money, food or gum to school. No toy guns, knives or other sharp or dangerous objects will be allowed.
- Parents helping in the classroom should dress appropriately. No short-shorts, low cut tops, bare midriffs, or bare feet.

IMMUNIZATION AND PHYSICAL

State regulations require us to maintain a medical record on each child. Your child must have verification of a physical examination less than one year from child's school start date or proof of appointment. In addition, your child must also have all required immunizations and a TB clearance done and read with results. **If the child does not have this paperwork before their first day, the child will not be able to start the program and may have to go back on the wait list.**

HEALTH POLICY

COMMUNICABLE DISEASE

1. **Head Lice:** Upon examination, if a child is found to have head lice or nits, the child will be excluded from school until proper treatment has been completed and **all** nits are removed. The child will need to be cleared by the site health office staff **before** returning to school.
2. **Impetigo and Ringworm:** The child will be excluded for medical evaluation. The child may return to school when treatment has begun and a doctor's clearance releases the child to return to school. The area is to be covered while in school.

3. **Pink Eye, Conjunctivitis:** Itching, redness, and thick yellow discharge from one or both eyes. The child will be excluded for medical evaluation. The doctor may prescribe antibiotic drops or ointment. The child may return to school when treatment has begun and a doctor's clearance releases the child to return to school.
4. **Other Communicable Disease:** i.e. COVID, rashes, blisters, sores, etc. The child will be excluded for medical evaluation. The child may return to school when a doctor's clearance releases the child to return to school or the quarantine period ends.

RESPIRATORY PROBLEMS

1. **Green Pus like Nasal Discharge:** The child will be excluded from school and will be asked to remain at home until discharge has cleared up.
2. **Coughing:** Coughing with "rattled" breathing from chest congestion. The child will be excluded from school and will be asked to remain at home until free from cough.

ILLNESSES

3. **Fever:** If a child has a fever of over 100.4° or higher, the child will be sent home for observation. The child is to remain home for 24 hours fever free before returning to school.
4. **Vomiting:** If a child has emesis (vomiting) and appears ill, the child will be sent home. The child is to remain home for 24 hours, emesis free before returning to school.
5. **Diarrhea:** If a child has had two (2) loose stools or one (1) watery stool, the child will be sent home. The child is to remain home 24 hours diarrhea free before returning to school.
6. **Stomachaches, Headaches, Sore Throat:** If the child exhibits other symptoms, i.e., fever of 100.4° or higher, vomiting or diarrhea, the child should be kept home until resolved.

SEIZURES

If a child has uncharacteristic, severe and/or successive seizures, or if the seizure lasts longer than 5 minutes or if the child has trouble breathing, 911 will be called.

INJURIES

If a child receives an injury that restricts their regular activity in the classroom as well as outdoor activity, such as a broken bone, has a cast, has stitches, needs to use crutches, needs to use a wheelchair, etc., a doctor's clearance is required as well as Early Education administrative approval (per Community Care Licensing) **before** child may return to school. In the case of a child being hospitalized for any reason or a visit to the Emergency Room, a doctor's clearance and Early Education administrative approval is also required **before** child may return to school.

MEDICATION

1. If a child is on antibiotic therapy and the doctor advised that the child is to remain home for a specific number of days, a doctor's clearance with a return date must be presented to the teacher **before** child can return back to school.
2. A child on an antibiotic or medication may attend school. If your child needs to take medication during school hours, please contact the **Early Education Health Assistant** for the appropriate paperwork. Please return all medication paperwork and properly labeled medication(s) to the District Office, Building #16. The medication paperwork must be approved **before** medication can be administered at the school site.

EPINEPHRINE AUTO-INJECTORS (STOCK EPINEPHRINE) EC49414

Current law (SB 1266: BP/AR 5141) now requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe allergic reaction which can occur after exposure to an allergen, an insect sting or even (rare) after exercise. Certain individuals may experience anaphylaxis that have no known previous history of an allergy and therefore, may not have their own prescription. A school nurse or trained school staff member will administer this emergency injection to any student believed to be suffering from anaphylaxis and will activate Emergency Management Services (911). Parent will be notified of the emergency and action taken.

COMMUNITY CARE LICENSING

Parent Bulletin Board

Please check the community care licensing bulletin forms, announcements, postings, menus, daily schedule, etc. Additional licensing information will be covered during parent orientation.

Our State preschool classrooms are licensed by the Department of Social Services under Title 22 of the California Code of Regulations. These regulations include staffing standards and ratios for the program. These standards are designed to assure the basic health and safety of the children in the absence of their parents.

The Community Care Licensing office assigns Licensing Program Analysts (LPA) to monitor and visit the preschool classroom for compliance with the regulations. The following section is to inform you of the responsibilities of the LPA when visiting any of the licensed preschool classrooms.

Title 22, Division 12, Chapter 1, Article 04. Enforcement Provisions 101200

INSPECTION OF AUTHORITY OF THE DEPARTMENT

- (a) The Department has the inspection authority specified in Health and Safety Code Sections 1596.853 and 1596.8535
- (1) Health and Safety Code Section 1596.852 provides:
Any duly authorized officer, employee, or agent of the department may, upon presentation of proper identification, enter and inspect any place providing personal care, supervision, and services at any time, with or without advance notice, to secure compliance with, or to prevent a violation of, this act or the regulations adopted by the department pursuant to the act.
- (3) Health and Safety Code Section 1596-8535 (a) provides:
 - (b) The department has the authority to interview children or staff without prior consent.
- (1) The licensee shall insure that provisions are made for private interviews with any children or staff member.
- (c) The department has the authority, audit, and copy child or child care center records upon demand during normal business hours. Records may be removed if necessary for copying. Removal of records shall be subject to the requirements in Sections 101217 (c) and 101221 (d).
- (1) The license shall ensure that provisions are made for the examination of all records relating to the operation of the child care center.
- (d) The department has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect, or inappropriate placement.

CLASSROOM PARTICIPATION POLICY

- An integral part of your child's preschool program is Parent Involvement. We highly encourage you to assist the teacher **6 hours** a month.
- Children not enrolled in the State Preschool program are not permitted to remain in the classroom during class time.
- Parents must have current negative TB clearance or normal chest x-ray results within the last 60 days of submission on file with the District to participate in classroom. In addition, parents must be Board approved before volunteering.
- Please ask staff for location of public restroom. Adults may not use student restrooms for any reason.
- Parents may take their own child to the nurses restroom (i.e., if the child needs assistance with changing clothing).
- Parents may only take photos of their own child.

GENERAL POLICIES

Uniform Complaint Policy and Procedures 5CCR 4622, EC 234.1, 32289 and 49013

Goal

It is the goal of the Fontana Unified School District to ensure compliance with applicable state and federal regulations. The district has adopted policies and procedures for the investigation and resolution of complaints alleging failure to comply with applicable state and federal laws. The District is primarily responsible for compliance with federal and state laws and regulations.

Responsibility for Uniform Complaint Procedures

The Superintendent's Chief of Staff will monitor compliance with provisions outlined in the District's Uniform Complaint Procedure Process. Complaints and allegations regarding noncompliance with applicable state and federal guidelines should be submitted in writing to the Superintendent's Office.

Scope of Complaint Procedures

This procedure applies to the following programs administered by the State Department of Education:

- Early Education Programs
- Child Nutrition Programs
- Special Education Programs

This procedure also applies to complaints which allege unlawful discrimination, harassment, intimidation, bullying, and charging pupil fees for participation in an educational activity.

Who May File a Complaint?

A complaint may be filed by any individual, including a duly authorized representative, interested third party, public agency, and/or organization. Individuals who may file complaints include District students, employees, and parents or guardians. Investigations are conducted in a manner that protects against retaliation and confidentiality of parties and the facts to the greatest extent possible.

Filing a Complaint

A written complaint alleging unlawful discrimination shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, or by one who believes an individual or any specific class of individuals has been subjected to prohibited discrimination and evidence relevant to the complaint can be presented during the process. A complaint alleging unlawful discrimination shall be filed with the office of the Superintendent, 9680 Citrus Avenue, P.O. Box 5090, Fontana, CA 92335-5090, no later than six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination. A complainant may file a written request for an extension of time for filing a complaint of unlawful discrimination with the State Superintendent of Public Instruction. The District has 60 days from the date the complaint is received to investigate and render a decision.

Appeals

Any complainant(s) may appeal a District decision to the State Superintendent of Public Instruction by filing a written appeal with the Superintendent within 15 days of receiving the District decision. The complainant shall specify the reason(s) for appealing the District decision. The appeal shall include:

- A copy of the complaint; and
- A copy of the District decision

Civil Law Remedies

Please be advised that you are not required to exhaust the District Uniform Complaint Procedure prior to pursuing civil law remedies in Superior Court. Statutory authority for such actions includes, but is not limited to, the following:

1. California Education Code Section 200, et. seq. prohibition of sex discrimination.
2. California Government Code Section 11135 prohibition of discrimination in programs funded by the State.
3. Title VI Civil Rights Act of 1964 (42 U.S.C. section 2000d) prohibition of race, color, or national origin discrimination.
4. Title IX Education Amendments of 1972 (20 U.S.C. sections 1681, et. seq.) prohibition of sex discrimination.
5. Sections 504, Rehabilitation Act of 1973 (29 U.S.C. section 794) prohibition of disabled persons.
6. American with Disabilities Act (42 U.S.C. sections 12101, et. seq.) prohibitions of discrimination against disabled persons.

Direct State Intervention

A complaint may be filed directly with the California Department of Education, without first exhausting the District Uniform Complaint Procedure, if one or more of certain conditions exist (Title 5 California Code of Regulations Section 4650). For more information regarding the right to direct state intervention, please contact Howie DeLane, Categorical Complaints Management

Unit, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 657-3630.

Questions

For more information regarding Uniform Complaint Procedures or assistance with the process, please call Fontana Unified School District, Chief of Staff, 9680 Citrus Avenue, P.O. Box 5090, Fontana, CA 92335-5090. Copies of the District's complaint procedure are available free of charge by calling the above number, and the procedure is available on the internet at www.fusd.net [quick links].

California Department of Education
 Contacts for Programs and Services Covered Under
 The Uniform Complaint Procedures

Program	Contact	Telephone
Child Development, including: General Childcare (Infant/Toddler) State Preschool	Early Learning and Care Office	(916) 322-6233

Complaints Management Unit, California Department of Education, School and District Accountability Division, 130 N Street, Sacramento, CA 95814-5901; telephone (916) 319-0929, or visit their website at <http://www.cde.ca.gov/re/cp.uc>.

Sexual Harassment EC 200, 212.5, 212.6, 230 and 48900

Sexual Harassment is not tolerated in the programs operated by the Fontana Unified School District. A written policy regarding sexual harassment is available at your child's school and is a part of any orientation for new students and is posted and distributed to all employees.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (cf. 5125 - Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Parent Conduct at the Center

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

Termination Policies

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

1. Violation of Fontana Unified School District Board Policy, Community Care Licensing Regulations and/or California State Education Code.
2. The child's behavior is interfering with his/her own safety and security and that of other children and/or adults in the classroom.
3. Failure to provide updated emergency contacts.
4. Child exhibiting unacceptable behavior over time after positive behavior interventions have been employed.
5. After thirty (30) consecutive days of absence without parent contact.
6. Failure to observe policies and procedures.
7. Knowingly using incorrect or inaccurate information to obtain child development services by providing fraudulent or incomplete information.
8. Parent who engages in verbal or physical misconduct around staff and/or children. Verbal or physical misconduct is a violation of CA State Education Code.
9. Noncompliance with health, immunization requirements and/or physical examination.
10. **IMMEDIATE TERMINATION** for violations of the Education Code regarding firearms, alcohol, drugs, physical altercations, theft, destruction of property, immoral conduct, etc. which results in harm to any person or property.

Procedure

1. Parent will be notified in writing at the time of orientation of termination policies.
2. Violations of items one (1) through nine (9) will be given the following:
 - 1st offense – a verbal warning
 - 2nd offense – a written warning
 - 3rd offense – a Notice of Action for termination after 19 days.
3. Violation of item ten (10) will result in immediate suspension and/or termination from program per Board Policy.

Board Meeting

been the victim of child abuse, to report the known or suspected instance of child abuse to a child abuse protective agency immediately, or as soon as practically possible by telephone, and to prepare and send a written report thereof, within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; licensed day care worker; administrators of community care facilities licensed to care for children; State Preschool teachers; licensing institution including but not limited to, foster parents, group home personnel, and personnel of residential care facilities and social workers or problem officers.

Appeal Information: If you do not agree with the agency's action as stated in the Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned.

APPEAL PROCEDURES

Appeal Information: If you do not agree with the agency's action as stated in the Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned.

STEP 1: Complete the following appeal information to request a local hearing:

Name of Parent/Caretaker		Telephone No.	
Address		City	Zip
In this section, please explain why you disagree with the agency's action.			
Check Box If an Interpreter is Needed at the Local Hearing: <input type="checkbox"/>	Signature of Person Requesting a Local Hearing		Date

STEP 2: Mail or deliver your local hearing request within 14 days of receipt of this notice to:

This section must be completed by the agency before the notice is served	
A. Agency Name	Fontana Unified School District
B. Agency Address	9680 Citrus Ave., Bldg. 16
C. City/State/Zip	Fontana, CA 92335
D. Name of Agency Contact	Darcy Whitney, Early Education, Director
E. Agency Telephone Number	(909) 357-5000 ext. 29092

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

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

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

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

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

FONTANA UNIFIED SCHOOL DISTRICT 2021-2022 SCHOOL CALENDAR

First Day of School – August 6, 2021

JULY 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	N	31
Student Days = 0						

SEPTEMBER 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days = 21						

NOVEMBER 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days = 16						

JANUARY 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	PD/MD	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days = 14						

MARCH 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days = 18						

MAY 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	X				
Student Days = 20						

AUGUST 2021						
Su	M	Tu	W	Th	F	Sa
1	PD	PD	PD/MD	X	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days = 18						

OCTOBER 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days = 21						

DECEMBER 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days = 13						

FEBRUARY 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
Student Days = 18						

APRIL 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student Days = 21						

JUNE 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days = 0						

JULY

5 Holiday – Independence Day Observed (No School)

AUGUST

6 First Day of School – All Grades

SEPTEMBER

6 Holiday – Labor Day (No School)

NOVEMBER

11 Holiday – Veterans Day (No School)

22-26 Fall Break (No School)

DECEMBER

20-31 Winter Break (No School)

JANUARY

3-7 Winter Break (No School)

17 Holiday – Martin Luther King, Jr. Day (No School)

FEBRUARY

14 Holiday – Lincoln's Birthday (No School)

21 Holiday – President's Day (No School)

MARCH

21-25 Spring Break (No School)

MAY

27 Last Day of School – All Grades

30 Holiday – Memorial Day (No School)

END OF QUARTER/SEMESTER FOR MIDDLE/HIGH SCHOOLS

Friday, October 8, 2021 – End Quarter 1

Friday, December 17, 2021 – End Semester 1

Friday, March 18, 2022 – End Quarter 3

Friday, May 27, 2022 – End Semester 2

END OF SEMESTER FOR ELEMENTARY SCHOOLS

Friday, December 17, 2021 – End Semester 1

Friday, May 27, 2022 – End Semester 2

WEDNESDAYS ARE MINIMUM DAYS FOR ALL LEVELS

ELEMENTARY SCHOOL MINIMUM DAYS

October 18-22, 2021 – Parent/Teacher Conferences

Friday, May 27, 2022 – Last Day of School

MIDDLE SCHOOL MINIMUM DAYS

December 17, 2021 and May 27, 2022

October 19-21 and February 23-24 - Parent/Teacher Conferences

HIGH SCHOOL FINAL EXAMS/MINIMUM DAYS

December 14-17, 2021

May 25-27, 2022

Board Approved: 11/14/18

	SCHOOL DAYS
	WEEKENDS/VACATIONS
	HOLIDAYS (NO SCHOOL)

N	NEW TEACHER ORIENTATION
PD/MD	PROFESSIONAL DEVELOPMENT/ MEMBER DIRECTED
X	TEACHER PREP DAY

