



Early Childhood Education

***Parent & Family  
Handbook***



California Department of Education Child  
Development Division

Funding provided by:



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## Contact Us

Administrative Services	(916) 566-1709
Adult Education	(916) 566-2785
Board of Trustees	(916) 566-1745
Child Welfare and Attendance/Homeless Education	(916) 566-1615
Communications and Media	(916) 566-1628
Educational Services	(916) 566-1600 ext. 31259
English Learner Services	(916) 566-1600 ext. 33426
Facilities and Maintenance	(916) 566-1600 ext. 36218
Foster Youth	(916) 566-1615
General Information	(916) 566-1600
Human Resources	(916) 566-1736
Nutrition Services	(916) 566-1600 ext. 36277
Preschool and Child Care Programs	(916) 566-1616
Police Services/Campus Safety	(916) 566-2777
School Leadership	(916) 566-1600 ext.31258
Special Education	(916) 566-1617
Student Services	(916) 566-1620
Superintendent	(916) 566-1744
Transportation	(916) 566-3405 ext. 37001

## About this publication

This handbook was created by the Twin Rivers Unified School District (TRUSD) to assist families and students in obtaining information they need for a positive and successful educational experience in our schools. The content is based on policies in place as of May 2018 and is subject to updates.

Additionally, the handbook notifies parents and guardians of their rights and responsibilities under the California Education Code, sections 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451,49472, and 51938 and Chapter 2.3 (commencing with Section 32255) of Part 19 of Division I of Title I. Education Codes referred to in this handbook are available at [www.cde.ca.gov](http://www.cde.ca.gov). or the District office.

If you have a suggestion about information that would be helpful to families, please contact Communications at (916) 566-1628. The annual Student and Family Handbook is available in English, Spanish and Hmong.

## Our Mission

The mission of Twin Rivers Unified School District is to inspire each student to extraordinary achievement every day.

The Early Childhood Education Department is dedicated to inspiring the passion for lifelong learning.

## Our Vision

The Twin Rivers Unified School District vision is an unwavering focus on powerful and engaging learning experiences that prepare for college, career, and life success.

The Early Childhood Education Department provides high quality opportunities for developmentally appropriate learning through partnerships with parents, students, staff and the community to prepare students for college, career and life success.

## Our Core Beliefs

### WE BELIEVE:

1. All students should graduate college and career ready.
2. All students should have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
3. Student engagement is critical to student success.
4. Partnerships with all stakeholders are vital to student success.
5. TRUSD will be fiscally sound and maximize resources for student success.
6. TRUSD will honor diversity and create equity across the district.
7. TRUSD will identify, recruit, retain and develop the best employees.

## Preschools

Babcock, D.W. (P-6)  
2400 Cormorant Way, Sacramento  
(916) 566-3415

Castori, Michael J. (P-6)  
801 South Ave, Sacramento  
(916) 566-3420

Del Paso Heights (P-6)  
590 Morey Ave, Sacramento  
(916) 566-3425

Fairbanks (P-6)  
227 Fairbanks Ave, Sacramento  
(916) 566-3435

F.C. Joyce (P-8)  
6050 Watt Ave, North Highlands  
(916) 566-1880

Garden Valley (P-6)  
3601 Larchwood Dr., Sacramento  
(916) 566-3460

Hagginwood (P-6)  
1418 Palo Verde Ave, Sacramento  
(916) 566-3475

Kohler (P-8)  
4004 Bruce Way, North Highlands  
(916) 566-1850

Madison (P-6)  
5241 Harrison St, North Highlands  
(916) 566-1900

Morey Avenue ECD (P-K)  
155 Morey Ave, Sacramento  
(916) 566-3485

Noralto (P-2)  
477 Las Palmas Ave, Sacramento  
(916) 566-2700

Northwood (P-6)

2630 Taft St, Sacramento  
(916) 566-2705

Oakdale (P-8)  
3708 Myrtle Ave, North Highlands  
(916) 566-1910

Orchard (P-8)  
1040 Q St, Rio Linda  
(916) 566-1930

Pacific Infant/Toddler Center (Birth-3 years)  
6560 Melrose Dr., North Highlands  
(916) 566-2715

Rio Linda Children's Center  
631 L St, Rio Linda  
(916) 566-1910

Sierra View (P-6)  
3638 Bainbridge Dr., North Highlands  
(916) 566-1960

Smythe (P-6)  
2781 Northgate Blvd., Sacramento  
(916) 566- 2740

Strauch, Hazel (P-5)  
3141 Northstead Dr., Sacramento  
(916) 566-2745

Village (P-4)  
6345 Larchmont Dr., North Highlands  
(916) 566-1970

Vineland (P)  
6450 20<sup>th</sup> St, Rio Linda  
(916) 566-1616

Woodlake (P-6)  
700 Southgate, Sacramento  
(916) 566-2755

Woodridge (P-4)  
5950 Revelstok Dr., Sacramento  
(916) 566-1650

## Stay Informed

### Websites

The Early Childhood Department maintains a website which can be accessed through the district website. From the district website you can click the “About” then “Departments” link to find the link to “Early Childhood Education.”

### District and School News

If you would like to stay informed about events and opportunities in our Twin Rivers communities, we encourage you to sign up to receive our electronic newsletter. It is easy to sign up – go to our website at and click on the Related Links/eNews button on the Communications Office page. If you need assistance, call our Communications Department at (916) 566-1628.

### Telephone Calls

Our automated call system allows school administrators to send a phone message out to all families almost instantaneously. These automated telephone calls assist our families by providing pertinent communication, encouraging family involvement, and offering advice in crisis situations. Be sure that your contact information is up-to-date with the preschool teacher so that you can receive telephone messages.

### Board of Trustees

We encourage everyone to attend our school board meetings. They are usually held bi-monthly, Tuesday, 6 p.m. (closed session) 7 p.m. (open session) at the Twin Rivers Unified School District office, 5115 Dudley Boulevard, Bay A, McClellan Park. Please check our website or call (916) 566-1745 to confirm the date, time and location of a meeting.

Agendas are available on our website and at our district office 72 hours before each regular board meeting. If you would like to request an interpreter for a school board meeting, call (916) 566-1600 five business days prior to the meeting.

## Preschool Enrollment

### Overview of Early Childhood Programs

The Twin Rivers Unified School District Early Childhood Education (ECE) Department welcomes all eligible children on a non-discriminatory basis. No child will be excluded on the basis of race, gender, national origin, ancestry, disability or religious affiliation.

To enroll a child in any Early Childhood program, pick up the Enrollment Application packet from the school office or Early Childhood Education Department at the District Office. Typical office hours are from 8:00-4:00 Monday through Friday.

The Twin Rivers Unified School District Early Childhood Education Department operates using three funding sources. These sources guide the enrollment policies and requirements. The three programs include: Head Start, State Preschool (CSPP) or Infant/Toddler & School Age Child Care (CCTR), and First 5 Sacramento. Central office clerical staff will meet with you during your appointment and assist with determining which program best fits your current needs and circumstances.

### Preschool Residency Requirements

To enroll in any Twin Rivers Early Childhood Education (ECE) program, the enrolling child must be a current resident of California as defined by the California Department of Education (CDE) Early Education and Support Division (EESD).

### Transportation

Parents are required to transport to and from the preschool/children’s center classroom each day. No district bus transportation is available.



### Enrollment Procedure

When the enrollment packet is completed call to schedule an appointment. Bring the application packet to the appointment with the items listed in the packet, including the following:

1. Immunization Records which are current for child
2. TB Risk Assessment or Negative TB test for child (within 1 year)
3. Complete physical exam for child (required upon enrollment)
4. Dental exam is required for kindergarten and Head Start upon enrollment.
5. Birth verification for **ALL** children under age 18 in the home.
6. Verification of residency
7. Parent or guardian photo identification
8. Verification of **all income sources** from the most recent past 30 days. Income sources include: wages, unemployment, cash aid, housing support public assistance, disability/Unemployment, Workers Compensation spousal support, child support, survivor benefits, retirement benefits, dividends/interest, rental Income, foster care grant, financial assistance for child, Veterans pension, annuity, lottery winnings, inheritance, student loan living expenses, or insurance settlements.

For specific enrollment policies and the requirements for each program.

### State Part-Day Preschool (CSPP)

State Part Day Preschool programs provide high quality preschool education to children, ages 3-5. Parents must qualify based on their income level. The application process requires written proof of the parents' income within the past 30 days. Using a California Department of Education provided sliding scale, a family fee may be assessed monthly. In addition, there

may be families who qualify because of a special family circumstance or who are referred by Social Services.

Enrollment priority for qualifying families is through the following in the order:

1. Require preschool/child care attendance due to special family circumstances.
2. Child is 4 years old by September 1<sup>st</sup> of the enrolling school year
3. Identified as limited English or non-English speakers, special needs
4. Child is 3 years old by September 1<sup>st</sup>

Please see the attached letter regarding the Twin Rivers Unified School District Early Childhood Education Department Family Fee Procedure in the back of this handbook.

### Sample Part-Day Daily Schedule

(This schedule will vary between sites.)

<u>A.M.</u>	<u>Activity</u>	<u>P.M.</u>
8:00-8:30	Arrival/free exploration	12:00-12:30
8:30-9:00	Circle/calendar/music	12:30-1:00
9:00-9:45	Small group Activity time	1:00-1:45
9:45-10:15	Snack time/nutrition	1:45-2:15
10:15-10:45	Outdoor learning time	2:15-2:45
10:45-11:00	Closing circle/music/story time	2:45-3:00

### State Full-Day Preschool (CSPP)

State Full Day Preschool programs provide high quality preschool and all day childcare to children ages 3-5. Parents must qualify based on their income. The application process requires written proof of the parents' income within the past 30 days and work or school hours. In addition, there may be families who qualify because of a special family circumstance or who are referred by Social Services. Parents are required to notify the ECE central office staff of any changes to income, work or school hours within 5 days. Failure to do so could result in a loss of child care services. Parents will be given notice to update this information annually in order to continue child care/preschool services. If a family no longer qualifies, they will have 14 days to make new child care arrangements.

Enrollment priority for qualifying families is through the following in the order:

1. Require preschool/child care attendance due to special family circumstances.
2. Child is 4 years old by September 1<sup>st</sup> of the enrolling school year
3. Identified as limited English or non-English speakers, special needs
4. Child is 3 years old by September 1<sup>st</sup>

1. Transfer within Sacramento county
2. Family with Current Individualized Family Service Plan (IFSP)
3. Previously enrolled child within 60 day
4. Pregnant with child birth to 12 months with documented family situations
5. Pregnant with child 13 to 36 months with documented family situations
6. Pregnant with child birth to 12 months
7. Pregnant with child 13 to 36 months
8. Pregnant with child who exceeds Federal Income Guidelines

### Rest Period/Naptime

Naptime is provided for children who attend a full day preschool/daycare program. Each child will be assigned their own sterilized cot or mat throughout their attendance. Parents are encouraged to send a blanket for their child's exclusive use, taking it home weekly for washing. In the case of a full day program, children will receive 1.5-2 hours of nap or rest time following the lunch and outdoor play period.

### Head Start Preschool

Morey Avenue Child Development Center enrolls the children who attend Head Start sites in the district, which include Morey, Oakdale, Rio Linda, and Village.

Head Start Preschool programs provide high quality preschool education to children, ages 3-5 years. Parents must qualify based on their income level.

The application process requires written proof of the parents' income within the past 30 days. In addition, there may be families who qualify because of a special family circumstance or who are referred by Social Services.

The Head Start program encourages additional parent participation including: volunteer hours in the classroom each month, attendance at monthly Parent Committee/Policy Committee meetings, and completion of the Family Partnership Profile and Family Partnership Agreement.

Enrollment priority for qualifying families is through the following in the order:

### Parent Pay Program

The ECE department is able to provide a minimum number of parent pay spaces for children in preschool or school age. If parents do not qualify for any of the above programs, the central office clerical staff can determine space availability and direct cost to the parent. Signed admission agreement is required and keeping payment current or services may be disenrolled.

### Infant & Toddler Program (CCTR) & Teen Parents

Pacific Infant/Toddler Center provides year-round services for families and children ages Birth to 36 months. This program is open to Twin Rivers Unified School District students who are also parents, regardless of the teen parent's school of attendance.

This program is also open to community members who are working or going to school (see Preschool Enrollment for State Full-Day Preschool for enrollment requirements). Space is limited.

## Bus Privileges & Guidelines

Transportation services through the Early Childhood Education Department are available **only** for families participating in the Teen Parenting program when parent AND infant/toddler are actively enrolled in District educational programs.

## Information about Learning

### Preschool Calendars

Our Part Day preschool classes typically follow the Twin Rivers school year calendar available online. You may also request a copy from your school office. The classroom teacher will notify families of any differences in scheduling as they arise.

Our Full Day/Full Year preschool classes are on a separate year-round calendar. Please pick this calendar up at your enrollment appointment, or call (916) 566-1616 for a copy.

Occasionally, closures may occur for circumstances beyond our control. Families will be notified of these emergency closures as soon as possible. We understand that families will need to make alternate arrangements, and we appreciate your understanding.

### Learning & Curriculum

Twin Rivers Unified School District has high academic standards and expects all students to work hard to achieve their potential.

The Early Childhood Education Department follows the California Department of Education Preschool Learning Foundations & Frameworks that are now in alignment with Common Core. We use Frog Street curriculum with our youngest students (Birth-3 years old), and Creative Curriculum with our preschool age students (3-5 years old).

In addition, all preschool classrooms use Second Step for social-emotional development, and our three basic rules: Be Safe, Be Kind, & Be Clean.

## Desired Results Developmental Profile (DRDP)

Classroom teachers administer developmental and behavioral screening and formal and informal pre-kindergarten assessments throughout the school year. This tool is called the Desired Results Developmental Profile 2015 (DRDP-2015). A preschool Speech and Language Therapist is available to provide screenings, assessment, and services if deemed necessary. Speak to your child's teacher if you have concerns regarding your child's speech articulation or language processing.

Children in Head Start preschool programs are also screened using Temperament & Atypical Behavior Scale (TABS), the Learning Accomplishment Profile-D (LAP-D), and the Desired Results Developmental (DRDP-2015). Follow-up support is provided to children's whose assessment indicates an area of need.

## Successful Transition to Kindergarten

### Transition for Children Means:

- Continuity with earlier education experience.
- New experiences with other children and adults.
- An increase in self-confidence.
- The child's interests and strengths are identified and documented.

### Transition for Staff Means:

- Increased knowledge of the children and an enhanced ability to meet individual needs.
- Encouraging families to visit the new program.
- Informing parent/guardians of resources which may be available to them.
- Introducing parent/guardians to new situations.
- Making parents/guardians aware of parents' and children's rights.
- Supporting families of children with disabilities.

- Increased parental and community support.

### Activities to Support Transition

Preschool and district staff plans activities that facilitate a smooth transition to kindergarten. In order to help bridge the gap between preschool and kindergarten, preschool staff maintains four conditions that are necessary for successful transitions: appropriate practices, effective communication, preparation of children for transition, and involvement of parents/guardian.

### Effective Communication

Preschool and kindergarten teachers hold meetings and attend trainings together. Preschool teachers share information with the kindergarten teacher to review individual assessment and develop a plan for individual transition support and school success. Preschool program staff shares transition information with parents during home visits and kindergarten orientations.

### Preparation of Children for Transition

Preschool teachers provide transition packets for families. The Kindergarten Transition Packet includes: the child's health services summary, the child's physical record, and assessment tools (such as Kindergarten Entry Assessment, DRDP-2015, and Immunization Record). The elementary school principal visits the preschool classroom at the end of the school year to meet the children moving up to kindergarten. Preschool children and their families are given opportunities for kindergarten class visits.

### Involvement of Parents/Guardians

The family is actively involved in transition planning. Twin Rivers Unified School District offers a series of workshops designed to help parents/guardians help their child get ready for kindergarten. The workshops are held during the year. These workshops are offered at no cost to the family

## Be Connected - Parent Involvement

### Parent Board

Please locate the Parent Board in your child's preschool classroom. Here you will find Community Care Licensing information, classroom news, upcoming community events, and other items of interest for the classroom, school, and community.

Preschool teachers also post the Daily Schedule, weekly lesson plans, as well as plans for the current unit of study.

### Volunteer Opportunities

An extra pair of adult hands in the preschool classroom each day is a tremendous help. Classroom teachers provide a volunteer orientation session at the beginning of each school year. The volunteer may be any adult family member, 18 years or older, available to help (parent, guardian, grandparent, aunt, uncle, adult sibling). Each family participating in a subsidized ECE program is required to volunteer one class session, or an equivalent, each month. Be prepared to learn lots and have fun!

Before you can volunteer or chaperone, you must clear a criminal background check. Please make an appointment for Live Scan services by calling 916-566-1600 ext. 32105.

The following items are required:

- Completed volunteer/chaperone application (must have original signature of principal)
- TB test clearance (can be dated within past 4 years)
- Current California Identification or Driver's License (expired licenses cannot be accepted)
- Social Security Number

You will be fingerprinted so that we can request a criminal background check from the Department of Justice (DOJ) and/or Federal Bureau of Investigation (FBI). Your picture will

also be taken for your volunteer badge. After we receive your background clearance, your badge will be sent to the school where you plan to volunteer. These services are offered at no charge to volunteers/chaperones.

### Parent/Family Advisory Committee (PAC)

The Local control Funding Formula (LCFF) statute recommends that a Parent Advisory Committee (PAC) be established to provide advice to the TRUSD Board of Trustees and the superintendent regarding the district's Local Control Accountability Plan (LCAP)

PAC is comprised of school administrators, School Site Council (SSC) chairs, DELAC elected representatives, English learner point people and/or teachers, and any other interested member vested in TRUSD. PAC must include parents or legal guardians of unduplicated, i.e. low income, English learner, and foster youth, pupils.

### School Site Council (SSC)

All parents are encouraged to attend the School Site Council (SSC) meetings at their site. Please contact your school site to find out the date, time and location of the next SSC meeting.

### Parent/Family Orientation

Twin Rivers Unified School District ECE programs strongly encourage parent involvement in program activities, and offers educational opportunities for families.

An orientation to the program is offered for all enrolling families at the beginning of each school year.

A transition orientation is offered for all families exiting the program to Kindergarten in the coming fall. These orientation sessions are offered at the end of each school year.

### Back to School Night & Open House

Preschool classrooms participate in both Back to School Night and Open house with their school site. Families are welcome to meet faculty and staff and to explore the learning environment.

### Home Visits Conferences

Home visits are an important part of First 5 and Head Start preschool programs. They provide an opportunity to meet individually with parents to discuss the progress of their children, any concerns, family strengths, and needs. In the First 5 programs, the teacher and/or community liaison will visit the home of five of their students. In the Head Start program, all families will receive two visits each year. This visit is designed to build upon the family/school relationship and to explore ways the school community can help children be successful in school.

### Parent/Family Conferences

Regular annual conferences will be scheduled by the teacher in the fall and spring of each school year to discuss your child's progress. During each conference, teachers review your child's progress in the classroom, results of the assessments, your child's strengths, and areas of focus.

In addition to fall and spring conferences, families are welcome to schedule other times to discuss the progress of their children.

### Latino Family Literacy

Many of our school sites offer Latino Family Literacy programs to help you help your child make academic progress. Check with your child's teacher, school secretary, or principal for more information on getting involved in this important parent education opportunity.

## Community-Based Information Events

Twin Rivers Unified School District in partnership with The Effort of North Highlands, Mutual Assistance Network, and/or North Sacramento Family Resource Center sponsors Family Information sessions throughout the school year. A variety of topics are scheduled for each event. The dates, times, and locations are published and posted in the classrooms. Flyers may also be sent home periodically as reminders of upcoming events.

## Parent & Family Involvement

### Birthdays & Other Celebrations

Please make arrangements with your child's teacher at least a week in advance if you plan to bring in a treat for your child's birthday or other special celebration. All snacks are required to be nutritionally sound and within the manufacturer's packaging (prepackaged, store-bought foods). This planning will help us to make this day special for your child.

### End of Year Celebration

We enjoy celebrating the end of your child's time in preschool as he or she prepares to enter Transitional Kindergarten or Kindergarten in August. Teachers choose how best to help their families celebrate. This may include a short performance, or a social gathering for families and students. Any celebration will be developmentally appropriate for your preschooler both in content and in length. Please talk with your child's teacher if you have any questions.

Twin Rivers Unified School District reserves graduation ceremonies to celebrate the successful completion of high school.

### Open Door Policy

The ECE department encourages parents/guardians to be actively involved in the education of their child(ren). We invite you to participate with your child both in the classroom and at home.

## Visiting Campus

All visitors must check in at the office prior to going to the classroom. Our safety policy requires visitor badges to be worn at all times while on campus. Teachers are instructed to keep their doors locked during instructional time. Your visitor's badge is your pass into the classroom.

Our classrooms are "Cell Phone Free Zones." Please turn your cell phones to vibrate and refrain from using them inside the classrooms.

## Field Trips

Field trips require parent permission slips filled out and signed by the parent. The children may go on walking field trips to nearby parks, restaurants, or grocery stores. For safety, and to be in Adult-to-Child ratio compliance with Community Care and Licensing, walking field trips would require participation by all staff and additional parent volunteers.

## Preschool Attendance

### Attendance

**Regular attendance is a requirement of all Early Childhood programs as it sets a positive pattern of success in school and life.** Please assist your child in attending class regularly.

If your child becomes ill, notify the teacher and/or school secretary. All absences need to be verified in writing.

**Children who are absent 5 days or more without notification may be dropped from enrollment.** This policy is to allow another student from our extensive waiting list to access to our valuable program.

Good attendance is an important part of your child's education! In addition, it is important that students arrive at school on time. Tardiness causes your child to miss out on important learning time and is disruptive to other students.

Adherence to your child's start and end times of service is necessary to maintain appropriate Adult-to-Child ratios.

### Signing In & Out Procedures

Parents are required by law to abide by the following regulation:

*California Code Regulation: Title 22, Article 6, Section 101229.1 The person who signs the child in/out shall use his/her full legal signature and shall record the time of day. The Parent or authorized adult will be the one who signs the record. In addition there should be one signature per child.*

An adult, 18 years or older, must sign your child in and out each day and write the time the child is entering and/or leaving the class. The emergency card you completed lists the adults who may take your child from the class. The teachers cannot release your child to any person whose name is not on the card. You may put as many names on the card as you wish.

### Verification of Absences

There are two ways in which you may verify your child's absence:

1. Fill out absence slip stating reason for absence. If absence is due to illness, please state type of illness.
2. Call 916-566-1616 and speak to a clerk.

### Excused Absences

There are only 7 reasons that the State of California will allow a child in the Child Development Program to be absent from the program. These reasons are:

1. Illness of student or parent
2. Best Interest Day for the child
3. The student or parent has a medical or dental appointment.
4. The student goes to a funeral of a close relative (parent, sibling, grandparent)
5. Medical quarantine
6. Court ordered appearance

7. Family emergency, such as an accident involving persons or property of the immediate family, death in the family or natural disasters, i.e. earthquake, floods, snow or fire, car or transportation problems (one time incident, not on-going), etc.

### Unexcused Absences

Families are allowed up to 5 unexcused absences each year, and may be un-enrolled in the ECE program at the event of the 6<sup>th</sup> unexcused absence.

Examples of unexcused absences are:

1. Student /parent overslept
2. No clean clothes
3. Out of town
4. Babysitting problems
5. Weather
6. Transportation problems exceeding 2 days
7. Head lice

### Best Interest Days

The Best Interest Day (BID) is a day of absence in the best interest of the child. BID days may not exceed 10 days per contract year. BID days for the child may include but are not limited to:

1. Family Vacation
2. Time with relatives
3. Special events for the child
4. Cultural or religious celebrations
5. Enrichment opportunities

### Emergency Contact

Every child in the program must have a current emergency card on file in the classroom. In case of an emergency, the parent/guardian or designated person will be contacted. It is very important that the contact information listed on the child's card is kept up to date. If information for anyone listed on the child's emergency contact card changes, please inform the child's teacher and update the child's emergency card immediately.

### Late Pick-up Policy

Prompt arrival to class sets a pattern for future school success. Please assist your child in arriving to class at the scheduled time. Prompt pick up of children at the end of each session teaches children to set good habits. Please pick up your children at the scheduled time.

A late pick-up is considered to be 1 minute after the child's scheduled class or service time has ended. If necessary the following procedure will be used for children who are not picked up on time:

For all programs:

- The first time a parent/guardian is late; he/she is given a reminder of the Late Pick-Up Policy and copy of the Late Pick-Up notice.
- The second time a parent/guardian is late; he/she is required to attend a Parent/Teacher conference and receive a second Late Pick-Up notice.
- The third time a parent/guardian is late a formal letter is sent to the family to inform them their child will be dropped from the program.

For Full-day/Full-year program, each time a child is picked up **after the center's closing time**:

- \$ 5.00 starting at 5:01 – 5:05 pm
- \$ 1.00 per minute late from 5:06 and each minute thereafter

**To be paid immediately to the staff member in charge.**

**Note: If your child is not picked up within 30 minutes of the program's ending time, and we have had no success in reaching you or your emergency contacts, Twin Rivers Police Department will be called to pick up your child and possibly transport to Child Protective Services.**

### When to Keep Your Child Home

Illness prevents children from participating comfortably in classroom activities. At times,

illness results in a great care need that the school staff cannot provide. For the welfare of all children enrolled in preschool classes, parents/guardians should follow recommended guidelines of when to keep their child at home. When a contagious disease has occurred in the classroom, teachers will notify the parents/guardians.

A child should stay home when he/she has any of the following conditions or signs of possible severe illness:

- Fever temperature equal to or greater than 101\* F
- Unusual lethargy, extreme tiredness
- Unusual irritability
- Persistent crying
- Difficulty breathing
- Diarrhea
- Vomiting
- Mouth sores associated with an inability to control saliva until diagnosed by a doctor
- Rash with fever or behavior change until diagnosed by a doctor
- A contagious or infectious disease such as pink eye, ringworm, impetigo, chicken pox, or strep throat.

### When to Send Your Child Back to School

After an illness, parents should speak to classroom teachers and make arrangements for the child's re-entry into the preschool program.

A child may return to school when:

- The child is "symptom free" for 24 hours
- Both parents and teachers agree that significant improvement in the child's overall health has been made;
- The child's doctor determines re-entry is safe for the child, classmates, and staff.



## Health & Safety

### Student Health Requirements

A Tuberculosis screening (TB Risk Assessment or TB Skin Test) is required within one year of start date for childcare and all preschool programs.

### Physical Examination

All children entering an Early Childhood Education program must have a copy of a health physical on file. The physical must be within 12 months of your child starting school and renewed annually for preschool. If your child needs an update on his/her immunizations, the physical may be at the same time.

### Immunizations

Sacramento County Health Department is enforcing through school personnel the “No Immunizations, No Registration Policy.” Immunizations must be up-to-date at the time of registration for all Early Childhood Education programs.

#### Minimum Requirements:

POLIO	<b>PreK</b> - 3 doses at any age
DPT	<b>PreK</b> - 4 doses at any age
MMR (Measles, Rubella, Mumps)	<b>PreK</b> - 1 dose on or after the first birthday
Hepatitis B	<b>PreK</b> - 3 doses
Hib	<b>PreK</b> – 1 dose
Varicella (Chicken pox)	<b>PreK</b> - at least one dose or documentation of disease

You may receive necessary immunizations and physicals from your physician or health provider. Immunizations may be obtained from the County Immunization Clinics. A schedule of these clinics can be obtained at your school site.

Please bring your child’s yellow immunization card, birth verification, and physical form to your enrollment appointment.

### Nutrition

Twin Rivers Unified School District Nutritional Services Department serves the school meals and snacks offered to preschool and school-age students. All meals and snacks meet the federal nutrition requirements for the students. Children enrolled in part-day preschool sessions receive an appropriate meal. Those in a full-day program receive breakfast, lunch and a snack. Children enrolled in part day Head Start programs will receive at least one meal and one snack. Breakfast, lunch and snacks must be eaten on the school campus and may not leave the classroom.

Parents/guardians wanting to help with nutrition projects should discuss their ideas with their child’s teacher. Pre-packaged, store-bought foods may be brought to class for cooking experiences or program events.

### Food Allergies & Dietary Considerations

Alternative meals are served to preschool and school-age children who have identified and documented food restrictions for health reasons. When a child has a food restriction, the parent/guardian must indicate the child’s special dietary needs on the Child’s Health Record form at the time of registration. Parents/guardians with children requiring food substitutions for medical reasons (food allergy, chronic disease, or disability) must have the “Medical Statement to Request Special Meals” form completed by the child’s medical care provider and signed by a physician. This form can be located on the Twin Rivers Unified School District website or the school secretary.

Parents/guardians return completed food substitution forms to the preschool teacher or the school secretary at their child’s school site. The forms are distributed to Nutritional Services and the classroom teacher. The names and dietary

needs of children with identified and documented food restrictions/preferences are posted in the classroom near the food preparation area so that all staff can refer to the list when offering food to children at meal or snack time.

### Vision, Hearing & Dental Screening

The ECE department provides vision, hearing, and dental screenings, free of charge, to preschool age students during the regular school year. These screenings may be conducted by qualified District health staff or by one of our many community partners. Once screened, children requiring additional screening or services will receive a referral.

### Student Medication

The District recognizes that a child may need medication during school hours. Medication (either prescription or over-the-counter) can only be administered after the required forms have been completed and filed with preschool office staff. Parent/guardians may request the Administration of Medication for Pupils form from the child's preschool teacher or school secretary. The policy includes an authorization form that must be completed by the parent/guardian and the child's doctor.

Once the request form has been properly completed by both the parent/guardian and the doctor the parents/guardians give the written request and medication to the preschool teacher. The medication must be in the original container and clearly labeled with the child's name. The preschool teacher will place the medicine in an envelope labeled with the child's name and instructions for administering the medication. All medications are placed in a locked container and refrigerated if necessary. Preschool/Children's Center staff will dispense and record all medications given.

### Head Lice

Head lice (pediculosis) infection is an on-going problem in a community of children. Lice are tiny bugs that live on the hair or scalp. Lice are highly communicable and difficult to prevent.

They are transmitted through direct contact with a person or object (such as a comb, hairbrush, hat, upholstered furniture, and bedding) that has been infected.

If you suspect someone in your household has been in contact with head lice, every member of the household should be checked. Lice can be detected early and controlled if treated. Lice will continue to multiply unless the environment is free from lice and their eggs. Ask preschool staff for specific information about how to identify lice.

Absences due to head lice are considered unexcused. To assist in the prevention and control of head lice, the parent/guardian will be notified if live bugs are found on a child. Please treat your child as soon as possible once notified.

See your school nurse or secretary for a checklist that will help you get rid of lice (pediculosis).

## Emergency Procedures

### Earthquake, Fire, and Intruder Alert Drills

- Earthquake/duck and cover drills and Intruder Alert drills are held three times a year.
- Fire drills are practiced monthly for student safety awareness and per Fire Marshall's requirements.
- Each school site has comprehensive emergency procedures plan located in the school office.

## Behavior, Citizenship & Discipline

### Classroom Management

The Early Childhood Education Department programs focus on three overarching rules: Be Safe, Be Kind, & Be Clean.

In addition, all preschool classrooms use Second Step for social-emotional development.

Staff Members are required to provide all children with a safe, healthy and comfortable learning environment. Constructive methods for maintaining group discipline and handling individual behaviors are always employed. Preschool staff encourages children to use their words to express their feelings (for example, "I'm Mad," "I don't like..." "You're hurting my feelings") instead of hitting, biting or using other unacceptable forms of expression. If children forget to use words to express their feelings, they are reminded and redirected to practice more positive actions. Preschool staff strives to help children develop self-control and self-regulation. Expectations for all children are clearly explained to children and to parent/guardians. Corporal punishment, humiliation or frightening techniques will not be used.

### Volunteer Policy

Before you can volunteer or chaperone, you must clear a criminal background check. Please make an appointment for Live Scan services by calling 916-566-1600 ext. 32105.

The following items are required:

- Completed volunteer/chaperone application (must have original signature of principal)
- TB test clearance (can be dated within past 4 years)
- Current California Identification or Driver's License (expired licenses cannot be accepted)
- Social Security Number

You will be fingerprinted so that we can request a criminal background check from the

Department of Justice (DOJ) and/or Federal Bureau of Investigation (FBI). Your picture will also be taken for your volunteer badge. After we receive your background clearance, your badge will be sent to the school where you plan to volunteer. These services are offered at no charge to volunteers/chaperones.

### Dress Code Guidelines

Durable, washable clothing free from complicated waist fasteners is best for a child at school. Sturdy shoes are also appropriate; tennis or athletic shoes are most desirable. Flip-flops/thongs, slip on shoes, and any open toed sandal are dangerous when playing outdoors. Shirts that are too small, too dressy to get messy, or printed with controversial logos distract the children from their primary purpose of attending school, to play hard and learn to be a successful student. Please label all outer clothing: coats, jackets, caps, mittens, boots, etc.

Please note that some schools may require uniforms.

### Tobacco, Alcohol, & Drug Use

All TRUSD campuses, parking lots, and extensions are Tobacco, Alcohol, and Drug Free zones.

### Police Department

The Twin Rivers Unified School District Police Department is responsible for providing police services to students, staff and facilities within Twin Rivers Unified School District.

The Twin Rivers police communications center can be reached 24 hours a day, 7 days a week, at (916) 566-277

## Financial Liability

Twin Rivers Unified School District is not responsible for personal property. Parents or guardians will be liable for all property belonging to the district that is loaned to the minor student and not returned. (Civil Code 49510, Ed. Code 48904)

## Student Services

### Confidentiality & Student Privacy

All enrollment and student records are kept confidential and are only viewed by the nurse and other school or district personnel. No other persons may have access to these files unless specified by the parent/guardian.

### Facility Inspection

The Department of Social Services (Department) may inspect the childcare facility as authorized in licensing regulations section 101200. The Department has the authority to interview children or staff and to inspect childcare center records without prior consent. The Preschool/Children's Center shall make provisions for private interviews with any child or staff member, and for the examination of all records relating to the operation of the child care center. The Department has the authority to observe the physical condition of the child, including conditions that could indicate abuse, neglect or inappropriate placement.

### Disenrollment from Services Policy

The Early Childhood Education Department reserves the right to disenroll the family from services for unsatisfactory conduct, or for educational or medical concerns, which are beyond the expertise of the staff.

The Early Childhood Education Department reserves the right to make a determination as to whether or not our environment is a successful environment for each individual child and their needs.

In addition, the Early Childhood Education Department reserves the right to dismiss a child if the conduct or the demands of the Parent/Guardian are deemed by the staff to be unreasonable, disruptive, burdensome or otherwise conflict with the staff's ability to provide services to their students.

There will be at least one parent-teacher conference prior to dismissal except in cases when health and safety of a child is in danger.

1. No disenrollment will result based on the Parent's/Guardian's exercise of a right to inspect the facility or lodge a complaint with the licensing agency pursuant to Health & Safety Code § 1596.857, or any right provided in Title 22 of the California Code of Regulations § 101218.1.

Families may be disenrolled from services for reasons including, but not limited to the following:

1. Late Pick-up of Children  
Any family who has received three "late pickup" notices within any given fiscal year shall be subject to disenrollment from services.
2. Excessive Absences  
Children who are absent 5 days or more without notification may have services discontinued at the discretion of the Coordinator of Early Childhood Education.
3. Unacceptable Behavior  
Any child enrolled in an Early Childhood Education who chronically exhibits unacceptable behavior shall be subject to disenrollment from services as determined by the Coordinator of Early Childhood Education. Parent conferences, Behavior Plans, and Student Support Team meetings could occur prior to disenrollment from services.
4. Provide Accurate Information  
Any family who fails to provide accurate initial or on-going information shall be responsible for payment of childcare or preschool services and subject to disenrollment from program

5. Overall Safety of our Program

Any person who disrupts a Childcare or Preschool Program learning environment shall be subject to disenrollment of services. Such instances may include, but are not limited to the following:

- Unlawfully fights or challenges another person within any building or upon the grounds of a Childcare or State Preschool Program.
- Maliciously and willfully disturbs another parent, staff member or student by loud and unreasonable noise.
- Uses offensive words, which are inherently likely to provoke an immediate negative reaction.

The Early Childhood Education Department staff may determine disenrollment from Early Childhood Education program with final authorization from the Coordinator of Early Childhood Education.

**Non-Discrimination Statement**

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on sex, sexual orientation, gender, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities. Complaints alleging noncompliance with this policy should be directed to your school principal. Appeals may be made to the Administrative Services and Community Relations Division at (916) 566-1784.

**Special Education Services**

Parents have the right to refer their children for special education services. Special education staff and teachers, nurses, psychologists, speech and language specialists, resource specialists, and child welfare and attendance coordinator

provide many resources that give students extra help. A parent/guardian who has reason to believe that their child has a disability which requires special services or accommodations should bring this to the attention of the child's teacher or central office personnel. A student study team meeting will be convened to determine accommodations, assessment, and/or placement needs. A variety of special education services are provided by the Twin Rivers School District for students who qualify for these programs.

For assistance from the Special Education Department call 566-1600 \*64951.

**504 Accommodation Plans**

Students diagnosed with a disability that is affecting a major life function may qualify for accommodations under Section 504 of the Rehabilitation Act of 1973. This process is coordinated through each site's Student Success Team. A parent, teacher or school staff member may request a meeting to discuss the student's needs and develop an intervention plan.

**Children with Special Needs**

Children with special needs can often learn successfully with other children in a regular educational setting with support services. Children with special needs are included in SETA Head Start classrooms. These children and their families are eligible to receive the full range of the program services. See our school list for locations of Head Start programs in your area or call us at (916) 566-1616.

**Religious Statement**

This program complies with the state prohibition of religious instruction or worship. The Twin Rivers Unified School District refrains from any and all religious instruction.

### Formal Complaint Process (Uniform Complaint)

Our district is responsible for complying with applicable state and federal laws and regulations governing educational programs. We will investigate all complaints alleging failure to comply with such laws and/or alleging discrimination and seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

Employees, students, parents, guardians, or other interested parties wishing to file a complaint or seeking more information on this topic should contact the Administrative Services and Community Relations Division at 916/566-1774.

When addressing complaints, Twin Rivers will follow uniform complaint procedures, which include:

- The investigation will be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension to the timeline.
- An unlawful discriminate complaint must be filed not later than six months from the date of the alleged discrimination incident, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.
- The complainant has a right to appeal the district decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the district decision.
- The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district decision.

The Administrative Services and Community Relations Division for the district will provide information about available civil law remedies and photo identification may be requested and copied.

under State or Federal discrimination laws if applicable. Division staff will also provide information about the appeal process, including the complainant's right to take the complaint directly to the CDE or to pursue remedies before civil courts or other public agencies. (Ed. Code 262.3) Questions about complaint procedures should be directed to the Administrative Services and Community Relations Division at (916) 566-1774.

### Materials and Facilities Concerns (Williams Complaint)

We strive to provide the best possible educational environment for each student. However, if you have a concern about your child's educational environment that has not been addressed, we have a procedure in place to investigate and resolve complaints of deficiencies in instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or mis-assignment.

A notice is posted in every district classroom advising parents/guardians of the right to file this complaint. Complaint forms are available in the principal's office and at our district office (Ed. Code 35186)

The services of a translator will be made available upon request.

### Child Custody & Court Orders

To assist the staff in responding appropriately, please have copies of custody agreements or restraining orders on file in the school office and with teachers. Schools honor child custody decisions made by the courts. Administrators and staff cannot modify a judge's ruling regarding the custody of a child. Preschool staff members will release children only to the custodial parent/guardian. The parent/guardian must give explicit authorization for the release of their child to another designated individual

### Code of Conduct

All staff, parents, guardians, family members, and volunteers must abide by the following established code of conduct. Principles of the code include, but are not limited to:

1. Respect and promote the unique identities of all children, families, and adults, and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability or sexual orientation;
2. Follow program confidentiality policies concerning information about children, families, and other staff;
3. Provide safe environments for all children and ensure they are supervised by qualified staff at all times and not left alone while in the care of Twin Rivers Unified School District Head Start/Early Head Start/State Preschool;
4. Use positive methods of child guidance. The following is prohibited: engaging in corporal punishment, emotional abuse, physical abuse or humiliation; using methods of discipline that involve isolation without adult supervision, the use of food as punishment or regard; and/or the denial of basic needs

## Appendix

### Web Addresses

Twin Rivers Unified School District <http://www.twinriversusd.org>

Twin Rivers Unified School District Early Childhood Education

<http://www.twinriversusd.org/Academics/Early-Childhood-Education/index.html>

California Code of Regulation <https://www.cdss.ca.gov/Portals/9/Regs/5cccman.pdf?ver=2017-02-28-163427-113>

California Department of Education Early Education and Support Division <https://www.cde.ca.gov/re/di/or/cdd.asp>

California Department of Education <https://www.cde.ca.gov>

California Department of Health Immunizations <http://www.dhs.saccounty.net/PUB/Pages/Immunization-Assistance-Program/Immunization-Assistance-Program-%28IAP%29.aspx>

First 5 California [www.ccfc.ca.gov](http://www.ccfc.ca.gov)

First 5 Sacramento [www.first5sacramento.net](http://www.first5sacramento.net)

Office of Head Start <https://www.acf.hhs.gov/ohs>

### Helpful Forms

20 Facts About Child Abuse and Neglect

Adult Code of Conduct

Board Policy

Parent Appeal Information Pamphlet

Parent & Family Handbook Acknowledgment form



13. Fathers who connect with their children form strong family bonds.
14. Parents can learn ways to calm a crying baby and manage feelings of frustration when a baby is inconsolable.
15. Parents can investigate child care provider for any history of abusing children. Use Trustline to check out child care providers 800-822-8490.
16. Parents can ask for help when depressed or stressed by life's challenges.
17. Parents learning about child safety in the home can prevent accidents and increase awareness of the environment.
18. Parents can use community services such as respite care and home visiting services to strengthen parental resilience when times are tough.
19. Communities can support families by providing free or low-cost activities that encourage parent/child interactions.
20. Community networks collaborating with each other facilitate ease of referrals and obtaining services for families.



**STATE OF CALIFORNIA**

**HEALTH AND HUMAN SERVICES AGENCY**

**DEPARTMENT OF SOCIAL SERVICES**



**Office of Child Abuse Prevention**

Pub 411 (8/11)



**20 FACTS  
ABOUT  
CHILD ABUSE  
AND NEGLECT**

1. Child abuse or neglect is a crime.
2. The California Child Abuse and Neglect Reporting Law (Penal Code sections 11164-11174.3) may be accessed on the internet at [www.leginfo.ca.gov](http://www.leginfo.ca.gov).
3. Child abuse and neglect affect children of all ages, races, and incomes.
4. Instances of suspected abuse or neglect should be reported to Child Protective Services (CPS) or police.
5. A listing of California's Hotline Numbers for child abuse reporting for each county may be found at [www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf](http://www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf)
6. Parents abusing drugs or alcohol are at higher risk of abusing or neglecting their children.
7. Exposure to domestic violence negatively impacts children. Evidence shows a strong connection between domestic violence and child abuse.



8. Children under two years of age are at greater risk of abuse or neglect.

9. Prematurity is a risk factor for child abuse or neglect.

10. Abusive head trauma or shaken baby syndrome often occurs when an adult shakes a child because of inconsolable crying.

11. Children with disabilities are more likely to be abused or neglected than children with no disabilities.

12. Neglected or sexually abused children may not show physical signs of harm.

13. Children in poverty suffer neglect and abuse 22 times more than children in affluent families.

14. It is against the law to knowingly make a false report of child abuse or neglect.

15. Reporting child abuse or neglect only requires "reasonable suspicion" and does not automatically mean the child will be removed from the home.

16. Only Child Protective Services or a law enforcement agency may conduct an investigation into suspected abuse or neglect.

17. In California, mandated reporters are required to report child abuse and neglect. Mandated reporters are those who come into contact with children through their employment and may receive training at [mandatedreporter.ca.com](http://mandatedreporter.ca.com).

18. Once investigated, reports of suspected child abuse are categorized as substantiated, unfounded or inconclusive (insufficient evidence).

19. Substantiated and inconclusive reports of child abuse or neglect are filed in the California Department of Justice Child Abuse Central Index (CACI) database.

20. Unfounded reports are purged from the CACI database.

## 20 WAYS OF PREVENTING CHILD ABUSE AND NEGLECT

1. The Child Help USA Hotline offers 24-hour crisis telephone assistance for individuals under stress. Telephone counseling is available in 140 languages 800-422-4453.

2. Organizations such as Parents Anonymous offer self-help groups for parents seeking support and positive parent strategies at [www.parentsanonymous.org](http://www.parentsanonymous.org).

3. Child Abuse Prevention Councils or Family Resource Centers have resources available locally to help families. [www.capsac.org/crisisnumbers/ca-councils](http://www.capsac.org/crisisnumbers/ca-councils) or [222.familyresourcescenters.net](http://222.familyresourcescenters.net)

4. Parents who ask for help in getting housing, food, transportation, and/or health care protect their families from stress.

5. Being connected to family and friends by sharing celebrations and day-to-day problems makes families stronger.

6. Families who use a family physician and healthcare provider, also known as a medical home, promote good health and children are screened for normal developmental milestones on an ongoing basis.

7. Parents who encourage, listen, and accept expression of emotions help their child to develop healthy self-esteem about themselves and in relation to others.

8. Parents who learn about and practice safe nonviolent forms of child discipline become positive role models for their children.

9. Learning what is normal with their child's development helps parents accept their child as they are and decreases frustration from unrealistic expectations.

10. Parents that utilize recovery programs for alcohol or drug abuse learn to stay clean and stay connected with others.

11. Parent education classes teach parents the benefits of bonding, understanding, and accepting their children's personalities.

12. High quality preschools teach children social skills and build self-esteem.



## HEAD START / EARLY HEAD START / STATE PRESCHOOL

### Adult Code of Conduct

#### Policy:

It is Twin Rivers Unified School District's (TRUSD) Head Start/Early Head Start/State Preschool policy to ensure the business of the program is conducted in accordance with the highest ethical standards. The underlying principles of these standards are based on courtesy, moral standards, and the law. These principles ensure the continued success and growth of the program and services provided by TRUSD Head Start/Early Head Start/State Preschool. TRUSD's goal is to ensure that all Head Start/Early Head Start/State Preschool functions and classrooms are safe, both physically and emotionally, for children and adults. All TRUSD Head Start/Early Head Start/State Preschool classrooms instill three basic principles for children:

1. **Be Kind**
2. **Be Safe**
3. **Be Clean**

These principles equally extend to each adult (parent, guardian, family member, volunteer and staff) involved in the child's TRUSD Head Start/Early Head Start/State Preschool experience.

#### Code of Conduct:

All staff, parents, guardians, family members, and volunteers must abide by the following established code of conduct. Principles of the code include, but are not limited to:

1. Respect and promote the unique identities of all children, families, and adults, and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability or sexual orientation;
2. Follow program confidentiality policies concerning information about children, families, and other staff;
3. Provide safe environments for all children and ensure they are supervised by qualified staff at all times and not left alone while in the care of TRUSD Head Start/Early Head Start/State Preschool;
4. Use positive methods of child guidance. The following is prohibited: engaging in corporal punishment, emotional abuse, physical abuse or humiliation; using methods of discipline that involve isolation without adult supervision, the use of food as punishment or regard; and/or the denial of basic needs.

#### Expectations:

The **Parent/Volunteer Code of Conduct** will include, but not be limited to, the following items:

- **Parents or family members will address misbehaviors of their own children attending a Head Start/Early Head Start/State Preschool function or classroom in a positive manner.** No physical or verbal punishment or belittling of children is allowed at a Head Start/Early Head Start/State Preschool function or in a classroom; this includes, but is not limited to striking your child in any way or cursing at your child.
- **Parents or family members will direct all concerns regarding children at a Head Start/Early Head Start/State Preschool function or in a classroom to Head Start staff immediately.** It is never appropriate for a parent or family member to discipline another child at a school function or in a classroom. It is not the intent of this standard to stop a parent or family member from helping a child who is in immediate danger, but to use common sense in a situation where a child may be at risk of being harmed or who may be harming others.

- **Parents or family members will treat Head Start/Early Head Start/State Preschool staff members with respect, and follow agency policy regarding disagreement or concerns.** It is never appropriate for a parent or family member to threaten, disrespect or confront a staff member in any way, or speak of incidents that occurred at the center in front of others. If the parent or family member has an issue or concern regarding incidents that occurred at school, they should contact the Director/Principal to resolve the issue. Confidentiality will be maintained in all discussions involving children, parents, volunteers, and staff members.
- **If a parent or family member has a disagreement or problem with another parent or family member at a Head Start/Early Head Start/State Preschool function or in a classroom that problem will be addressed with respect following program protocol.** It is never appropriate for a parent or family member to disrespect or threaten another parent or family member at a school function or in a classroom. This also includes inappropriate or negative remarks, body language, visible animosity or hostile eye contact.
- **When in the presence of children at a Head Start/Early Head Start/State Preschool function or classroom, parents or family members will use language appropriate for young children to hear.** Cursing or swearing or use of inappropriate language is not allowed. Speaking negatively in front of your child, other children, parents or community members about staff or enrolled families is inappropriate and impacts the emotional well-being of all involved and negatively impacts the program.
- **To ensure the safety and health of all children, all safety rules, including but not limited to, will be enforced:**
  - a. According to California law, all children will be placed in appropriate vehicle restraints at all times.
  - b. Children will not be left unattended in a vehicle.
  - c. Parents who appear to be impaired by an illegal substance, drugs or alcohol will not be permitted to pick up their children. Should staff suspect an adult is impaired, he/she will assist the adult to find alternative transportation. Staff will contact 911 immediately if the adult insists on picking up their child while under the influence of alcohol.
- If a situation occurs that places staff, children, parents or family members at harm, TRUSD Head Start/Early Head Start/State Preschool **reserves the right to ask the parent/family member to leave the school function/event, center, classroom or in some cases, the program. In the event that the parent/family member refuses to leave, the appropriate authorities may be called. TRUSD Head Start/Early Head Start/State Preschool may also reevaluate the enrollment status of a family to participate in the program.**

I have read, understand, and pledge to abide by the TRUSD Head Start/Early Head Start/State Preschool **Adult Code of Conduct.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date



**Board of Trustees**

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*Steve Martinez, Ed.D.*

*To inspire each student to  
extraordinary achievement  
every day*

Dear Twin Rivers Unified School District (TRUSD) Parents/Guardians:

We take great pride in working alongside our families and community. One way for us to support you as parents/guardians, is to ask you about the best ways to engage you in your child's education.

Studies show that when parents/guardians are engaged in their children's education, children earn higher grades, attend school more regularly, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll and attend higher education institutions than students with less engaged parents/guardians.

We invite you to review the attached Parent and Family Engagement Board Policy and provide us with your thoughts and ideas about it. You are welcome to phone us at (916) 566-1600 ext. 33508 or email us at [yolanda.falkenberg@twinriversusd.org](mailto:yolanda.falkenberg@twinriversusd.org).

We look forward to creating a positive and lasting relationship with you that will help your child be successful in high school and beyond.

In partnership,

The TRUSD Parent & Community Engagement Team (FACE)

Estimados padres/tutores legales del Distrito Escolar Unificado de Twin Rivers (TRUSD):

Estamos muy orgullosos de trabajar junto a nuestras familias y comunidad. Una forma de que lo apoyemos como padres/tutores legales, es preguntarle sobre la mejor manera de involucrarlo en la educación de su hijo.

Los estudios demuestran que cuando los padres/tutores legales participan en la educación de sus hijos, los niños obtienen mejores calificaciones, asisten a la escuela más regularmente, demuestran actitudes y comportamientos más positivos, se gradúan de la preparatoria a tasas más altas y tienen más probabilidades de inscribirse y asistir a instituciones de educación superior que los estudiantes con padres/tutores menos involucrados.

Lo invitamos a revisar la adjunta Política de la Junta Directiva de Participación de Padres y Familia y proporcionarnos sus opiniones e ideas sobre la política. Le invitamos a llamarnos al (916) 566-1600 ext. 33508 o envíenos un correo electrónico a: [yolanda.falkenberg@twinriversusd.org](mailto:yolanda.falkenberg@twinriversusd.org).

Esperamos crear una relación positiva y duradera con usted que ayudará a su hijo a tener éxito en la escuela secundaria y más allá.

En colaboración,

El equipo de Participación Familiar y Comunitaria (FACE) de TRUSD.

**Parent Involvement**

The Board of Trustees recognize that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 – School Plans/Site Councils) (cf. 1220 - Citizen Advisory Committees)  
(cf. 1230 – School Connected Organizations) (cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 Accountability) Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

#### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

#### Legal Reference:

##### EDUCATION CODE

11500-11506 Programs to encourage parent involvement 48985 Notices in languages other than English  
 51101 Parent rights and responsibilities  
 52060-52077 Local control and accountability plan  
 54444.1-54444.2 Parent advisory councils, services to migrant children 56190-56194  
 Community advisory committee, special education 64001 Single plan for student achievement

##### LABOR CODE

230.8 Time off to visit child's school  
 CODE OF REGULATIONS, TITLE 518275 Child care and development programs, parent involvement and education UNITED STATES CODE, TITLE 20  
 6311 State plan  
 6312 Local educational agency plan 6314 Schoolwide programs  
 6318 Parent and family engagement  
 6631 Teacher and school leader incentive program, purposes and definitions

##### CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services  
 35.160 Communications Management Resources:

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy  
 Family Engagement Framework: A Tool for California School Districts, 2014

##### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004 WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/l/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education:

<http://www.ncpie.org> National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net> Parents as Teachers National Center:

<http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov> Policy TWIN RIVERS UNIFIED SCHOOL DISTRICT

adopted: September 2, 2008 McClellan, California

revised: April 10, 2018







For further information or to ask a question about the appeal process, please contact your child care agency at:

Twin Rivers Unified School District  
Early Childhood Education  
5115 Dudley Blvd, Bay C  
(916) 566-1616

**Your request to the CDE must include the following information:**

- A copy of both sides of the original NOA with which you disagree;
- A copy of the written decision letter from the local hearing; and
- A statement (e.g., letter) explaining why you disagree with the local hearing officer's decision.

You may mail, fax or deliver your request to:

California Department of Education  
Early Education and Support Division  
Attn: Appeals Coordinator  
1430 N Street, Suite 3410  
Sacramento, CA 95814  
Phone: 916-322-6233  
Fax: 916-323-6853

**What happens during the CDE review?**

If the CDE receives your request within 14 calendar days of the date on the local agency's decision letter, the CDE will:

- Review the information provided.
- Contact you and/or the agency which issued your NOA if necessary.

The CDE has up to 30 calendar days to make a decision and mail a final decision letter to you and to the agency which issued your NOA.

**What happens next?**

- If the CDE grants your appeal, the decision letter will include direction to the agency regarding continued services.
- If the CDE denies your appeal, the action on the NOA will become effective.

The CDE's decision is the final administrative decision and agencies must follow the CDE's decision.

## Parent Appeal Information Pamphlet

California Department of Education  
March 2014

Based on:  
California Code of Regulations,  
Title 5, Section 18118 Et Seq.

This flyer is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this flyer that is not supported by a specific statutory or regulatory requirement is not prescriptive pursuant to California *Education Code*, Section 33308.5. For regulations regarding parental appeal rights, see California *Code of Regulations*, Title 5 (5 CCR), Section 18118 et seq.

### Notice of Action

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?

There are two levels of appeal:

1. A local hearing conducted by a hearing officer who is not involved with the decision; and
2. A state review conducted by the California Department of Education (CDE) of the local hearing decision.

**NOTE:** A state review by CDE may only be requested, if after going through the local hearing, you disagree with the decision of the agency (as noted on the decision letter from the agency).

This document provides general information regarding the two levels of appeal described above. Please see your NOA and parent handbook for instructions on how to appeal.

### 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.

### How do I request a local hearing?

To request a local hearing, you must notify the agency within 14 calendar days of the date the NOA was received. You may:

- Complete the second page of the NOA and mail, fax, deliver, or email a copy to your agency; or
- Submit your request using any other communication method identified in your parent handbook.

### Please keep a record of how/when you submitted your request.

### You have the right to:

- Review the information in your family data file.
- Have another person (called an "authorized representative") attend the local hearing with you, or on your behalf.
- An interpreter, if needed.

### How will the agency let me know when my local hearing is scheduled?

Within 10 calendar days of receiving your timely request, the agency will provide you with a notice telling you the date, time and place of the local hearing.

### What happens at the local hearing?

At the local hearing,

- The hearing officer will explain the reason for the NOA.
  - You (and/or your authorized representative) will be able to explain the reasons why you think the action on the NOA is wrong.
  - You will be able to ask questions about the agency's decision.
- You should bring any documents/information that support why you think the action is wrong.

The hearing officer will make a decision based on the information provided at the hearing.

### When will I be informed of the local hearing decision?

Within 10 calendar days after your local hearing, the hearing officer will mail or deliver a written decision letter to you. The decision letter will tell you how to request the CDE's review, if you do not agree with the decision.

### What if I disagree with the hearing officer's written decision letter?

You have the right to request a review of the local decision by the CDE. The CDE must get your request within 14 calendar days from the date on the local agency's decision letter.

**Early Childhood Education**

**Parent & Family Handbook Acknowledgement**

Child(ren)'s Name(s) \_\_\_\_\_ School Site: \_\_\_\_\_

I have received a copy of the Twin Rivers Unified School District's *Early Childhood Education Parent & Family Handbook*. I understand it is my responsibility to read the handbook, which includes the following information:

1. Sign-in / Sign-out Procedure
2. Late Pick-Up Policy
3. Attendance Policy
4. Policy for Dis-enrollment of Services
5. Administration of Medication at School
6. Letter to Parents Regarding Fees
7. Fee Payment Procedure
8. Nondiscrimination Statement
9. Uniform Complaint Procedure for State and Federal Programs
10. 20 Facts You Should Know About Child Abuse

I will receive copies of the following documents when my application is approved:

1. Service Agreement
2. Notice of Action (NOA)
3. Parent's Rights
4. Personal Rights
5. First 5 Forms

A staff member discussed the following with me:

1. There is no charge for breakfast, lunch or snacks for Early Childhood Education subsidized programs.
2. A change of clothes is required for **preschool** students.
3. An extra set of clothes, diapers, a 5-ounce plastic bottle and pacifier to be left at childcare (**for infants/toddlers**).
4. Preschool classrooms are not equipped for diaper changing.
5. I understand adherence to the policies and procedures is my responsibility and that non-adherence to the above rules may be cause for termination of childcare.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date



*Mission:*

To inspire each student  
to extraordinary achievement  
every day

Board of Trustees

Linda Fowler, President  
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Administration

Dr. Steve Martinez, Superintendent  
Bill McGuire, Deputy Superintendent Administrative Services  
Dr. Kristen Coates, Associate Superintendent, School Leadership

Mailing Address: 3222 Winona Way, North Highlands, CA 95660

Physical Address: 5115 Dudley Blvd., McClellan, CA 95652

Twin Rivers Unified School District (916) 566-1600

Early Childhood Education Department (916) 566-161