

Monterey County Office Of Education

Early Learning Program

Services for Children Ages 0-5



Parent Handbook

2024-2025



Monterey County Office of Education Early Learning Program
Purpose, Mission, and Vision

MISSION

Monterey County Office of Education Early Learning Program, in partnership with the community, is dedicated to providing the highest quality early childhood education for children 2.5-5 years and comprehensive child and family services.

VISION

Recognized as leaders in research based early childhood education and family development, we provide high-quality, comprehensive and seamless services, based on community assessments and the individual needs of families.

CORE VALUES

We believe that children and families come to our program with unique backgrounds, experiences and strengths. *Thus, we are committed to working in full participation with families to support them in meeting their individual needs and their families developmental goals.*

We believe that good nutrition and having an active lifestyle, proper health practices and key elements to enduring optimal brain development. *Thus, we are committed to promoting healthy eating and lifestyle principles throughout our program.*

We believe that the MCOE Early Learning Program makes a positive impact in the community for children and families. *So, we are committed to ongoing assessment of community needs to guide us in our planning and decision making to provide services and resources effectively.*

We believe in acknowledging, respecting, and celebrating the diversity in the cultures within our community. *Thus, we are committed to honoring and reflecting on the cultured differences within our community.*

We believe that services are provided more efficiently in a collaborative environment where everyone is committed to meeting the needs of children, families and staff. *Therefore, we are committed to respecting, supporting and strengthening each person's contribution to the team.*

We believe that well prepared staff is essential to providing high quality services. *Therefore, we are committed to supporting and encouraging professional growth and development for all program staff.*

We believe that having fiscal accountability is the mechanism for maintaining program success and sustainability. *Therefore, we are committed to maximizing the use of program funds to provide the highest level of services for children and families.*

We believe our children should be safe while exploring both indoor and outdoor environments. *Therefore, we believe in providing high quality facilities and equipment for our children.*

The Monterey County Office of Education Early Learning Program Team

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Dear Families,

Welcome to the Monterey County Office of Education Early Learning Program (Head Start and California State Preschool Services). We look forward to working in collaboration with you to provide your family with access to quality childhood development opportunities. These opportunities will include education, STEAM activities, and school readiness experiences. It is our pleasure to assist you in becoming the best teacher for your child. The program is designed to offer comprehensive services and plentiful opportunities for parent engagement and participation.

This handbook is intended to provide information about the Early Learning program, its operating policies, and to help you learn a little more about our services - the different program options, how we prepare children for school, and how raising and educating children involves many individuals along the way.

We encourage you to review it and keep it handy for future reference. Being familiar with the guidelines will help make your Early Learning experience more enjoyable for you and your child. We look forward to building a strong partnership with you and having a productive school year!

Sincerely,

The MCOE Early Learning Program Team

**WELCOME TO
MONTEREY COUNTY OFFICE OF EDUCATION
EARLY LEARNING PROGRAM**

Participant Name: _____

Your child has been enrolled at: _____

	CENTER NAME	ADDRESS	TELEPHONE
<input type="checkbox"/>	Alisal	1437 Del Monte Avenue, Salinas, 93905	831-757-5634
<input type="checkbox"/>	Chualar	24285 Lincoln Street, Chualar, CA 93925	831-755-0300 x 1084
<input type="checkbox"/>	Creekside 1	1770 Kittery Street, Salinas, 93905	831-442-3470
<input type="checkbox"/>	Creekside 2	1770 Kittery Street, Salinas, 93905	831-442-3526
<input type="checkbox"/>	Discovery Academy	1752 E. Alisal Street, Salinas 93905	831-784-4196 x 1474
<input type="checkbox"/>	First Step 2	1145 Acosta, Salinas, 93905	831-769-0907
<input type="checkbox"/>	First Step 3	1145 Acosta, Salinas, 93905	831-758-0920
<input type="checkbox"/>	Frank Paul 1	1300 Rider Ave., Rm. 35, Salinas, 93905	831-754-2319
<input type="checkbox"/>	Frank Paul 2	1300 Rider Ave., Rm. 34B, Salinas, 93905	831-755-0300 x 1720
<input type="checkbox"/>	Fremont 1	1255 E. Market St., Rm. 39A, Salinas, 93905	831-753-1261
<input type="checkbox"/>	Fremont 2	1255 E. Market St., Rm. 39B, Salinas, 93905	831-755-0300 x 1051
<input type="checkbox"/>	Gabilan	417 N. Russ Street, Rm. 5, King City, 93930	831-385-1568
<input type="checkbox"/>	Gonzales	550 Fifth Street, Rm. A, Gonzales, 93927	831-675-9135
<input type="checkbox"/>	Hall School A	300 Sill Road, Watsonville, 95076	831-758-6949
<input type="checkbox"/>	Hall School B	300 Sill Road, Watsonville, 95076	831-755-0300 x 1252
<input type="checkbox"/>	La Joya	55 Rogge Road, Rm. 23, Salinas, 93905	831-443-6955
<input type="checkbox"/>	Little Explorers Academy	25 Sherwood Place, Salinas, CA, 93901	831-755-0300 x 1351
<input type="checkbox"/>	Martin Luther King A	925 N. Sanborn Rd., Salinas, 93905	831-424-3659
<input type="checkbox"/>	Martin Luther King B	925 N. Sanborn Rd., Salinas, 93905	831-424-4568
<input type="checkbox"/>	Mary Chapa	490 El Camino Real, Rm. 25, Greenfield, 93927	831-674-6060
<input type="checkbox"/>	North Monterey County	10301 Seymour Street, Castroville, 95012	831-633-3369
<input type="checkbox"/>	SCDC	342 Front Street, Salinas, 93905	831-755-0300 x 1173
<input type="checkbox"/>	Santa Rita 1	2014 Santa Rita Street, Rm. 70, Salinas, 93906	831-443-4952
<input type="checkbox"/>	Santa Rita 2	2014 Santa Rita Street, Rm. 71, Salinas, 93906	755-0300 x 1024
<input type="checkbox"/>	Sherwood	110 S. Wood St., Rm. 57, Salinas, 93905	831-424-9664

**Central Office: 901 Blanco Circle, Salinas, CA 93901
Phone Number: (831)755-0350 • Toll Free: 1(888)973-2800**

KEY CONTACTS

ADMINISTRATIVE SERVICES

Sonia Jaramillo	Senior Director	755-0352
Anabel García	Assistant Director	784-4200

EDUCATIONAL SERVICES

Rosie Sanchez	Coordinator, Child Development Services	755-0846
Irma Romo	Site Manager	754-2319
Petra Edeza Dyels	Site Manager	755-0300 ext. 1253
Minerva Almazan	Site Manager	755-0300 ext. 1084
Monica Cano	Site Manager	755-0300 ext. 1054

HEALTH, ERSEA & FAMILY SERVICES

Isabel Valtierra	Coordinator, Family Engagement & Quality Assurance	755-0357
Lizbeth Gomez	Coordinator, ERSEA & Database Systems	755-6490
Rocio Uviña Compeán	Coordinator, Health Services	755-0300 ext. 1052
Alex Sanchez	Health & Family Services Specialist	633-3369
Mayra Martinez	Health & Family Services Specialist	755-0351
Cristal Olivera	Health & Family Services Specialist	442-3470
Delfina Torres	Health & Family Services Specialist	679-6060
Cristina Rodriguez-Guzman	Health & Family Services Specialist	755-0300 ext. 1173
Patricia Arias	Health & Family Services Specialist	755-0300 ext. 1957

DATA & MONITORING

Marisa Ruiz	Compliance Monitor	755-4140
Ivette Sanchez	Compliance Monitor	755-0300 ext. 1116
Lucila Chavez	Compliance Monitor	755-0300 ext. 1986
Allan Diaz	Compliance Monitor	755-0300 ext. 1848
Beatriz Gonzalez	Compliance Monitor	755-0300 ext. 1395
Claudia Flores	Compliance Monitor	755-0300 ext. 1139

INCLUSION PROGRAM

Dora McKean, Substitute	Inclusion Grant Coordinator	755-0300 ext. 1310
Maria Lupita Ojeda	Compliance Monitor	755-0300 ext. 1151

FISCAL SERVICES

Norman Felton	Accountant	755-0359
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NUTRITION SERVICES

Sandra Ortega	Coordinator, Food & Nutrition Services	755-0360
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SUPPORT SERVICES

Lucie Alonso	Administrative Assistant III	755-0348
Cecilia Alonso	Administrative Assistant II	755-0353
Ruby Gonzales	Administrative Assistant II	755-0350

MCOE ADMINISTRATION

Dr. Deneen Guss	Monterey County Superintendent of Schools	755-0301
Dr. Ernesto Vela	Assistant Superintendent of Student Services	755-1405
Job Hotline	Human Resources	755-0330

MONTEREY COUNTY OFFICE OF EDUCATION EARLY LEARNING PROGRAM

Introduction

The MCOE Early Learning Program is a federally and state funded, comprehensive 3 to 5, program designed to prepare children for school by supporting their physical, emotional, and cognitive development during the first years of life. By coordinating and integrating services, the MCOE Early Learning Program aims to assist parents with:

- Increasing their child's ability to enter kindergarten with age appropriate skills.
- Increasing their engagement in their child's development and education.
- Increasing a family's access to quality health, mental health, dental health and social services.
- Increasing their knowledge of physical health issues and parenting skills.
- Decreasing the number of children who experience preventable childhood diseases, chronic health conditions, child abuse and neglect.

Philosophy

The philosophy of the MCOE Early Learning Program is to prepare the children with the necessary skills for school readiness and lifelong learning.

Help children problem solve, make decisions, think creatively, get along with others, and to do for themselves. This philosophy is based upon the Frog Street Pre-K and preschool curriculums and is integrated into the work instruction provided daily.

The MCOE Early Learning Program also believes:

- Children come to the program with unique backgrounds, developmental skills and patterns.
- Parents are the first and most important educators of their child.
- We have an "Open-Door Policy" where parents are always welcome to participate in all aspects of the program, unless the health & safety of our staff, students and parents is compromised. We will follow all local, county, state and federal health & safety regulations.
- In support of the whole child, facilitates school readiness for every stage of the child's development from 3-5 years of age.
- Preschool age children should be provided with experiences to foster exploration while promoting sensitivity in every aspect of the child's development.
- Staff is encouraged to establish close relationships with adults and peers, which fosters respect, love, and a feeling of warmth and acceptance between the child and the adult.
- Children are allowed to explore each learning area in the classroom.
- Children are provided with experiences through which the child can learn to express thoughts and feelings through language, movement, art, and music.
- Children will be exposed to reasonable limits of behavior for the safety of the child and others while allowing for observation, exploration, discovery, thought, and reasoning at each individual level.
- Each child will be offered well-balanced meals that meet nutritional guidelines while under adult supervision.
- Reasonable limits should be established for each child, including age-appropriate guidance which supports understanding their logic and the good that they serve.

- MCOE Early Learning Program adheres to the following expectations from the social emotional teaching pyramid model:
 - We are safe
 - We are respectful
 - We are healthy and friendly
- Parents will have the opportunity to discuss goals with the child's teacher.
- Children learn best through play and it is important that all adults involved in the child's learning be actively involved in promoting it.

Program Goals

Goal 1: Monterey County MCOE Early Learning Program, will strengthen ***school readiness*** by ensuring smooth transitions to kindergarten, improving overall student achievement and promoting lifelong learning.

Goal 2: Monterey County MCOE Early Learning Program, will foster ***wellness*** through a safe and healthy learning environment for children, families and staff alike.

Goal 3: Monterey County MCOE Early Learning Program, will improve ***program quality*** for the benefit of child and family outcomes by enhancing technological competence, basing decisions on data, and building trust-based relationships.

Goal 4: Monterey County MCOE Early Learning Program, will support ***family self-reliance*** by promoting financial literacy, career pathway, and technological competence, moving towards financial stability.

Parent Commitment

At Early Learning, parents are partners in caring for the young child. Everyone can share in providing the child with a happy, healthy daily experience. Working together, parents and MCOE Early Learning Program staff will assure the child's positive school experience. Consistent program participation is necessary for the child and family to receive the most from the MCOE Early Learning Program.

Parents can support their child's learning by:

- Consistently participating in the program. Regular attendance also helps give the child a sense of security and belonging.
- Becoming familiar with the program policies and procedures, particularly in regards to daily routines, hours of classes, pick-up schedules, and enrollment requirements.
- Informing center staff of any special words the child may use, such as nicknames, terms for toileting or for food.
- Setting aside time to visit the center and to participate in child's activities at the center.
- Agreeing to comply with the requirements for enrollment, health, and education services.
- Asking teaching staff about concerns, such as lost articles, undesirable language, safety, and messy activities. Parents are encouraged to bring questions, concerns, or complaints to the child's teacher so that the concerns can be addressed. If a parent is unable to resolve the issue with the teacher, parents are encouraged to follow the complaint procedure in this manual.

Volunteers in the Classroom

Volunteers are an important part of the MCOE Early Learning Program and we encourage parents and members of the community to participate when possible. A volunteer is someone who provides care or services to children in the classroom, regardless of how often they do so.

To protect the health of the children we serve, California state law requires that all employees and ***volunteers must provide tuberculosis clearance and have certain immunizations before working in the classroom.***

MCOE Early Learning Program welcomes volunteers. Please speak to your site's Teacher, Supervisor site **to obtain a Parent Volunteer Application** and to discuss how the MCOE Early Learning Program can help prepare you to be a volunteer in the classroom.

Code of Conduct

The MCOE Early Learning Program follows a Code of Conduct to ensure that all staff, consultants, and volunteers abide by the program standards of conduct. The specified standards are:

- All staff, volunteers, and consultants will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
- All staff, volunteers and consultants will follow program confidentiality policies concerning information about children, families, and other staff members.
- No child will be left alone or unsupervised while under our care.
- All staff, volunteers and consultants will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Dual Language Learners Policy Statement

In partnership with the Early Learning Program, community organizations and families are dedicated to providing the highest quality early childhood education for children 3-5 years and comprehensive child and family services including children with disabilities and children who speak a language other than English. We agree that:

- Being bilingual is a social, educational, and professional asset.
- Actively supporting a child's home language is important to the cohesiveness of the family.
- Supporting the home language is crucial for the advancement of the child's education cognitively and socio-emotionally, and assists in a child's English acquisition.
- Exposing children to two languages at once does not impede their ability to learn. The MCOE Early Learning program is in a unique position to influence a child's lifelong linguistic knowledge and create the foundation for a generation of children who are literate in two or more languages, and;
- Language culture and learning are intertwined and must be equally valued, defended and supported.

ADMISSION AGREEMENT

Age Eligibility, MCOE Early Learning Program

The MCOE Early Learning Program provides services to children regardless of race, sex, creed, color, religion or national origin. Ten percent of enrollment opportunities are reserved for children with special needs and priority is given to children referred from Special Education or Early Start. In addition, for the Early Learning preschool program, priority is given to children who will be four years of age by September 1st of the program year.

Early Learning Service Area

In accordance with Federal Regulations governing the operation of the MCOE Early Learning Program, services will be located in and serve the areas of greatest need. The child/ren will be assigned to the service area nearest their family residence. Parents of children who live within a defined service area and want to enroll their child/ren in another area not assigned to them will be allowed.

Student Transfer

An enrolled child from the same program (HS or CSPP), who moves from one designated Early Learning service area within Monterey County to another designated area within the county will be given priority status for admission into the center in the new area of residence when there is a space/slot available within the same program (not applicable to transfer from CSPP to HS or vice versa).

Income Eligibility

The following lists the Family Income Guidelines for eligibility to the MCOE Early Learning Program's Head Start Program and California State Preschool Programs.

2024 Family Income Guidelines for Head Start Program At or Below 100%		California Department of Education Schedule of Income Ceilings	
Size of Family Unit	Income	Initial Certification or Re-Certification (85% SMI) (New and Returning Students)	
1	\$ 15,600	Monthly	\$ 7,209
		Yearly	\$ 86,514
2	\$ 20,440	Monthly	\$ 7,209
		Yearly	\$ 86,514
3	\$ 25,850	Monthly	\$ 8,154
		Yearly	\$ 97,843
4	\$ 31,200	Monthly	\$ 9,441
		Yearly	\$ 113,292
5	\$ 36,580	Monthly	\$ 10,952
		Yearly	\$ 131,419
6	\$ 41,900	Monthly	\$ 12,462
		Yearly	\$ 149,546
7	\$ 47,340	Monthly	\$ 12,745
		Yearly	\$ 152,944
8	\$ 52,720	Monthly	\$ 13,029
		Yearly	\$ 156,343
9	For each additional person, add \$ 5,380	Monthly	\$ 13,312
Yearly		\$ 159,742	
10		Monthly	\$ 13,595
Yearly		\$ 163,141	
11		Monthly	\$ 13,878
Yearly		\$ 166,539	
12		Monthly	\$ 14,162
Yearly		\$ 169,938	

The Head Start income guidelines are typically updated annually (late January) and California State Preschool income guidelines are typically updated annually (early July), unless otherwise, updated through a Federal Register or California State Department of Education Management bulletin.

Health Required Information

In addition to age eligibility, the following are required for pre-enrollment into the program:

- Child Health History
- Proof of Birth Certificate
- Proof of Immunization Record
- Emergency Contacts
- Agreement: Health and dental services for child

At registration, the Site Supervisor (SS) or designee will review the complete list of health services that the parent/guardian agrees to obtain for his or her child. The Site Supervisor/designee will also review the deadlines for all required health services, as described below.

Immunizations Requirement Prior to enrollment

Proof of complete immunization records must be provided and verified. It is **required** by California state law that all students have complete records of immunizations prior to entering school. Children will not be admitted to a classroom unless their immunizations are up-to-date. **Parents/Guardians must show their child's Immunization Record as proof of immunization.** Talk to your doctor about other recommended [childhood](#) vaccines, including the flu [vaccine](#) every year.

Immunizations (shots) required to enter pre-kindergarten (child care)	
AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION
18 months through 5 years	3 Polio 4 DTaP 3 Hep B 1 Varicella
	On or after 1st birthday: 1 Hib* 1 MMR

Starting January 1, 2021:

- Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption website ([CAIR-ME](#)) by physicians licensed in California.
- Schools and child care facilities may only accept from parents new medical exemptions that are issued using CAIR-ME.

Source: <https://www.shotsforschool.org/child-care/>

Prior to, or within 30 calendar days health requirements

All children who enter school in California are required by state law to have a yearly comprehensive health examination (also referred to as the physical exam).

A physical health examination includes ALL of the following:

- Health and developmental history
- Physical exam
- Immunizations
- Dental health assessment
- Nutrition assessment
- Behavioral health assessment
- Vision screening
- Hearing screening
- Health information
- Lab tests for anemia, blood lead, Tuberculosis screening, and other tests, as needed.



Following the enrollment of a child, the program shall obtain from the parent/guardian:

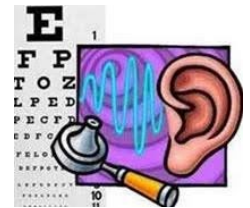
- Proof of the child's physical exam NOT be more than one-year-old when obtained.
- Proof of the child's evaluation for risk factors for tuberculosis (TB) as part of the child's physical exam requirement mentioned above. A Mantoux TB skin test is only required when the physician determines the child has risk factors for TB.

Prior to, or within 45 days calendar days screenings requirements

The program must perform evidence-based vision and hearing screenings or obtain the following screening information:

- Hearing Screening
- Vision Screening

When unable to complete these screenings because the student does not understand or refuses to cooperate, all attempts to perform screenings within 45 days results should be documented and shared with the parent/legal guardians. A note will also be placed in the program's database noting that the results were shared with the parent/guardian regarding hearing and/or vision results and any follow up needed. The child will be referred to their primary doctor or audiologist if there is a concern.



Prior to or within 90 calendar days health care and status requirements

In collaboration and communication with parents the program must partner with families in the health and well-being of the child in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and development concerns in a timely and effective manner. Parents as partners must provide the following information to determine whether the child has ongoing sources of continuous, accessible health care provided by a healthcare professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care and health insurance coverage:

- Medical and Dental Insurance
- Medical and Dental home established
- Physical Exam
- Dental Exam * Medi-Cal has dental coverage*- Dental exams are recommended every 6 months

The program must help parents continue to follow recommended schedules of well-child and oral health care. Assist parents with making arrangements to bring the child up-to-date as quickly as possible; and if necessary, directly facilitate the provision of health services to bring the child up-to-date with parent written consent.

Parents may opt out and sign a health services refusal form in case your preference is to avoid health screenings; however, doing so puts children at risk and ELP may have to file a report with Child Protective Services.

Flu shot (influenza immunization) Annual Recommendation

Flu vaccination has important benefits. It can reduce flu illness, doctor's visits, and missed school days due to flu, as well as prevent flu-related hospitalizations and deaths. Everyone 6 months and older should get a flu vaccine every year. Getting a flu vaccine before flu viruses begin spreading in the community, since it takes about two weeks after vaccination for antibodies to develop in the body and provide protection against flu. Make plans to get your child's flu vaccination early in fall, before flu season begins. CDC recommends getting a flu vaccine by the end of October. Children who need two doses of vaccine to be protected should start the vaccination process sooner, because the two doses must be given at least four weeks apart. For more information, please visit/ask your child's doctor for advice. Remember to take everyday preventive actions recommended to prevent the spread of flu such as; avoid close contact with people who are sick. If your child is sick, keep him/her at home until symptom free for at least 24 hours without the need to use fever-reducing or symptom suppression medicine.

Conditions for Referral

The goal of MCOE Early Learning Program is to see that every child develops to his/her potential. Children will be referred to appropriate placement/agencies as needed.

Licensing Rights

The Department of Social Services, Community Care Licensing Division, has the authority to interview children and staff and to inspect and audit staff and child care center records without prior consent at licensed centers.

Medical & Dental Coverage

The Site Supervisor/Designee will request a copy of your child's insurance card at registration and ongoing to ensure your child has medical and dental insurance. If a child does not have medical or dental insurance, the family must apply for Medi-Cal, Covered California, or other private health insurance. Parents of enrolled children can receive assistance with obtaining medical or dental insurance coverage from the Site Supervisor and other program staff. Parents are encouraged to establish consistent sources of medical & dental care for their children, health care visits to get free or low-cost preventive and diagnostic check-ups and dental services (ex: physical exams, cleaning, fillings etc.). In collaboration with the parent/guardian, Site Supervisors and other program staff will support families in establishing a medical and dental home (an ongoing & consistent source of medical or dental care) for the children who do not have a reliable medical and/or dental home established. Parents are responsible for obtaining medical and dental insurance for their children.

Additional Services

Parent, health, nutritional, dental, mental health and transition services are provided for Early Learning enrolled children.

Payment Provisions

The MCOE Early Learning Program does not charge fees for services to children.

Transportation Services

Transportation is not provided by the MCOE Early Learning Program. It is the responsibility of the parent to transport their child to the Early Learning Center.

30 Day Notice

Parents will receive 30 days-notice prior to modification of services.

NOTIFICATION OF PARENT’S RIGHTS FOR LICENSED CENTERS

Parents Rights

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

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

Licensing Office Name:	Dept. of Social Services Community Care Licensing
Licensing Office Address:	2580 North First Street, Suite 300 San Jose, CA 95131
Licensing Office Telephone:	(408) 324-2148

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

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

MEGAN’S LAW UPDATE

For Department of Justice “Registered Sex Offender” database, go to <https://www.meganslaw.ca.gov/>

Court Orders

If there is a Custody Order, we must have a copy of the most current court order at the center and in your child’s main file prior to your child’s first day of school or prior to the effective date of the order. Staff must legally release all children to their parents unless there is a custody order on file.

Parents rights are included in the Parent Handbook and a copy of the Parents rights licensing form was signed as part of the registration packet.

I fully understand and agree to the above described information on the role of parents and policies of the MCOE Early Learning Program. I have received a copy of the Early Learning Parent Handbook as well as information on the transition of my child. I understand that mental health resources are available upon my request.

NOTIFICATION OF PRIVACY POLICY STATEMENT

Monterey County Office of Education Early Learning Program has adopted the following privacy policy to ensure that this program provides protection of child and family privacy regarding the health and social-emotional information gathered during the school year to comply with the federal and state laws and regulations.

It is the policy of the MCOE Early Learning Program that a policy of privacy practices must be published, that this notice must be explained to all parents at the registration time and included in the Parent Manual and that all uses and disclosures of protected health information are done in accordance with this organization's notice of privacy practices.

All the information that we are asking about your child's health or education is to be used by our program staff to plan the necessary services for you and your child.

In center based services, your child's file will be kept at his/her classroom under lock. Only authorized staff and the Department of Social Services have access to the file.

It is the policy of this program that for all routine and recurring uses of your child's protected health information such uses must be limited to the minimum amount of information needed to accomplish the purpose of the use.

It is also the policy of this organization that all requests for protected health information must be limited to the minimum amount of information needed to accomplish the purpose of the request.

It is the policy of the MCOE Early Learning Program that any uses or disclosures of protected health information for referrals or case management will be done only after a valid authorization is in effect.

It is the policy of this program that the identity of all persons who request access to protected health information be verified before such access is granted.

It is the policy of this program that the File Access Log must be signed by every person who has access to the protected health information, every time they have access to the information.

It is the policy of this program to have a written agreement about protection of privacy information with any other agency that is involved in the provision of services that the MCOE Early Learning Program is providing to children and families

Personal Rights

Each child receiving services from a child care facility shall have rights, which include, but are not limited to the following:

- To be accorded dignity in his/her personal relationship with staff and other persons.
- To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- To be free from corporal or unusual punishment, infliction of pain, humiliation, 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.
- 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.
- 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 facilities, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s) or guardian(s) of the child.
- Not to be locked in any room, building, or facility premises by day or night.
- Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

Child Abuse Reporting

California law states that all “child care custodians”, which includes MCOE Early Learning Program staff, are required to report suspected child abuse. Failure to report is punishable by a \$1,000 fine and/or six (6) months in jail. In addition, the MCOE Early Learning Program Policy requires staff members to report suspected abuse.

What is meant by “suspected child abuse and/or neglect?”

The MCOE Early Learning Program staff has been taught to recognize certain behaviors in children and certain kinds of injuries as signs of possible abuse and/or neglect. If a staff member sees any of those signs indicating possible abuse, they must make a report. Child abuse can include:

- Physical Abuse: Injuries to children that are not accidental: bruises, burns, broken bones, etc.
- Emotional Abuse: Attacking a child's self-esteem: constant criticizing, yelling, belittling, insulting, rejecting, and withholding love, support and help
- Sexual Abuse: Using a child for the sexual needs of adults: exposing, fondling, engaging in intercourse, showing child pornography, stimulating child sexually, etc.
- Physical Neglect: Not providing a child with adequate food, clothing, shelter, medical/dental care and treatment, proper hygiene, supervision, etc.

Family and Children’s Services, a division of the Monterey County Social and Employment Services Department, is the agency that receives all reports of suspected abuse and neglect. It is the responsibility of Family and Children’s Services to investigate and determine whether a child has or has not been abused. If you want more information about the child abuse reporting process, please call your local Child Abuse Prevention Council at (831) 755-4474. To report suspected cases of child, abuse or neglect, contact Child Protective Services 24 hours a day at 1-800-606-6618 or 831-755-4661.

Complaints

Any concerns regarding the operation of the program should be discussed immediately with the Site Supervisor. If that does not seem appropriate, or you are unsatisfied with the outcome, you may contact the Child Development Services Coordinator or the Senior Director.

If the Site Supervisor, Child Development Services Coordinator, or Senior Director do not resolve your concerns, parents may request a meeting with the Assistant Superintendent of Educational Services. The County Superintendent of Schools may be contacted after all other officials have been unable to resolve your concerns.

In addition, as a parent/authorized guardian, you have the right to address any complaint to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.

Community Care licensing Division, Child Care San Jose Regional Office
2580 N. First St. Suite 300 MS: 29-08
San Jose, Ca 95131
(408) 324-2148

PROGRAM OPERATIONS-Schedules

For families participating in the program center-based services, there are two options for preschool center-based services: part day or extended day at the varied sites. All center based programs operate in tandem with the district school schedules, normally August through late May or early June. Preschool children may attend a half-day morning, afternoon session or an extended day program as assigned during registration. Toddler 18 to 36 months will be assigned to an extended day program typically from 8:00 to 3:00. Typical office hours are 8:00 am -5:00 pm, Monday – Friday, closing for typical school holidays and summer breaks. Typically, preschool classes begin at 8:30 am . For the toddler option classes begin at 8:00 am.

In the MCOE Early Learning Program, the teaching staff is trained to provide for the “whole” child, taking into consideration the child’s family, culture and areas of development. Teachers provide a balance of activities throughout the session, including active play, restful activities and nourishment. A daily schedule for each session is posted in the classroom and typically follows the schedule outlined below. Some extended day classes may start earlier or end later depending on the area of service and needs of the community. All daily routine schedules will be adjusted according to the children’s needs.

Sample Schedules

Preschool CLASS SCHEDULE EXTENDED DAY-6.5 HOURS 8:30 AM-3:00 PM	Infant/Toddler CLASS SCHEDULE EXTENDED DAY- 7 HOURS 8:00 AM-3:00 PM
<ul style="list-style-type: none">● Greeting Circle● Breakfast/Tooth-Brushing● Moving and Learning● Read-Aloud Time● Outdoor Learning● Literacy Lesson and Centers● Second Read-Aloud Time● Math & Science Lesson & Centers● Hand washing Transition to Lunch	<ul style="list-style-type: none">● Arrival● Breakfast/Diaper Check/ Toothbrushing● Morning Exploration● Hand washing/Diaper Check/Toileting● Lunch● Quiet Time/Rest Time● Hand Washing/Diaper Check/Toileting● Snack● Outdoor Exploration

<ul style="list-style-type: none"> ● Lunch ● Third Read Aloud ● Rest ● Outdoor Learning ● Learning Centers ● Snack ● Closing Circle ● Departure 	<ul style="list-style-type: none"> ● Hand Washing/Diaper Check ● Afternoon Exploration time ● Departure
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Note: Individualized care is provided daily

SIGN-IN, SIGN-OUT PROCEDURES

To ensure the safety of each child as they arrive and depart from The MCOE Early Learning Program classrooms, the following is written to provide guidance for staff and parents:

- All sign in/out will be done electronically via our database system, ChildPlus. Your teacher will guide you in checking your child in and out. Please write your name legibly and in a way we can read your name. In case our network is down, we will opt in to use paper-based documentation, our instructions on it are below:

Sign-in/Sign-out Sheet Each child will have one Sign-In/Sign-Out sheet per week. The child's name will be printed at the top of the sheet. Parents/Legal Guardian must sign with full legal signature.

Drop-Off

Any adult over the age of 18 may drop off a child and does not need to be listed on the Emergency Plan. If an adult is dropping off a child, they must complete the "Drop Off" section of the Sign-In sheet or check the child in using the ChildPlus database system in which the teacher will guide parents where to document and then must wait until after the child has received a general health check before leaving. If the child does not pass the general health check, the child will be sent home with the individual. If the child passes the health check, the individual must complete the sign-in process by printing their name, writing the time checked-in and then signing the sheet. If the child passes the health check, the individual must complete the sign-in process by printing their name, writing the time checked-in and then signing the sheet.

Pick-up

Adults picking up children must be at least **18 years old** and **must be listed on the Emergency Plan**. Minors will not be allowed to pick up children, unless you are the parent legal guardian. The adult's name must also be listed on the far-left column of the Sign-In/Sign-Out sheet. For electronic use, the adult's name must be listed on the Emergency Plan form. Adults picking up a child must sign their name and write the time in the box provided. If a parent changes the name of a person authorized to pick up the child, the Site Supervisor/teacher must change the form by retyping the new name. Authorization to change the name must be written on the Emergency Plan and signed by the parent. The parent must be present to add another adult to the emergency plan, to sign for the change. Anytime a name is changed, the classroom teacher and/or Site Supervisor are responsible for reporting the name change to the Central Office.

To ensure every child's safety, the following procedure must be followed at all times. Sign your child in and out using a full signature with first and last name indicating the time of drop off and pick up. **INITIALS ARE NOT ACCEPTED.**

Your child will only be released to an authorized adult/s. If someone other than the parent will be picking up the child, you must add the person's name to the emergency plan. Any person not familiar to the staff will be asked to show identification and must be listed on the emergency plan.

Checking In and Out Procedures

To ensure your child's safety and that of other children at the center, the following procedure must be followed at all times when signing in and out of the classroom:

Check-in

1. Form a line outside of the classroom and wait for center staff to check-in your child. Each student will be instructed to enter one at a time.
2. Center staff will have you sign your child in using your full legal signature on the sign-in/out attendance sheet/electronically.
INITIALS ARE NOT ACCEPTED.
3. Staff will ensure that the door is closed at all times, and check to ensure that no children leave without adult supervision during transition times. **Parents are to inform center staff IMMEDIATELY if they see an unaccompanied child leave the classroom.**

At the end of the class session you will follow the same procedure, in reverse order:

Check-out

1. Form a line outside the classroom and wait for center staff to check-out your child. Each student will be instructed to exit one at a time.
2. Center staff will have you sign your child out using your complete full legal signature on the sign-in/out sheet or electronically.
INITIALS ARE NOT ACCEPTED.

Please note: If you are checking out outside of the normal check out time, let teaching staff know that your child will be leaving for the day. You will be guided by the MCOE Early Learning Program staff to sign your child out using the same check out procedure listed above. Only authorized adults on your child's emergency card will be allowed to check your child out of the classroom.

ATTENDANCE

The MCOE Early Learning Program believes that children benefit greatly by regular attendance unless the child has an illness that would prevent the child from attending. This helps to develop good attendance habits in the future.

Our goal this year is to ensure that every student attends school regularly.

Showing up for school or engaging in our virtual classes has a huge impact on a student's academic success starting in pre-school and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. But, we also know that when students miss too much school— regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing about 18 or more days over the course of an entire school year. Research shows:

- Children chronically absent in pre-school, kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!!

Clearly going to school and being present regularly matters!

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes and pack backpack the night before.
- Ensure your children go to school every day unless they are truly sick
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.

If your child will not be coming to school, call the center before the start of class to inform staff of the reason your child will not be attending, the number of days your child will be absent and a description.

Below are examples of excused absences:

- Illness or quarantine of the child
- Illness or quarantine of the parent
- Family emergency
- Court ordered visitations
- Reasons which are clearly in the best interest of the child (limited to ten per contract year, except for CPS or at-risk). These may include the time spent with a parent or relative that is in the best interest of the child. For example, vacation or court-ordered visitations.

When your child misses four (4) consecutive days, 4 or more days within a month or attendance is irregular, we will send the parents/guardian a letter that a meeting might be necessary due to the child's irregular attendance. Irregular attendance is when children with patterns of absence put them at risk of missing ten percent of program days per year.

The initial Attendance Family Support Plan meeting will be convened with the parent, teacher, Site Supervisor and/or Health and Family Services Specialist, Child Development Services Coordinator, Family Engagement, Special Needs and Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) Coordinators to develop a written family support plan for improving the child's attendance with a signed agreement by parent and staff for resolving the situation.

If the plan is not followed through, a case review team composed of the MCOE Early Learning Program staff and/or other partnering agencies may be needed to meet once again and determine if Early Learning is the best placement for a child.

As a result of the Office of Head Start requirement to maintain compliance with full and consistent attendance and enrollment, a child will be automatically dropped from the program after ten (10) consecutive unexcused absences in center based programs.

Tardiness or Late Pick-up/Early Pick-up of the Child

Departure and arrival to or from school is imperative. Parents who consistently arrive early/late to pick up or drop off of the child will be notified they are out of compliance with the tardiness early/late pick up or drop off policy. Unless, pre-approved and/or excused, the following will take place:

- On the **first occasion** of early/late pick up/drop off (of 10 or more minutes); the Teacher will verbally remind the parent of our policies and the importance of being at school and on time. The teacher/staff person may offer support and assistance at this time.
- On the **second occasion** of tardiness (of 10 or more minutes), the Teacher will give the parent a verbal warning reminding them of the policy and importance of being at school and on time.
- On the **third occasion** of tardiness (of 10 or more minutes), the Teacher will give the parent a "**First Notice**", voice their concern for the number of tardiness incidents, and offer support.
- On the **fourth occasion** of tardiness (of 10 or more minutes), the Teacher will give the parent the "**Second Notice**". Let the parent know that they must meet with the Site Supervisor/Teacher/site staff and develop an improvement support plan for resolving the situation with a signed agreement by parent and staff.
- If the parent/guardian fails to comply with the signed improvement support plan, the Site Supervisor will inform the ERSEA Coordinator if a "**Final Notice**" needs to be sent to the parent with "suspension or termination of services" signed by the Program Director.
- Arriving more than 30 minutes late for picking up a child requires that MCOE Early Learning Program staff call and report the situation to the local police department.

It is in the best interest of the children for us to take these precautions. Thank you for understanding our policy and helping us ensure the safety of the children.

ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



PRESCHOOLERS
build skills and develop
good habits for showing
up on time

**ELEMENTARY
STUDENTS**
read well by the
end of third grade

HIGH SCHOOLERS
stay on track for
graduation

**COLLEGE
STUDENTS**
earn their degrees

WORKERS
succeed in
their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

Termination of Services

The Early Learning Program provides an inclusive and welcoming environment for children and families. Children will not have services terminated due to Special needs or behavioral issues. We strive in providing a mutual partnership between staff and families in order to best support the learning and development of the child. There are a few instances in which children may be dropped from the program. These include:

- Having 10 unexcused and uninformed consecutive absences
- If a family fails to follow the Family Support Plan created along with staff
- If a family does not provide documentation needed to comply with licensing requirements
- If a family does not provide documentation to establish their eligibility or need
- If a family failed to report changes in family circumstances
- If a family fails to comply with recertification requirements
- If a child no longer meets eligibility requirements for the program
- If the agency could not verify your eligibility or need

In addition, parents have the right to terminate services at any time. A written or verbal notice can be given to program staff notifying them of the parent's decision to terminate services without prior warning. If we do not hear from the family, the program will follow the timeline in our policies and procedures and terminate services after 10 unexcused and uninformed absences. The family will receive a Notice of Action letter stating the termination date (a date that is 14 calendar days, if given to the parent or 19 calendar days if mailed from the NOA issue date) and reason. In addition, the letter will include instructions on how to file an appeal if the parent disagrees with the decision to terminate. The Early Education and Support Division must receive the letter of appeal within 14 calendar days from the date written on the Notice of Action to terminate services letter. Parent can mail their appeal request to:

California Department of Education
Early Education and Support Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attn: Appeals Coordinator
Fax: 916-323-6853

You may also contact the EESD at 916-322-6233 for additional assistance

HEALTH SERVICES

The MCOE Early Learning Program has specialized health services staff working with parents/guardians to ensure the health of each child enrolled. Center staff and the Family and Health Services Specialists will support parents/guardians by providing assistance in obtaining appropriate health services for children according to the suspected health problems.

Parents take the first step toward helping their children stay healthy when they take them to a doctor for regularly scheduled preventive physical exams, dental exams, and immunizations. Parents are asked to provide a complete and current tuberculosis risk assessment before the first day of attendance, and a physical exam and dental exam on the first day of school, but no later than 30 days after enrollment into the program. Parents/guardians unable to meet the health requirements will be assisted by program staff in bringing the child up-to-date and exhaust all efforts to prevent the child from missing classes or from participating in the program.

In addition, the MCOE Early Learning Program informs parents/guardians on the benefits in keeping their children up-to-date by following the current Child Health and Disability Prevention Program (CHDP) and Bright Futures for medical and dental periodicity schedules. The current schedules are available to all families. CHDP and other health information brochures will be provided by program

staff as resources for families as to where they can get information for their child's health, dental and treatments.

During the year, parents/guardians will be asked to obtain follow-up medical and dental services for children with any identified health problems. Throughout the year, the program will offer health education workshop topics such as; establishing a medical and dental home, preventing tooth decay, infectious diseases, etc. Services are also available on an individual basis to parents/guardians of all enrolled children with special health concerns.

Accommodations for Special Medical Needs

In the best interest of your child's health and safety, if he/she is diagnosed with asthma, seizures, autism spectrum disorder, attention deficit hyperactivity disorder, , life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis, hearing problems, vision problems, blood lead level test >5ug/1d, diabetes, any broken bones, or other health conditions requiring special accommodations, it will be necessary for the establishment of an **individualized health plan** to be put in place **before** your child can enter or return to school (if school has already started). The individualized health plan process requires that the program receives instructions from your child's physician in order to care, respond to and meet the medical needs for your child while he/she attends school. To complete the school plan process, the following must occur:

1. Notify program staff about any existing and newly diagnosed medical conditions immediately.
2. If needed, Early Learning Program Teachers, Supervisors, or Health & Family Service Specialists will inform you of the need to keep your child home until the individualized health plan process is complete.
3. Early Learning Program Teachers, Supervisors, or Health & Family Service Specialists will provide you with the necessary paperwork to give to your child's medical provider(s).
4. An individualized health plan statement regarding the child's condition(s) must be returned from the physician to your child's school as early as possible. Once all paperwork is received complete, and reviewed by Health & Family Service Specialist and Health Coordinator. You will be notified when and how the Health Plan meeting will be held with the parent, teachers, and Health & Family Services Specialist/Health Coordinator and Health Consultant, in order to ensure that all care instructions for your child are met while your child attends school. **All prescribed medications** must be brought to school in their original container, and must have proper labeling from a pharmacy, including any over the counter medications prescribed by your child's physician (example: Tylenol, Benadryl, etc.). *Please remember to ask your child's physician for an **extra set of medications** to keep at home.*
5. If your child is diagnosed with food allergy, the individualized health plan will also be reviewed by the Food and Nutrition Services Coordinator in order to plan for your child's individual nutrition needs.
6. Please allow an additional 1-3 days for the Nutrition Coordinator to plan for your child's return.
7. Each individualized health plan is valid for **1** calendar year from the date the child's physician completed the health plan.

Incidental Medical Services

Any health care services provided following doctor's orders are Incidental Medical Services (IMS). **NO** Incidental Medical Services (including storing an Epi-pen Jr or nebulizer) can be taken in any program licensed facility unless there is an **approved written Incidental Medical Service Plan** as part of the child's **individualized health plan** on file. Teachers are trained in pediatric First Aid and pediatric CPR and at least one teaching staff member with a current, approved course completion card in pediatric first aid and pediatric CPR is on site at all times when children are present, and with the children when they are off site for facility activities. Classrooms will post handouts, flyers and/or posters for reference to quick response to emergency situations to guide staff, volunteers and essential visitors if needed.

Medication Administration Policy

The following is required in order for center staff to administer medications to a child with an individualized health plan at the center.

- All medications must be **prescribed by a physician** and can only be administered by trained center staff when there is a current **individualized health plan in place for the child indicating the need for the medication. The plan must be signed by the parent/guardian, the child's health care provider, the trained classroom teacher(s) and Health & Family Services Specialist.** This health plan will be updated annually or sooner if the child's health situation or medication changes. Parent/guardian and center staff communication is key to address any change (s) in the child's health plan.
- Parent Release & Waiver of Liability Regarding Children with Special Medical Conditions:
- The parent's signature in the health action plan gives permission for Early Learning Program staff who have been trained in medication administration to administer prescribed medicine and to contact emergency medical services if necessary. also understands that a child must have required medication at the center at all times when in attendance. Staff will follow instructions as described in the child's health action plan and will follow guidance from emergency medical response. Parent agrees to, and does hereby hold MCOE ELP and its employees harmless for all claims, demands, causes of action, and liability or loss of any sort. Parents agree with the plan as outlined and will submit a new health action plan to staff yearly or update if there are changes to their child's prescription/condition during the year.
- Prescribed medications must be provided in the original packaging and **labeled** with the *child's first and last name, the name of the medication, the date the prescription was filled, the name of the health care provider who wrote the prescription, and the medication's expiration date.* This also applies to any over the counter medications prescribed by your child's physician (example: Tylenol, Benadryl, etc.).
- Non-prescription (over the counter) medications must be ordered by the physician on the health plan, (**a medical note is required**), and must be provided in an unopened original package. The health plan must include the name of the medication, route, dosage, timing instructions and expiration date.
- Medication must be kept in the original child-resistant, closed container, and will be stored in a safe place inaccessible to children in the classroom or office. **The medication label is checked for accuracy to include:**
 - a. Each container shall have an unaltered label, keep it original
 - b. Clearly labeled by a pharmacist
 - c. Child's full name (first and last)
 - d. Name and dosage of medication
 - e. Date the prescription was filled and prescription number
 - f. Name of the prescribing physician
 - g. Medication expiration date
 - h. A refrigerator shall be used to store any medication that requires refrigeration.

- The teacher(s) will complete the Medication Administration Log every time the medication is dispensed. The teacher will also immediately alert the parent whenever he or she gives medication to a child.

The MCOE Early Learning Program staff will provide families with information and referrals to other community agencies that offer health, dental and nutrition services, and will work closely with you and other agencies to develop a plan for your child's special needs.



Illness & Communicable Diseases

In general, parents/guardians should keep children home when they are unable to participate in their usual daily activities of living (ex: eating, drinking water, using the restroom, play etc.). Therefore, even if your child is not showing symptoms of a particular illness, but appears tired or uninterested in play or interacting with others, please keep your child at home and watch for any signs of illness. Please be aware that during the daily health check, teachers will take your child's temperature and observe your child for any signs of illness.

- Fever
- Persistent Cough
- Diarrhea
- Vomiting
- Cold Symptoms

If your child appears tired, ill, or otherwise unable to participate with usual activities of daily living, teachers will ask that you keep your child home and if illness appears during school time you will be asked to come pick up your child from school, and will recommend that you seek medical treatment for your child. In addition, parents/guardians are asked to keep their child at home and seek medical treatment as necessary if the child shows any of the following symptoms:

- **Lice:** children will not be readmitted until 24 hours after treatment. The teachers will make an objective evaluation and determine if the child can be readmitted.
- **Fever** (100.4 F or greater): Children should *not* be sent to school until he/she is symptom free from fever for at least 24 hours. The program will not allow your child to return to school until his/her fever has been gone for at least 24 hours, without the use of medication.
- **Tuberculosis***
- **Chickenpox***
- **Pertussis - Whooping cough***
- **Measles, mumps or rubella ***
- **Coronavirus****
- **Rash:** any rash other than a common diaper rash or skin irritation will require the child to be sent home for an evaluation and diagnosis from their doctor in writing of exactly what it is. They may return to school based on that written doctor's evaluation, and clearance that it is not contagious.

- **Vomiting, diarrhea or stomach aches:** Symptoms should be gone for at least 24 hours before returning to school. The program will not allow your child to return to school until his/her vomiting/diarrhea has been gone for at least 24 hours, without the use of medication.
- **Strep throat or other strep infections:** no readmittance until the child has been taking antibiotics for 24 hours or until further notice in writing from the doctor and fever must be gone for at least 24 hours.
- **Cold, flu, allergies & Covid-19:** have similar symptoms which make it really difficult to diagnose. Children suffering from any of these conditions will be assessed on an individual basis. It is recommended that parents/guardians should take the child to the doctor if your child has fever, runny nose, cough, trouble breathing, sore throat, belly pain, vomiting, diarrhea, rash, dizziness or just does not feel well. The doctor can decide whether your child.
 - can be treated at home
 - should go in for a doctor visit
 - can have a video or telehealth visit
 - should get tested for coronavirus (Covid-19)

* These illnesses must be reported to the local Health Department. Your child's doctor or the Health Department will inform you when he/she may return to school.

** Health Coordinator will report to local Health Department and California Child Care Licensing and will receive guidance on when the child may return to school.

Children should not attend school with these conditions mentioned above and a written doctor note is recommended. If these symptoms persist, the parent/guardian should take the child to see the doctor. Parents/guardians need to keep sick children at home. If a child becomes ill during school time, the teachers will notify the parent/guardian to pick up the child as soon as possible and isolate the ill child from the rest of the children. If necessary, arrange to have a legal authorized representative pick up the child to another designated place where care can be provided.

Sometimes children will have a runny nose, or other symptoms, even after they are cleared by a doctor to return to school. Parents/guardians should provide a note from a medical provider stating that the child is healthy and may return to school, teachers in consultation with the health coordinator allow the child to re-enter the classroom.

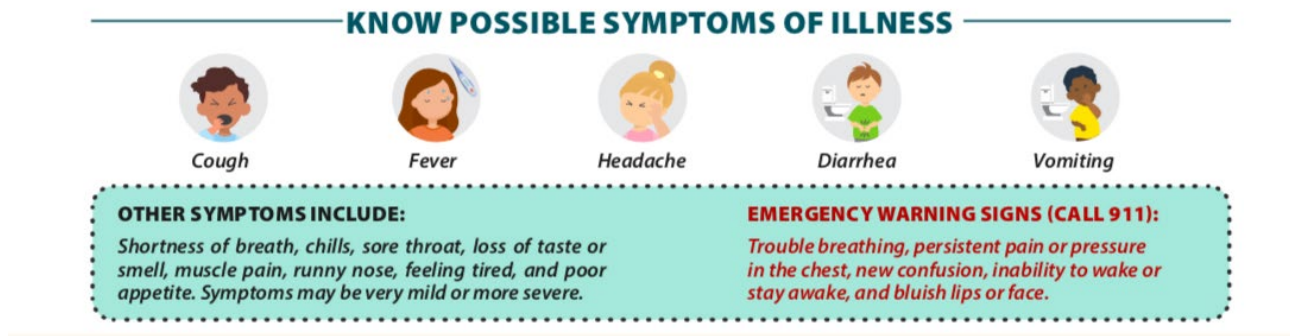
Parents/guardians should notify the teachers if their child has a communicable disease. Some examples of communicable disease include: coronavirus, pink eyes, measles, mumps, chicken pox, hepatitis, scabies, lice, fifth's disease, tuberculosis, worms, or other conditions. Obtain a note from your child's medical provider that indicates the name of the communicable disease your child has, and submit a copy to the teachers who will then share the doctor note with the health coordinator to determine if your child may be readmitted back into the classroom with guidance from the local health department.

Teachers will send out exposure notices to all parents/guardians of children in the classroom for any specific communicable disease exposure/confirm case present in the classroom. Exposure notices give brief information on the communicable disease, and the symptoms they may present.

During the course of an identified outbreak of any reportable illness at the program, a child or staff member should be temporarily unable to attend or physically be present at school if the local health department official or primary health care provider suspects that the child or staff member is contributing to transmission of the illness, is not adequately immunized when there is an outbreak of

a vaccine-preventable disease, or the circulating pathogen poses an increased risk to the individual. The child or staff member may be readmitted when the health department official or primary health care provider who made the initial determination decides that the risk of transmission is no longer present. Parents/guardians should be notified of any determination from the program. Regular and thorough hand washing is the most important method of preventing the spread of communicable diseases. Always wear gloves when handling blood or body fluids contaminated with blood.

**IF YOU SUSPECT YOUR CHILD IS SICK, PLEASE KEEP YOUR CHILD HOME!
HELP US KEEP YOUR CHILD, OTHER CHILDREN, STAFF AND FAMILIES
SAFE & HEALTHY.**



An example of a communicable disease includes:

Head Lice (Pediculosis Capitis): Small insects that draw blood from the scalp and lay tiny eggs (nits) on hair shafts. Head lice and nits are **not uncommon in young preschool age children**. They do not have anything to do with dirty hair and are picked up by head-to-head contact.

Symptoms may include:

- Itchy skin on scalp or neck
- Scratching around ears and at the nape of the neck
- White needs glued to hair

Prevention measures consist of:

- Do not share brushes, hats, blankets, or pillows.
- Place stuffed animals and other soft toys into a closed plastic bag for two weeks.
- Laundry contaminated fabric (clothing & bed linens) with hot water and high heat drying
- Regular and thorough handwashing

What to do? Contact your healthcare provider. A medication treatment may be used to treat head lice.

When can child (ren) come back to school?

Child (ren) may be excluded until completion of first treatment.

If a child has a recurring or difficult to treat case of lice or nits that exceeds three (3) or more occurrences in a 30-day period, program staff will request a doctor's note from your child's physician clearing him/ her to return to school.

Temporary Remote Virtual Services /Readmittance

Temporary remote virtual services and other limitations in service depend on a variety of factors and are decided on a case by case basis. Program staff will notify parents/ guardians if children develop new signs or symptoms of illness. Parent/guardian notifications will be immediate for emergency or urgent issues. Staff will notify parents/guardians of children who have symptoms that require temporary absenteeism, and parents/guardians should pick up/sign-out the child from the classroom as soon as possible. Some conditions that require temporary absenteeism do not require a primary

health care provider visit before returning to classes. The following are some factors to consider when deciding if temporary absenteeism of a child is appropriate. The program may be able to coordinate remote and distance learning and provide additional guidance for a child to be readmitted and return to the program with or without restrictions.

Factors to consider when deciding if temporary absenteeism is appropriate:

- The child's health care professional recommends temporary absenteeism.
- The child is unable to participate in activities, as normal.
- The child needs more care than staff can provide without compromising the health and safety of other children.
- The child has a fever 100.4 degrees Fahrenheit or higher.
- The child has a vomiting episode

Factors to consider for children readmittance:

- Fever free for 24 hours and not having taken any fever reducing medication before returning to the school.
- Vomiting free children can return to the classroom after 24 hours, without taking any nausea/vomiting reducing medication.
- Diarrhea free children can return to the classroom after 24 hours of not having diarrhea without using any diarrhea reducing medication.
- A written note from their medical provider
- Clearance from the health department

Hand Washing

Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water. All staff, visitors, volunteers, families and children will need to follow the program procedures for hand washing, as defined by the U.S. Centers for Disease Control and Prevention (CDC):

a) Upon arrival for the day, after breaks, or when moving from one group to another.

b) Before and after:

- Preparing food or beverages;
- Eating, handling food, or feeding a child;
- Brushing or helping child brush teeth;
- Giving medication or applying a medical ointment or cream in which a break in the skin (e.g., sores, cuts, or scrapes) may be encountered;
- Playing in water that is used by more than one person; and
- Diapering.

c) After:

- Using the toilet or helping a child use a toilet;
- Handling bodily fluid (mucus, blood, vomit);
- Handling animals or cleaning up animal waste;
- Playing in sand, on wooden play sets, and outdoors; and
- Cleaning or handling the garbage.

Situations or times that children and staff should perform hand hygiene must be posted in all food preparation, diapering, and toileting areas at child eye level.

Diapering-Toilet

To provide a safe, sanitary, and discreet environment for diapering and changing soiled clothing, program staff are trained to carry out sanitation and hygiene procedures for diapering that adequately

protect the health and safety of all children. Diapering and toileting areas must be separated from areas used for cooking, eating, or children's activities. Self-help skills are a focus in our classrooms. Encouraging and instructing children to learn toileting skills and routines help them to become independent and self-sufficient. Each classroom will post a copy of the diaper changing procedures near the diaper changing table. Program funds are set aside to provide diapers and other materials needed during the child's individual diapering plan while he/she is enrolled with the program.

Sanitation Practices

Cleaning, sanitizing, and disinfecting products are never used in close proximity to children, and adequate ventilation should be maintained during use. Cleaning equipment and cleaning supplies are stored in an area separate from food supplies, in a locked cabinet or in a location inaccessible to children.

Oral Health Promotion & Prevention

Tooth decay is the most common childhood disease, but it's preventable. Children with dental pain can have trouble speaking clearly, eating, and learning. Children with healthy teeth are better able to eat, speak, and focus on learning. Daily oral health hygiene and ongoing care from oral health professionals help make sure that children have healthy teeth. In partnership with parents/legal guardians, program staff determine a child's oral health status. Ensuring children receive treatment and follow-up of needs identified in oral examinations. Staff, families, and children are provided with oral health education to learn about proper tooth-brushing and other preventive measures and how to find a dentist. The classroom is a great place to develop oral health promotion and prevention activities. Our program encourages the healthy habit of toothbrushing practice as part of the classroom routine and students are provided with toothbrushing materials in the classroom to do so. . Parents are encouraged to continue toothbrushing at home to keep their children's mouth healthy . Parents can learn more about the importance of eating healthy foods and drinks and practice good oral hygiene habits. The program will continue to take steps to promote and protect children's teeth, by providing each enrolled child with tooth brushing kits (includes toothbrush, tooth paste, floss, informational flyers about oral health, dental home, etc.)

Individual Health Plan

Individualization is key to the philosophy of MCOE Early Learning Program. Any child who has special medical needs in our program should have an up-to-date individualized health plan, completed by their primary health care provider with input from parents/guardians, included inside the child's health record and readily accessible to those caring for the child. Community resources should be used to ensure adequate information, training, and monitoring is available for program staff caring for the child with special health care needs. In partnership with parents/ guardians, program staff and service providers determine the child's health status, make referrals, and support families in accessing treatment and follow-up services for identified health conditions. It is a process of collecting all the necessary information from screening and evaluations, developing plans for the child's routine and emergency care, conducting ongoing assessment, and revising the plans as needed. The plan should be documented in writing to serve as a clear guide for program staff. Ensure that each child receives age-appropriate and culturally and linguistically responsive care. Program staff may conduct and record periodic observations of each child's developmental progress, changes in physical appearance, emotional and behavioral patterns to identify any new or recurring medical, dental, developmental, behavioral or emotional concerns.

Healthy Transitions to Kindergarten

Health services at K-12 schools may be different from services offered by the MCOE Early Learning Program. Our program staff prepare families for the transition to kindergarten by having conversations with them about school health requirements. Staff can use families' questions,

concerns, and responses to identify opportunities to work together to help children make a healthy transition to kindergarten.

COVID-19 Prevention Practices

MCOE Early Learning Program has implemented stringent health and safety protocols and sanitizing procedures in response to the COVID-19 pandemic. Each MCOE Early Learning Program facility will be sanitized both by staff and sanitizing professionals using Sani-Guard Electrostatic Spraying. These measures included exterior play areas/structures and will continue through the coming months in addition to daily measures.

We will follow all health and safety guidelines as provided by Community Care Licensing, Center for Disease Control and Prevention, Monterey County Office of Education, State of CA Public Health Department, Monterey County Public Health Department, California Department of Education, California State Preschool Program, and the Federal Office of Head Start. Please review the detailed list of responsibilities each family will be required to follow at drop off and pick up.

In light of COVID-19, the MCOE Early Learning Program has taken and will continue to take the following health and safety measures:

- Entry to the classrooms is limited to: staff, children and essential visitors to limit outside exposure into the controlled area. Parents are welcome to visit however; registration or conference appointment visits are encouraged to occur when children are not present
- One central entry point has been designated at each facility sign-in/out and for daily entry
- A sign-in/out system will be used and available at the entry of the facility
- Staff and Children will be provided with masks and are encouraged to wear as needed during school hours; staff will not force a child to wear a mask
- Encourage staff, children and essential visitors upon entry to the classroom perform hand washing/hand hygiene with soap and water, if soap and water is not available use hand sanitizer
- Staff have been trained and are prepared to routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially toys and games. This may also include cleaning objects and high touch surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink & toilet handles, desks, chairs, cubbies, outdoor toys and playground structures
- Classrooms using the same designated playground, as assigned each day, for the duration of the day and will spray sanitizer and disinfectant on the play structure (ex: rails, slide, etc.) and other play surfaces after the last use of the day.

*List above may be modified once Covid-19 regulations are lifted.

DENTAL SERVICES

The MCOE Early Learning Program, in partnership with community agencies and local dental providers, provides access to comprehensive dental services. The goal of the dental program is to promote preventive dental care and to maintain a schedule of routine dental examinations for all children enrolled in the program. This will be accomplished by:

- Preventive dental health education to parents, staff, and children.
- Assisting children to obtain dental treatment when a dental professional has identified a need for treatment.
- Assisting parents in accessing dental health coverage for continued dental care.

All the children enrolled in the MCOE Early Learning Program are encouraged to obtain preventive **dental care and routine dental check-ups every six (6) months**. Parents/ guardians are strongly

encouraged and supported to provide documentation of the result and treatment to the MCOE Early Learning Program staff as soon as possible.

MENTAL HEALTH SERVICES

The MCOE Early Learning Program strives to promote good mental health practices through staff training, and consultation with teachers, service providers and parents. The MCOE Early Learning Program uses the Ages and Stages Questionnaire (ASQ SE-2) as a screening tool to be completed by parents/teachers together to support children with their social emotional needs.

Mental health activities will be matched to each child's developmental needs in an effort to promote the following:

- Positive self-esteem and self-concept.
- Problem solving and coping skills.
- Self-regulation.
- Independence, autonomy and leadership.
- Ownership and responsibility for one's self.
- Healthy positive redirection of misbehavior and social skills.

The Special Needs Coordinator will work with the child and the child's teacher to provide early identification of any problems which might cause the child to have difficulty in school. If assistance is needed, the Child Development Services Coordinator, Family Engagement & Special Needs Coordinator will work to obtain counseling/psychotherapy for the child and/or the child's family. In the case of an emergency, families can call (831) 755-4111 and ask for the crisis team.

Mental Health Consultation and Community Resources

A consultant and community resources are available to parents and children with special needs and disabilities. These resources include consultation with licensed professionals in their field.

If you have any questions or concerns regarding special services, please feel free to call the Special Needs Coordinator.

SPECIAL SERVICES

Services to Children with Disabilities

Some children and their families need additional support for a variety of reasons. The MCOE Early Learning Program teaching staff will work to identify children with disabilities or who may need extra support and special services.

To learn whether a child is in need of special services, the MCOE Early Learning Program staff will administer the Ages and Stages Questionnaires within 45 days of enrollment. The screening will help the teacher learn more about the child. The child's teacher will inform the parent if the screening indicates the need for further assessment. If a referral is needed, the referral will be made with the parent's written permission.

During the application process and through future discussions with the MCOE Early Learning Program staff assigned to the center, the teacher will be asked about any concerns that exist regarding the child's health, mental health, behavior, speech or overall development. These concerns will be addressed by one of the Early Learning staff who will provide an appropriate referral to an agency or school that can address those particular concerns.

If a parent feels their child needs Special Education Services or may have special needs, the Special Needs Coordinator and/or Health Services Coordinator and Child Development Services Coordinator will assist the family with requesting an evaluation from the local school district. The parents will be informed of their rights in regard to their child's education. Knowing their rights will help them know how to ask for appropriate assessments and services at any point along their child's academic career. If a child is currently going through the Special Education process, MCOE Early Learning Program will provide support to the family by attending the Individual Education Program/Individual Family Support Plan meetings, seeking clarification on issues and clarifying rights as a parent. If the child has an Individual Education Program (IEP)/Individual Family Support Plan (IFSP) and is enrolled in Early Learning, an Individual Education Program (IEP)/Individual Family Support Plan (IFSP) meeting will be held to identify goals for the child and to determine who will be responsible for providing the specific services to meet those goals.

The MCOE Early Learning Program is mandated by law to make available 10% of its current enrollment to children with disabilities regardless of the severity. This must be stated on the Individual Education Program (IEP)/Individual Family Support Plan (IFSP). Children will receive appropriate accommodations in the classroom so that the child may participate in a regular center setting, including socializations.

Program staff establish and maintain cooperative relationships with all of the school districts in Monterey County in an effort to provide a range of least restrictive educational environments for children with disabilities. Staff will assist families with working with school districts during the transition into the MCOE Early Learning Program as well as the transition into Kindergarten.

If you have any questions or concerns regarding disability services, please call the Special Needs Coordinator.

NUTRITION SERVICES

The Food and Nutrition Services Coordinator oversees the Nutrition component of the MCOE Early Learning Program. This includes planning the menus for the daily breakfast, lunch, and snack served to your child in center-based programs. Meals are planned to provide at least one-third of your child's daily nutritional requirements. Food is prepared in the Central Kitchen in Salinas and delivered to center kitchens.

Children are served in a relaxed "family style" atmosphere where food is either pre-plated to ensure components are offered to children or placed in bowls and passed around the table allowing children to serve themselves with assistance from adults. Using this method gives children the opportunity to take charge of their health and choose from a variety of nutritious foods. This method has also shown children's acceptance of new foods as they have a sense of control over their food choices. During mealtime, children are encouraged to try new foods. Mealtime is a time to share ideas and comments about food or other activities. Food is never used as a reward or punishment so that mealtime is a happy and enjoyable experience for all.

During mealtime, children learn to help with the table set up, serving of the meals, and help with cleaning up after themselves. Classroom activities include "Food Experiences," which are opportunities for children to help with cooking and trying new foods. All children are evaluated for nutritional needs and their heights and weights are tracked during the school year. Parents whose children are overweight or underweight are offered individual counseling and information from the Health Services, Nutrition Consultant and Food & Nutrition Coordinator, and assist with obtaining appropriate care from other agencies as needed. Our Nutrition Consultant and our Food and Nutrition

Services Coordinator are available to work with families of children who have identified nutritional needs.

The central kitchen will provide healthy food choices for the children while at school. For safety reasons, we ask that only non-food items be brought to the center for all celebrations. Please ask your Site Supervisor/teaching staff for ideas.

Infant/Toddler

The Early Learning Program emphasizes good nutrition in accordance with the guidelines established by the child care Food Program. Feeding will be coordinated between the parent, and teachers. Any changes in nutrition will be documented and updated every 3 months or more often if necessary, on the Infant Needs and Services Plan.

- The program will only provide WIC approved formulas. Formula shall be stored and prepared in accordance with the label directions and labeled with the infant's name. If your child uses a formula other than this, then formula comes into the center in a manufactured sealed container and only if
- Breast milk needs to be stored in proper containers, labeled with the child's first and last name, the date the milk was pumped, the amount of milk, and the date you brought it to the center.
- Bottle fed babies will be fed at least every four hours or as determined in the Infant Needs and Service Plan
- Formula or Breast Milk can be warmed and must be discarded after two hours of sitting out.
- While feeding the infant, bottles will be held by a staff member. At no time will a bottle be propped up for an infant, nor placed in the crib with the infant. A mobile infant will not be allowed to walk around with their bottle.
- Infants will be transitioned off the bottle by 13 months of age.
- Food is prepared and served in a manner that is appropriate for the developmental level of the child(e.g., strained foods, food cut into little pieces, small utensils for eating and serving. Cereals, fruits and vegetables are typically introduced to infants between 4 and 7 months. However, teachers will work with parents for the introduction of solid and table foods.
- Infants are offered finger foods when developmentally appropriate, in accordance with the Infant Needs and Service Plan.
- The infant center will not serve honey, corn syrups, peanut butter, corn or citrus to any infant under the age of two.
- Teachers will sit and eat with the infants/toddlers while modeling appropriate behavior and using mealtime as a learning experience.
- Introduction of utensils will start between 10 to 12 months as the toddler shows signs of interest. This will be a three-stage process, starting with a spoon, then a spoon and fork, and then a fork and knife.
- Outside food, home baked items, candies, cupcakes etc., are not to come into the center.

Parents are given information about community resources available to assist them with obtaining food supplements, such as the local WIC program, food bank, etc.

WIC (Women, Infants, and Children) in Monterey County is operated by the Monterey County Health Department and is a nutrition program that helps low-income pregnant women, mothers, and young children eat well and stay healthy. WIC services include special checks to buy healthy foods such as milk, juice, eggs, cheese, beans, cereal, fruits, vegetables, and peanut butter; nutrition and breastfeeding information; and help in finding health care and other community services.

MCOE Early Learning Program staff will provide WIC Income Eligibility Guidelines. Parents/Guardians need to call WIC Offices to make appointments. WIC Office staff will advise which documents are needed to bring to their appointments. The addresses and phone numbers of the local WIC offices in Monterey County are provided:

SALINAS

632 East Alisal Street
Salinas, CA 93905
831-796-2888

SOLEDAD

335 Gabilan Dr.
Soledad, CA 93960
831-755-4700

SEASIDE

1156 Fremont Blvd.
Seaside, CA 93955
831-796-2888

KING CITY

620 Broadway St. #P
King City, CA 93930
831-386-6879

USDA Non-Discrimination Policy

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

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

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

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

The Monterey County Office of Education's contact phone number is (831)784-4195

FAMILY AND COMMUNITY PARTNERSHIPS

Family Partnerships

Partnerships are the hallmark of the MCOE Early Learning Program success. They represent strong and caring relationships between the MCOE Early Learning Program staff and families. The family partnership agreement is an individualized, strengths-based family driven process by which staff will provide support to families in response to their interest, goals, strengths, and needs.

MCOE Early Learning Program staff will:

- Assist the family in addressing their needs/concerns.
- Work with families to support the development of individualized family partnership agreements.
- Work with families to identify their goals, strengths, and support systems.
- Follow-up with each family to learn whether the quality and timeliness of the services received met the family's expectations and circumstances.
- Have written information on available community resources and encourage parents to request these services and support to assist them in addressing their needs or concerns.

Community Partnerships

The MCOE Early Learning Program has community partnerships with service providers and organizations to help ensure that families have access to needed resources. It is the goal of Early Learning to inform the community about Early Learning mission, goals, and parent involvement practices and invite persons from the community who represent different programs or groups to visit and learn about the MCOE Early Learning Program. The MCOE Early Learning Program staff belongs to community involvement advisory committees that promote family participation.

PARENT ENGAGEMENT

Join the MCOE Early Learning Program Team

The MCOE Early Learning Program offers various opportunities for parents to participate in their child's educational experience. The parent decides the level and degree of engagement that he/she is able to contribute. Our vision is to create and sustain a partnership with the parent that crosses all elements of the MCOE Early Learning Program.

MCOE Early Learning Program is a family development program and provides parents with learning opportunities through parent involvement and volunteer activities. Statistics show that children who have parents that are involved in their education are the most likely to succeed academically.

By donating time and energy as In-kind, MCOE Early Learning Program parents help the program meet their match for their federal contribution. MCOE Early Learning Program is only funded for 75% of the budget and the other 25% is made up of donations and contributions provided by parents and other community members.

The following is a list of activities parents can implement during the school year to support the MCOE Early Learning Program.

- Read daily to your child (five to twenty minutes depending on your child's interest). As part of Raising a Reader a red book bag will be given out on a weekly basis that has books and will be checked in/out on a rotation schedule.
- Talk to your child about everyday activities to increase his/her vocabulary, as well as to help your child understand how language works.
- Help your child practice the alphabet and learn the sounds of letters through songs and games appropriate for their age.

- Teach your child to count and recognize numbers by counting and practicing together through games and songs.
- Attend parent workshops to learn how to teach your child skills necessary for school success.
- Participate and assist during field trips.
- Volunteer in the classroom (including socializations) as much as possible.
- Assist with health screenings.
- Assist with classroom observation.
- Participate in scheduled home visits, and teacher-parent conferences.

Health:

- Comply with all pre-entry 30, 45, and 90-day health requirements as described previously.
- Learn to use health related books that are either provided to each individual family, or available to borrow.
- Attend parent meetings for Health Literacy, to gain skills in communicating with your child's doctor and making health decisions.

Parent Engagement:

Attends and participates in

- Parent Meetings.
- Center Orientation Day.
- Parent Advisory Committee Meetings.
- Policy Council Meetings (if elected). Head Start only
- Fatherhood Meetings/Activities.
- Parent Training/Parent Conference.
- Participate in the Leadership Orientation.
- Parent Leadership Development Training.
- The Center Executive Committee. Head Start only
- Curriculum Planning Committee.
- Employment Interview Committees.
- The Program Self-Assessment Committee.
- The Health and Nutrition Advisory Committee.
- ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance)/ FCP (Family Community Partnership) Planning Committee.

Personal growth achievement:

- Set and accomplish parent goals.
- Attend/ help plan and facilitate program events.
- Register for classes in early childhood education.
- Register for continuing education/job training courses.
- Work as a substitute in the MCOE Early Learning Program.
- Gain employment in the MCOE Early Learning Program.

The MCOE Early Learning Program staff has written information of available community resources and will provide a directory to families.

In-Kind

MCOE Early Learning Program parents help the program meet our requirement to match federal funds by documenting the parents' participation in the program as In-Kind. MCOE Early Learning Program is required to match 20% of our federal grant through community contribution such as donated volunteer time, space cost, and materials. These non-federal volunteer funds are called in-kind or non-federal share.

Parent Volunteers

Parents will be asked to sign blue in-kind forms for volunteering in classrooms and field trip volunteer forms for chaperoning. Please ask center staff on how you could contribute by volunteering.

For parent/guardian volunteers, **you must obtain a tuberculosis test and evidence of all necessary immunizations before beginning any volunteer activities in the classroom.** Talk to your Site Supervisor or Teacher regarding current immunization requirements. Our goal is to have all parents volunteer at least once during the year. Please help us reach our goal by volunteering in your child's classroom.

We are using Learning Genie to communicate with families and share learning resources. Through this program, we are able to share digital learning resources and at-home activities, update you on your child's learning progress with photos and reports, and provide ways for you to continue enhancing your child's early learning at home.

Notify center staff if you are interested in volunteering or participating in the MCOE Early Learning Program activities.

Program Job Opportunities for Parents

The Early Learning Program's larger mission is to empower parents to pursue education and careers. That said, the program is always in need of substitute staff (i.e. Custodial, Teachers, Assistant Teachers) as well as permanent staff. For information on job opportunities with the program, please contact the ELP Central Office.

Fatherhood Development

"Dad" in the MCOE Early Learning Program includes fathers or father figures in the lives of children. They are seen as nurturing and educating partners with the mother. The MCOE Early Learning Program offers a mix of opportunities and activities to promote male involvement in the MCOE Early Learning Program. The program provides the following:

- Workshops specifically designed for dads or supportive males to strengthen their parenting skills and connection with their children.
- Father-child activities and family events.
- Father/child literacy development.
- Community resources specifically for fathers.

For more information, please contact the Family Engagement Coordinator



TRANSITION SERVICES

When your child moves up in the MCOE Early Learning Program, or from the MCOE Early Learning Program to Kindergarten, it can be an exciting but nervous time for children and families. Some transitions involving change may be stressful for you and your child. The MCOE Early Learning Program is set up to help you and your child make these changes with confidence.

Family Engagement in Transition

One important area that may be new for you is learning how to best support your child through his/her educational experience. As you are the main adult in your child's life, you will be there when your child moves into the MCOE Early Learning Program, into kindergarten and through the public schools. The skills you learn in regard to communicating with teachers, support staff, and administrators will allow you to advocate for your child for many years. You will be able to make sure your child gets the best education possible. The MCOE Early Learning Program staff is here to provide support in learning these skills through workshops and day-to-day interactions.

Classroom Activities

Your child's teacher will set up transition activities throughout the year, which will help your child build confidence. There will be many transition activities, such as listening to books about change, going on field trips, dictating stories, and talking about how they feel in new settings. Parents are invited to participate in these activities.

Follow-up into Kindergarten

Near the end of your child's preschool experience, you may want extra information or assistance as your child moves into kindergarten. Some parents want support when they meet with school staff or when they feel confused about what to do in a certain situation. You can request support by calling your center Site Supervisor and/or Teacher.

Positive Behavior Support

We believe that discipline is a process and a learning opportunity, which helps children to see the sense in acting in a positive way in social situations. Physical, emotional, and verbal punishment will not be tolerated. Each child is treated with respect and patience. When a conflict arises, the children will be given the opportunity to work out the problem together, without teacher intervention. If the argument escalates, the teacher will gently intervene by identifying the problem and identifying the feelings involved with both parties. The teacher will then help the children look at different solutions for the problem. Our philosophy is based on the National Association for the Education of Young Children (NAEYC) developmentally appropriate practices. In addition, the program implements the Teaching Pyramid model and the Conscious Discipline that are embedded in the Frog Street Curriculum.

Redirection

We use redirection as our main strategy for all children. If a child is not regulated and needs support, the teachers will use the Teaching Pyramid strategies to help them regain self-regulation. For example, validate their feelings and redirect them to use the solution kit to help them find solutions. If a child is having a tantrum and needs to calm down, they will be asked to move with the teacher to another area to cool down until they regain control. They can return when they are ready.

Anticipation Strategies for all children

First, we try to anticipate any discipline problems we could have with young children. We do this by regularly evaluating:

- Daily classroom schedule.
- Visual supports
- Program wide expectations
- Classroom environment.
- Transitions from one activity to the next.
- Classroom activities to make sure they are safe and age appropriate. We arrange the children's environment and schedules in a way that will allow for a variety of choices in equipment and activities.

Behavioral Concerns

The MCOE Early Program is committed to providing support to Teachers and families to address children's challenging behaviors. Parents will be informed of any consistent behavioral concern with their child and will be requested to have the child referred for a mental health observation from a licensed Mental Health Consultant in order to support the social-emotional wellbeing of the child and facilitate the child's safe participation in the program. The MCOE Early Learning staff and the Mental Health Consultant will have a meeting with the parents to get more information to understand the behavior and the best way to support the child's social-emotional development. As a result of the mental health observation, screening, and consultation, a Positive Behavior Support Plan will be developed for the child that will engage the family, the Special Needs Coordinator, and the teacher. This Teaching Pyramid PBS (Positive Behavior Support) model provides a framework of evidence-based practices to promote the social-emotional competence of all children, address the social-emotional and behavioral needs of children who are at-risk, and develop supports for children with persistent social, emotional or behavioral concerns. If a child continues to present a risk to him/herself or others, and after the program explores all possible options, The program in collaboration with parents, the MH Consultant, agency responsible for implementing IDEA (if applicable) and with other specialists– as needed, will determine if other reasonable best placement options are appropriate and will provide ongoing support, strategies and community resources to families to facilitate the transition.

CSPP Suspension and Expulsion Parent Appeal Process

Except in specific circumstances listed in the MCOE Early Learning Program Positive Behavior Support and Suspension and Expulsion policies, per Education Code (EC) Section 8489.1(a) and (b), our program must not:

- Suspend a child due to a child's behavior.
- Encourage or persuade a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.
- Expel or unenroll a child because of a child's behavior.
- Persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

In the event that the program suspends or expels a child:

- The program must issue the child's parent or legal guardian a written Notice of Action (NOA), Recipient of Services and follow the requirements described in 5 CCR Section 17783, except as noted below.

- Since the action to suspend or expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.
- The effective date of the action may be no less than 24 hours after service of the notice. Per MB 23-08 The MCOE ELP must, at the same time as issuing a NOA, inform the parent or guardian in writing of their right to file an appeal of the action to expel or suspend their child directly with the CDE by submitting a written request for an appeal hearing to EEDappeals@cde.ca.gov, no later than 14 calendar days after receipt of the notice.
- CDE's appeal contact information is as follows:
 - Telephone: 916-322-6233
 - Fax: an appeal: 916-323-6853
 - Mailing Address:
 - California Department of Education
 - Early Education and Support Division
 - Attn: Appeals Coordinator
 - 1430 N Street, Suite 3410
 - Sacramento, CA 95814

Biting Policy (Biting, Kicking, Scratching and other Aggressive Behaviors)

Usually between the ages of 1 and 3 years and even as late as 4 and 5 years, children may experiment in biting. Biting is a normal behavior for an energetic, nonverbal toddler and preschoolers who can't express their feelings or frustration in words. Instead they show these feelings by hitting, kicking, or biting.

Staff members take an active role in preventing biting and other aggressive behaviors by closely monitoring and supervising children at all times. Children, who are bitten or hurt, will receive an immediate sympathetic response. The child who bites or displays aggressive behavior will receive consistent guidance and discipline in an effort to stop the behavior. Ongoing communication between staff and the parent of the child who is biting (being aggressive) is vital and expected in order to attempt to stop the behavior from continuing.

When a biting (aggressive) incident occurs, the staff will be responsible for the following:

- To comfort and hold the child who has been bitten or hurt.
- Wash the wound thoroughly with soap and water.
- Apply ice to the wound.
- Tell the child who was bitten (being aggressive) that he/she should tell the other person how they feel.
- Tell the child who was bitten or hurt to tell anyone who they think is going to hurt them "No!" "Stop, don't bite me!"
- Tell the biter" You may not bite/hurt people, it hurts, and we do not hurt our friends at school.
- Fill out the accident report on the child who was bitten/hurt, explaining the incident and please remember that information about the biter and the bitee are confidential. We never reveal the names of the children involved in an aggressive/ biting incident. This policy is strictly enforced and is a matter of ethics in our profession.
- The teacher will contact the parents of the injured child by phone before they pick up if possible.
- The teacher will write a note to the parents of the child who bit/hurt and make a copy for the child's file.
- The site supervisor will be notified when there has been a biting/aggressive incident.

- Teaching staff must complete a report to the Licensing Agency to inform about the incident as necessary.
- If a child bites/hurts a second time we will begin a specific observation to see if there is a pattern to the behavior; time of day, person, area of the room, etc.
- If the biting/aggressive behavior continues their primary teacher will use a "shadowing" technique. This means keeping the child close to them during care-giving, classroom, and outside routines.
- If the biting/hurting becomes frequent and/or severe, we will have a meeting with parents and bring in the Child Development Coordinator and/or the Special Needs Coordinator to observe and follow their recommendations.
- Dismissal from biting/being aggressive is at the Program Senior Director's discretion and will happen on recommendation from therapists or consultants.

When we have a biting/aggressive behavior problem it creates a very stressful climate in the program. The staff are doing the very best they can to be vigilant, but we take care of groups of children and care-giving routines in the day may make it difficult to always catch the biting/aggressive child before they bite/hurt again.

Biting/aggressive behavior usually occurs when the teacher is changing, or working with another child. Usually the parents of the child who was bitten/hurt are upset and concerned. At the same time the parents of the child who bit/hurt are upset, concerned, and very embarrassed. As adults we need not add to the stress of the situation by yelling at children or staff. These behaviors will not be tolerated. Please remain calm and understand that we are dealing with very young children who do not yet have the social, emotional or language skills to be consciously deliberate and mean. They are simply responding on a very basic level. The less attention we give the biting/aggressive child the quicker the behavior stops.

So, parents please remember we will discipline when the incident happens. It will be necessary for you to talk about it later with your child, but please no punishment. If your child is older we will discuss solutions that are more age-appropriate. You must remember that sometimes the child who is the victim may have hit or violated the other child's personal space. We emphasize working with both children on new behaviors and try to do so without reinforcing negative behavior patterns. The teaching staff may ask the biter child to hold the icy pack in the area where they injured their classmate.

OTHER INFORMATION

Notice to Parents and Community

The MCOE Early Learning Programs refrain from providing religious instruction or worship in its instructional curriculum and or any other program meetings.

Resting Policy

All children will be provided an opportunity to rest in a quiet and calm environment. Quiet activities will be provided to children who choose not to rest. Cribs, cots and all linen used during napping will be cleaned and disinfected.

1. Communication will occur between parents and staff during enrollment as to special techniques which staff can do to help the child rest.
2. Care of Cots
 - a. Cots will be disinfected in a manner that prevents spread of communicable disease and by keeping mats three feet apart.
 - b. Children will not share personal bedding items. Blankets will be labeled with the child's name to ensure bedding is not shared throughout the school year.

- c. Cots will be disinfected weekly in addition to any time that the mat is soiled with bodily fluids or after a child's illness then the mat or crib will be disinfected immediately.
3. Infants and toddlers under 12 months will be placed to sleep on their backs to reduce the risk of SIDS. All infants and toddlers under 2 years will have an Individual Sleeping Plan and will be given the opportunity to sleep without distraction or disturbance from other activities at the center whenever the child desires.
- If an infant arrives at the program asleep, or falls asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in a crib or cot.
 - Infants sleep according to their individual schedule.
 - A standard size crib will be provided for each infant (under 1 year) who is unable to climb out of the crib. The mattress shall be set at the lowest position.
 - Staff should ensure the sides of the crib are up and locked while the infant is in the crib.
 - Sheets will be provided.
 - Please do not bring the following to the center: 1) Large, heavy blankets 2) Pillows or 3) Stuffed animals to place in the crib. Additional information on SIDS will be provided.
 - Infants are only placed in their crib during their sleep time.
 - Infants are placed on their backs in the crib to sleep.
 - After the infants are placed down for sleep, they are allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. Infant's sleep is checked and recorded every 15 minutes.
 - No jewelry allowed.
 - NOTHING is allowed in the crib with a sleeping infant.
 - Infants will be transitioned to a cot between 9 to 12 months of age.
 - All bedding is stored separately and laundered weekly if not more often.
 - Infants will be supervised at all times during rest periods/naps.

Diapering, Toilet Training

For children enrolled in Early Learning, the program will provide diapers while children are at the center. Diapering routines are structured to ensure the safety of and respect for the child.

When children enroll and are not potty trained, parents will be asked to be involved in creating a potty-training plan with the school, and take part in supporting the child's development in the area of potty-training. Parents are advised to bring extra clothes during this period, to avoid the need for a second trip to the school. All clothes should be labeled with the child's name. If the potty-training plan does not seem to be working well for the child, a second meeting will be held to consider changes to the plan.

Emergencies

All classrooms have several staff trained in pediatric first-aid and pediatric cardiopulmonary resuscitation (CPR) techniques and in recognizing the signs of communicable diseases. When a child arrives at school, a staff person will conduct the daily health check to ensure that each child is well and free from symptoms of any illness.

If a child becomes ill or injured at school, the MCOE Early Learning Program staff will call 9-1-1 if necessary, render first aid/(CPR) as appropriate, and call the parent/guardian. If the MCOE Early Learning Program staff is unable to make contact, they will call other names listed on the child's emergency card. The card should be updated as information changes. Parents must be present to add other adults to the emergency card or the sign out sheet, and sign for the changes at the time. The parent or child's representative must pick up the child from school. The MCOE Early Learning Program employees are not allowed to transport ill or injured children at any time. **If treatment is needed, parents will assume all financial responsibilities of any related costs.** This includes cost

associated with services provided by first responders, (i.e. ambulance, fire department, police department, etc.).

It is extremely important that parents notify the Site Supervisor or teacher of any change- in home address, home or work phone numbers, and the phone numbers of other adults who have been chosen to pick up the child in case of an emergency. The center staff must be able to reach parents or emergency contacts at all times.

MCOE Early Learning Program utilizes outside vendors, such as One Call Now, our student information system such as ChildPlus and Learning Genie to communicate information through email, phone calls or text messages. Emergency situations will be communicated to parents through these sources in addition to office phones, letters and emails.

MCOE Early Learning Program will contact parents/legal guardians or emergency contacts via phone, text, or email for program emergency alerts, updates, meeting/events announcements, Healthy Schools Act Notification, and reminders. Standard voice or text rates may apply from your wireless provider.

Field Trips

With parental permission, children will participate in field trips. Field trips are an essential aspect of the Early Learning educational program that enhances the learning experience of the child. Parents will be given advance notification and are encouraged to help supervise children on field trips. Transportation for field trips will be by car, bus, or walking. Parents wishing to participate on a field trip to the Monterey Bay Aquarium will be required to sign a waiver releasing the Monterey Bay Aquarium from any liability. Teaching staff will provide procedures for each parent attending the field trip.

Site Supervisors/Teaching Staff will review the following with parents before field trips:

- Date.
- Location.
- Procedures for certain field trips.
- Participation.
- Safety and Supervision of Children.
- Procedures for lost children or adults.

Teaching staff must take the following items on all field trips:

- Family emergency cards.
- First aid kit.
- Name tags with center names and addresses attached to child's clothing.

Holidays

During the school year, the MCOE Early Learning Program will observe the following holidays: Independence Day; Labor Day; Veteran's Day; Thanksgiving Day and the day after; Christmas Eve; Christmas Day; New Year's Eve and New Year's Day; Martin Luther King Jr. 's Birthday; Lincoln's Birthday; Washington's Birthday; Cesar Chavez Day; Memorial Day, and Juneteenth.

Because of the variety of schedules throughout the program, parents will receive a complete schedule from the center staff. If you have any questions, please contact your child's Site Supervisor or teacher.

Holiday Celebrations

The MCOE Early Learning Program believes that holiday celebrations work best when planned together by teachers, parents, and children and the rules of good practice apply. It is important to

ask, are the activities meaningful to the children? Are their needs and interests being met? Is the activity a valuable use of children's time? Is it developmentally appropriate for those in the group? Why is it important to specific children and families?

Here are some signs of good practice in celebrating holidays:

- Activities are connected to specific children and families in the group.
- Children are encouraged to share feelings and information about the holidays they celebrate.
- Every group represented in the classroom is honored (both children and staff) this does not mean that every holiday of every group must be celebrated.
- Activities demonstrate the fact that not everyone in the same ethnic group celebrates holidays in the same way.
- Curriculums demonstrate respect for everyone's customs.
- Parents and teachers work together to plan strategies for children whose families' beliefs do not permit participation in holiday celebrations.

Focus is on meaningful ways to celebrate holidays without spending money. Families may find certain holidays stressful due to the amount of commercialization and the media pressure to buy gifts.

Birthdays

Children are invited to celebrate their birthdays at the center. Once a month, the MCOE Early Learning Program Central Kitchen includes a birthday cookie as part of the lunch on the monthly menu so birthdays occurring during that month can be celebrated with a small treat. Therefore, the MCOE Early Learning Program does not allow balloons and bakery cakes or other food items into the centers for birthday celebrations. Children are building lifelong habits and we want to support them in making good choices. Teachers can help you with other ideas. The class may sing "Happy Birthday" to the birthday children and may do other activities as appropriate. Please note that this procedure is in place to assure that all of the birthdays are celebrated in the same way.

Parent Bulletin Board

The parent bulletin board provides parents with information regarding center activities and community resources. A bulletin board is located in each center with announcements for you to view and read. Please take the time to review the bulletin board regularly to keep informed of the center happenings and/or announcements. Policy Council minutes, job announcement, parent newsletter, weekly lesson plans, monthly plans, and socialization plans are also available for viewing. For centers that participate in the Child Care Food Program, menus are also posted.

Safety Policy

All the MCOE Early Learning Program activities (including the MCOE Early Learning Program classrooms, field trips, public parks or home visits) are drug, alcohol, and weapon free. ***During all MCOE Early Learning Program activities (including MCOE Early Learning Program instruction, field trips, public parks or home visits) staff, parents, and children are expected to follow all applicable state, county, and city laws; Head Start Performance Standards, and State Licensing regulations.***

Child Safety & Supervision

If your classroom is located on the school campus, please follow school policy for safety. Parents, personnel and visitors must close doors and gates upon entering or leaving the center or classrooms for children's safety.

Treasures & Possessions

Each child has a specially marked "cubby" for jackets, extra clothes, and treasured art projects. Please check your child's cubby each day and take home items placed in the cubby.

Sometimes, children need to bring special toys or “treasures” to school to use as a bridge between home and school. On these occasions we will work with you and your child to make it a positive sharing experience. Toys brought from home may create problems at school. Please encourage your child to leave toys at home to prevent loss, damage, or conflict with other children.

IMPORTANT: Play guns, weapons, and other toys that encourage aggressive play are never welcome in our classrooms. We are trying to build cooperation and care for one another in our centers and these items promote aggression, competition, and hostile feelings. Please leave them at home!

School Dress

Children should dress comfortably and suitably for the weather and classroom play. We ask that children are sent to school in comfortable clothes that do not restrict a child’s movement. Children may get paint, dirt, or grass stains on their clothes. Girls may be more comfortable in long pants rather than dresses. Open-toed shoes are not appropriate for outdoor play. Remember to have your child wear warm clothing during winter months. We recommend that an extra set of clothing (well labeled) including underwear, socks, pants, and shirt be left at the center in case of accidents. **Put your child’s name on all the clothing he/she will wear to the center.**

Photos

To protect the privacy of all children, parents can only take pictures of their own children. Classroom pictures by a photographer will be offered to parents who approve (via permission slip) to participate to ensure the safety and privacy of all children.

End-of-the-Year Activities

At the end of the school year each center will have a child-parent activity day to celebrate the culmination of the child-parent involvement in the MCOE Early Learning Program. This activity day will be a **regular school** day, and only the **parents/legal guardians** can join the Early Learning Program children in the fun. Age appropriate activities for this day will be planned by the center staff in partnership with the parent committee.

Keeping in tune with the program’s philosophy (pg. 4) and the belief that children and families come to the program with unique backgrounds and needs, we are committed to fostering the development, health, safety and well-being of children, therefore, the following rules and guidelines for planning the end-of-the-year activities are as follows:

- Plan simple, engaging, and fun activities for children such as “carnival” stands with parents leading each of the activities.
- Children wear simple every-day school clothes, no caps and gowns will be worn by children that day.
- Remember it should be a memorable and enjoyable day of fun-filled activities for a child to share with his/her parents.
- Children will be served the MCOE Early Learning Program menu for that day. This is to guard the health and safety of many children in the program with mild to severe food allergies. **No food from home will be brought into the centers (no potlucks).**
- Balloons and flowers for children will not be allowed at these activities.
- No one will ask parents for money (even a few dollars) for toys, trophies, food, etc.
- Choose activities from standardized sample programs.

HEAD START AND/OR CALIFORNIA STATE PRESCHOOL PROGRAM

Head Start and California State Preschool Program (CSPP) Extended Day Option

Our program Head Start is in partnership with the California State Preschool to offer extended day preschool in several locations throughout the county. Some of our sites are also CSPP only sites (which means they are not Head Start sites). Families and children will receive the same comprehensive services as the Head Start part day option, in an extended day format, including the California Desired Results comprehensive approach to quality services. The extended day format provides the opportunity for increased outcomes for children and families.

Head Start and General Child Care and Development (CCTR) Option

Application for Services (Title 5, Section 18083)

It is the parent's responsibility to provide all the information and documentation necessary for the agency to determine if the parent meets eligibility and/or need qualifications for the initial certification and recertification. The initial certification is the first time a family applies for the CSPP. Recertification must be completed after the school program year is over (CD9600).

The use of Notice of Action Forms (NOA) (as described in Title 5, Sections 18094 and 18095) is to inform parents of an action being taken.

Please Note: Head Start and CSPP follow California Title 22, Title 5, Education Code, Head State Performance Standards, as well as other applicable Federal and State Regulations.

California State Preschool Program / CCTR Eligibility

At most of our extended day sites, we are required to request additional information from parents that would allow us to determine CSPP eligibility for your family. To receive California state full day, full year, half day preschool program services families enrolling shall meet the eligibility criteria. In addition to meeting eligibility requirements, to be eligible for services the child must live in the State of California while services are being received. If you do not know whether or not your selected site is a CSPP entity, please ask your Site Supervisor.

Eligibility & Need Summary:

1. Child is a Recipient of child protective services
2. Child is being neglected, abused, or exploited, or at risk of neglect, abuse or exploitation
3. Child is undergoing homelessness OR
4. The parents are: (EC 8263[a][1][B])
 - Employed
 - Seeking employment
 - Engaged in vocational training leading directly to a recognized trade, para-profession or profession. Engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate
 - Seeking permanent housing for family stability
 - Incapacitated
5. Site falls under FRLP guidelines. (Refer to Need and FRLP guidance below)

Full-day services shall only be available to the extent to which (5 CCR 18085.5[b]):

1. The parent meets a need criterion that precludes the provision of care and supervision of the family's child for some of the day
2. There is no parent in the family capable of providing care for the family's child during the time services are requested; and
3. Supervision of the family's child is not otherwise being provided by school or another person or entity

4. Families who are eligible for subsidized child care and development services based on income, public assistance, or homelessness must document that each parent in the family, pursuant to 5 CCR 18078(f), meets a need criterion, as specified in EC 8263(a)(2)(B)

Eligibility & Need Summary for CCTR:

1. Child is a recipient of Child Protective Services or At-Risk
2. Income Ranking Order

Within each ranking, prioritize as follows:

- a. Exceptional Needs
- b. Dual Language learner
- c. Entry with earliest wait list

§ 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.

§ 18130.2. Enrollment Priorities for Full-day CSPP

- (a) The first priority for services shall be given to CSPP three- or 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) Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table as published by the SSPI at the time of enrollment.

(2) When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child with exceptional needs as defined in EC section 8208 shall be admitted first.

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

(c) The third priority shall be given to eligible CSPP three-year-old children who shall be enrolled based on the priorities described in subdivision (b)(1) through (3) above.

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

(1) The contractor may, pursuant to EC section 8263(a)(2), enroll CSPP three- and four-year old children from families that meet eligibility criteria without establishing a need for services pursuant to EC Section 8263(a)(1)(B). Within this priority, contractors shall enroll families in income ranking order, lowest to highest, and within income ranking order, enroll four-year-old before three-year-old children.

(2) 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 section 8263(a)(1)(A) and (B). These families shall, to the extent possible, be enrolled in income ranking order, lowest to highest.

§ 18130.3. Eligibility Requirements for Part-day CSPP.

(a) Unless otherwise specified in this subchapter, to be eligible for CSPP part-day services, families shall meet the eligibility requirements described in EC Section 8263(a)(1)(A).

(b) After all otherwise eligible families have been enrolled, a FRPM part-day CSPP site may enroll:

(1) Children from families whose income is no more than 15% above the eligibility income threshold. Children from families enrolled under this exception may not exceed ten percent of the participating CSPP's total contract enrollment.

(2) Children with exceptional needs as defined in EC Section 8208. Children enrolled pursuant to this subsection, shall not count towards the ten percent limitation.

(c) After all children have been enrolled pursuant to the above subdivisions, part-day CSPP sites operating within the attendance boundaries of a qualified FRPM school may enroll CSPP four-year-old children whose families reside within the attendance boundary of a qualified FRPM school without establishing eligibility pursuant to EC Section 8263(a)(1)(A)

§ 18130.4. Eligibility and Need Requirements for Full-day CSPP/CCTR

- (a) Unless otherwise specified, to be eligible for CSPP full-day services, families shall meet the eligibility and need requirements described in EC Section 8263(a) (1) (A) and (B).
- (b) After all children have been enrolled pursuant to the above subdivision, a full-day CSPP contractor may, in accordance with EC Section 8263(a)(2), enroll CSPP three-year old and CSPP four-year old children from families that are eligible for services pursuant to EC Section 8263(a)(1)(A) but do not have a need for services.
- (c) After all children have been enrolled pursuant to the above subdivisions, full-day CSPP sites operating within the attendance boundaries of a qualified FRPM school may enroll CSPP four-year-old children whose families reside within the attendance boundary of a qualified FRPM school without establishing eligibility or need for services pursuant to EC Sections 8263(a)(1)(A) and (B).

§ 18130.5. Initial Certification for Part-day CSPP (FRPM and Non-FRPM).

- (a) In addition to any other laws and regulations applicable to the initial certification process, part-day CSPP contractors shall certify eligibility no more than 120 calendar days prior to the first day of the beginning of the new preschool year.
- (b) A child shall not be enrolled in more than one part-day CSPP session per day.
- (c) Although a family's eligibility is valid for no less than 12 months, families will only receive services through the end of the part-day CSPP program year.

§ 18130.6. Initial Certification and Recertification for Full-day CSPP/ CCTR (FRPM and Non-FRPM)

Full-day CSPP contractors shall complete the initial certification and recertification process in accordance with applicable laws, regulations, or guidance issued by the State Superintendent of Public Instruction (SSPI).

§ 18130.7. Certified Schedule for CSPP Full-day for Families with No Established Need

- (a) The certified schedule for families with no established need who are enrolled pursuant to *EC* 8236.3(a)(4) or *EC* 8263(a)(2) shall be based upon the parent's request and be limited to no more than 10 hours per day and no more than five days per week.
- (b) Families that request services for more than 10 hours per day shall provide documentation to support the established need for additional services pursuant to applicable regulations.

§ 18130.8. Part-Day and Full-Day CSPP FRPM Documentation of Family Residency

- (a) Families enrolling pursuant to EC section 8236.3(a)(4) must provide proof of residency within the attendance boundaries of a qualified FRPM elementary school to be eligible for enrollment in a CSPP FRPM site.
- (b) Acceptable documentation for proof of residency may include the following:
 - (1) Current utility bill
 - (2) Current property tax bill
 - (3) Current rental or lease agreement with Landlord's information
 - (4) Current voter registration
 - (5) Current government agency letter
 - (6) Current employment pay stub; or
 - (7) Any documentation that a contractor reasonably relies upon to prove a family's residency
- (c) Contractors shall include a copy of the proof of residency documentation in the family data file.

§ 18130.13. Verification of CSPP Contractor Site(s) within Qualified FRPM Elementary School Attendance Boundary

The contractor shall verify each CSPP FRPM site is located within the attendance boundaries of a qualified FRPM elementary school by completing and submitting a CSPP FRPM Site Verification form to the CDE.

What to SUBMIT*:

We will need your assistance in providing the following information in order to proceed with meeting CSPP guidelines:

1. Birth Certificates for **ALL** children in the household under 18 years of age.
2. Proof of Income - May use:
 - a. Check Stubs for both parents/guardians equivalent to one month **and/or**
 - b. TANF (Cash Aid), Food Stamps (May request passport to services report from Social Services) **and/or**
 - c. Supplemental Security Income **and/or**
 - d. Foster Care Reimbursement

*Ask center staff if none of the above pertain to you so they can give you other options.

*When there are alternates between the homes of separated or divorced parents/guardians for a student's residence, eligibility, needs, and fees shall be determined separately for each household in which the student is residing during the time Early Childhood Education services are needed.

3. Proof of Address - May use:
 - a. Any of the above if it has an address
 - b. Utility bills
 - c. Statement with parent's name

Once determined and certified as income eligible for services, families remain income eligible until their adjusted monthly income exceeds 85 percent of the most recent SMI, adjusted for family size. Pursuant to EC Section 8263(h)(2), once a family is certified or recertified as income eligible for services, they have an obligation to report increases in income that exceed the 85 percent threshold. After reporting, the contractor must re-determine the family's ongoing eligibility for child care services, including eligibility for other state or federally funded child care programs. Any change in family size, income, marital status, employment status or residence, may be voluntarily reported, decreasing their service need under specific conditions. After reporting, the contractor must re-determine the family's ongoing eligibility for child care services, including eligibility for other state or federally funded child care programs or if changes will be grounds for termination of child care services.

We look forward to receiving the information and to continue to work with you and your child!

To ensure the most successful and productive school year, MCOE Early Learning Program follows certain rules, regulations, and policies. These policies are for the wellness and safety of your child, other children in the program, as well as the teachers.

California State Preschool Program (CSPP/CCTR) Gap in Services

Parents are allowed to request a temporary gap in services during which time attendance will not be reported. For example, if your child is being transferred, but we do not have an opening at your preferred site, you can request a gap in services during the child's certification period (usually the full program term) until the site has an opening. Parents will be notified of CSPP contract changes through the Notice of Action letter.

Parent Appeal Procedures

Notice of Action

Parents/Guardians have the right to appeal the termination as indicated in the back of the Notice of Action (NOA). Whenever an agency makes changes to child care services (for example, by approving or denying services, by changing the approved hours of care, or by terminating services), the agency must notify you by giving you a document called a “Notice of Action” (NOA). The NOA will:

- Tell you what action will be taken, the reasons for the action and the date on which that action will be taken.
- Specify that you have a right to appeal the action on the NOA if you disagree with it, and provide you with instructions for appealing.
- Please keep a copy of your NOA.

What if I disagree with the action on the NOA? You have the right to appeal.

What is the appeal process?

1. Parent is to mail or deliver their local hearing request within 14 days of receipt of this notice to: ERSEA Coordinator
2. Within ten (10) calendar days following the agency’s receipt of the parent’s appeal request, the agency will notify the parent of the time and place of the hearing. A parent, or the authorized representative, is required to attend the hearing. If the parent, or their representative, does not attend the hearing, the parent abandons rights to an appeal, and the action of the agency will be implemented.
3. Within ten (10) calendar days following the hearing, the agency shall mail or deliver to the parent a written decision.
4. If the parent disagrees with the written decision of the agency, the parent has 14 calendar days in which to appeal to the Early Education and Support Division (EESD). Parent’s appeal to the EESD must include the following documents and information: (1) a written statement specifying the reasons the parent believes the agency’s decision was incorrect, (2) a copy of the agency’s decision letter, and (3) a copy of both sides of NOA notice. Phone number to reach CDE’s appeals is 916-322-6233. Parent may either fax an appeal to 916-323-6853, or mail your appeal to the following address:

California Department of Education
Early Education and Support Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

5. Within 30 calendar days after the receipt of the parent’s appeal, the EESD will issue a written decision to the parent and the agency. If appeal is denied, the agency will stop providing child care and development services immediately upon receipt of CDE’s decision letter.

Can I continue to receive services during the appeal process?

Yes. When you submit a request for a local hearing within 14 calendar days of the date the NOA was received, you will continue to receive services in accordance with your last service agreement until the appeal process is completed or abandoned.

Your appeal will be considered abandoned if:

- You do not submit a request for local hearing within 14 calendar days of receiving your NOA; or
- You (or your authorized representative) do not attend the local hearing; or
- You do not submit a timely request for the CDE’s review after the local hearing process has taken place.

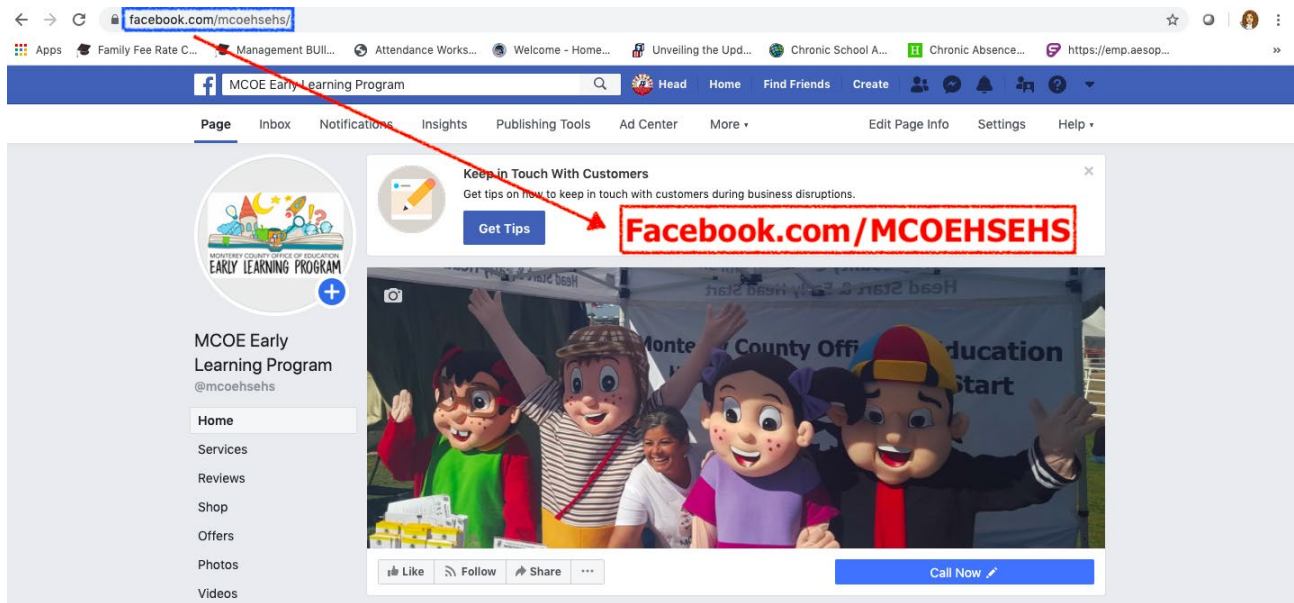
For further information or to ask a question about the appeal process, please contact Monterey County Office of Education Early Learning Program at: 831-755-6490 or 831-755-0350

Thank you

The MCOE Early Learning Program values your support and collaboration. Please let us know if you have questions or comments. Your feedback will help us enhance our services and improve our program. We thank you for working with us to support the needs of your child and look forward to working with you.

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