

Early Learning Center Family Handbook

Preschool programs

<https://preschool.djUSD.net/>



Korematsu Location (Admin office)

3100 Loyola Dr.

Davis, CA 95618

530.759.2127

Fax: (530) 757-5472

Valley Oak Location

1400 E. 8th Street

Davis, CA 95616

Phone: (530) 757-5376

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Dear Families,

Welcome to our state and fee based preschool program! Thank you for choosing us for your child's early childhood education and care. As early childhood education professionals, we recognize that you are your child's first teacher. In this handbook you will find information regarding family participation, enrollment, classroom policies, and the program calendar.

This family-centered program offers children ages 3-5 years old an opportunity to grow intellectually and emotionally. Children will learn through social interactions in both small and large groups, both teacher and child-directed. They will learn to cooperate, to take turns, to share, to verbalize their feelings, and to respect those rights of other children.

Children have a chance to explore the world around them through first-hand experiences. A wide variety of materials and activities are provided for this purpose: playground and climbing structures to define and exercise large muscles; puzzles and small toys to develop small muscles and coordination; blocks and housekeeping areas to provide occasions for replaying life situations; many musical, arts and handicraft facilities to offer a basis of aesthetic and cultural experience. In addition to all of this, there are special activities: cooking projects, science projects, interesting visitors, etc., to further broaden the base of each child's experience.

Sincerely,
DJUSD- Early Learning Center Staff



Please inform the school office of any changes in telephone numbers, address, or emergency numbers.

Telephone number: (530) 759-2127

Director: Tereadel Sosa-Borges

tsosaborges@djUSD.net x 181

Site Administrative Assistant: Angie DeLeon

adeleon@djUSD.net x 186

Office Hours: M-F 8:00-11:30 to 12:30-3:00 (closed for lunch 11:30-12:30)

At times there will not be any coverage in the front office due to having two school sites, stepping into classrooms or in meetings the director and/or site administrative assistant may be away from the office. Other office staff will not be able to help you. It is suggested to call or email for an appointment to ensure we take care of your request. A "drop off" box is in the

office on the front desk. You can leave paperwork there and we'll get back to you. Signs will be up in the office regarding this as well.

DJUSD Mission Statement

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn A team of talented, resourceful, and caring staff
- Transforming teaching, learning, and operations in our continuing pursuit of excellence
- Resourceful, transparent, and responsible fiscal planning, and
- A diverse and inclusive culture

Our Preschool Philosophy

Children learn best through hands-on activities and experiences. It is important that children be allowed to explore their environment. Learning is not just following what others do; it is successfully doing it yourself. This requires active thinking and experimenting to find out how things work and to learn first-hand about the world we live in. For children to learn, the activity must have meaning for the child. Young children learn best in a child-initiated and child-centered environment. Within this classroom we will incorporate developmentally appropriate principles and practices that support these philosophies and were established by the Department of Education, EES Division (Title 5).

What Are The Goals Of our Preschool Program?

The overall goals of our preschool program are to provide an environment for children ages 3-5 in which they can grow and develop to their full potential. Objectives include:

- To promote the child's health and well-being.
- To help the child develop a positive self-image.
- To enhance the child's physical, social, emotional intellectual development.
- To help develop the child's language skills.
- To build the child's understanding of number concepts.
- To promote the child's creativity.
- To help the child feel proud of his/her culture and appreciate other cultures.
- To support the family in their role as primary educators.

Hours of Service

The state preschool program has both a morning and afternoon session that runs Monday through Friday:

AM Session: 3 hour program

PM Session: 3 hour program

*If the session that you desire is full; you may choose to enroll in the other session or be put on a waiting list

Our fee-based preschool program has **two** sessions that run Monday through Friday:

7:30 am-4:00 pm (Full day)

7:30-11:30 or 12:00-4pm (Part day)

“Extended day” For State preschool **ONLY**

Must be in State preschool AM Session (8:30-11:30) **ADD** 11:30-4:00(Fee based “Extended day”)

Our Special Day Class (SDC) Special Education Preschool Program serves preschoolers with disabilities and has two sessions that run Monday through Thursday:

AM Session: 9:00-11:30 am

PM Session: 12:30-3:00 pm

Program Calendar

The preschool will be closed for the following federal holidays:

- Labor Day
- Martin Luther King Day
- Veteran’s Day Washington’s Birthday Lincoln’s Birthday
- Thanksgiving Break
- Spring Break
- Winter Break
- Memorial Day
- Determined Teacher work day

You will be notified of the exact dates that we will be closed. The preschool follows the public school calendar, and runs from August through mid-June.

Attendance Policies

Enrolled students are expected to attend daily and on time.

State preschool It is policy that your child be present for at least 2.5 out of the 3 hour CSPP session. Consistent late drop offs more than 15 minutes means your child is not getting the most out of the program, and CSPP might not be the right fit for you. Pick up times are Between 11:20-11:30 am for the Morning session and 3:35-3:45 pm for the afternoon session. You are considered late if you arrive after your child’s latest pick up time. Teachers will give you a verbal warning with the first late pick up, the director will call and have a conversation after the second, and with the third late pick up parents will have a formal meeting with the director to discuss a plan to be on time. Continual late pickups may lead to termination of services.

Arrival

When you enter the classroom, you **must** sign your child in and enter the actual time of arrival. The sign-in book is located inside and/or outside the door. The person signing in your child must be at least 18 years of age and use their full signature, no initials; the person signing them in must accompany the child into the room.

Please remain outside until the scheduled session times. The teacher needs this time to prepare the activities for the day.

Children may not use the playground until they are signed into the classroom.

Departure

It is your responsibility to sign your child out each day and enter the actual time of departure. Children may leave the campus only with the parent or an adult 18 years or older authorized by the parent on the emergency card. Siblings age 16 and up may pick up child when authorized by the parent and is added to Emergency card. Authorized adults must have valid identification available upon request. If individual authorization is needed on an emergency basis, you must notify the school. A written note is preferable.

Late Pick Up at Sites

Parents must make every effort to pick up children at the designated time. It is your responsibility to adhere to this upon enrollment. Please note that a child who is not picked up in a timely fashion has compromised the teaching staff's ability to prepare their classroom for the following day's lessons and may be required to stay beyond their contract time. Even more importantly, children become very anxious when they are the last one left and fear they may have been forgotten. Please be sure to call ahead if you are unavoidably delayed, or to notify the staff that someone your child is well acquainted with will be coming instead.

Contact with law enforcement will be made if a parent/guardian fails to pick up **a child 30 minutes after child's class has ended** or if no contact has been made with anyone listed on the Emergency contacts.

Fee Based Families late fees: You will be given one warning if you arrive after 4:00 to pick up your child, after that there is a \$1 a min fee starting at 4:01. Teachers will write down the time on the clock when you arrive, and they will then notify the director and your account will be charged. All late fees are due by the following Monday at drop off.

Leave of Absence

A limited term of service leave shall not exceed twelve (12) consecutive weeks in duration, except sixteen (16) weeks shall be granted for a medical or family leave, based on an assessment of contract resources pursuant to California Code of Regulation, Title 5, Section 18054. Please submit a written request asking for a limited term of service leave to our school secretary. The request will be reviewed by the program director with a written notification in five working days.

Reporting Student Absence or late drop off

If your child will be absent, or late you must call your child's school, and explain the reason. When your child returns, you may be asked to sign a form with the reason for absence (e.g., parent or child Sick, DR appointment, no transportation, vacation, etc.). If your child is absent due to illness, we may ask for more documentation. Absences are either "excused" or "unexcused".

It is very important if your child is in the Dual program or fee based and will be late past 9am but present for lunch that you call and let us know so that we include them in the lunch count. If you do not call before 9:00 am there is no guarantee that your child will have what is on the menu that day. Fee based families are recommended to come to school by 9am everyday as it is disruptive for your child to arrive after 9am. They miss activities, snack, and play time. Nap time becomes challenging for students and teachers as a kid that arrives after 9 am most likely won't want to nap.

Excused absences include:

1. Illness or quarantine of the child. Medical, dental, eye, or chiropractic appointment
2. Illness or quarantine of parent or guardian. This would include medical and dental appointments for the parent.
3. Family emergencies that prohibit the child from attending school. (Examples: ill sibling, death in the family, etc.)
4. Time spent with a parent or family member as required by a court order. (Court order must be on file)
5. Personal reasons – principal will follow the board and CDE policies for absences due to personal reasons
6. No transportation or transportation issues. (Limited to 3 days in a row)

Unexcused absences include:

1. Child not wanting to attend.
2. Waking up late.
3. Weather concerns.

State Preschool Only:

- If a child has more than 3 unexcused absences, he/she may be dropped from the program. If a child must be dropped, you will be notified and receive written notification and have the right to appeal the decision.
- "Best Interest" days are limited to a maximum of 10 days per child each year. "Best Interest" days are those due to vacation, out of town, relatives visiting or family time.

Birthdays

Children may share simple birthday celebrations with their friends in school. Special nutritious treats may be planned for snack time. It is best to discuss such plans with your child(ren)'s teacher in advance. When possible, it is desirable to have parents be present to share the snack celebration with their child(ren). If parents wish to plan other activities, please discuss them with the teacher in advance as well.

Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance. The board desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority

and shall not tolerate bullying of any student.

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage the person's reputation.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with the law and the district complaint procedure.

Ed. Code §§ 200, 220, 234.1

Child Abuse and Neglect

The school staff is mandated for filing a report of suspected child abuse or neglect.

Our top priority is the well-being of your child. If your child has had an accident away from school which has resulted in an injury or you are having difficulty meeting the daily needs of your child, including: clothing your child appropriately, bathing your child, or providing adequate nutrition for your child, please notify your child's teacher or the program supervisor.

If you are having serious behavior problems with your child, please notify your child's teacher or the supervisor so that appropriate assistance can be provided.

Clothing

It sometimes seems that the messiest activities are those when children learn the most! Although we make every effort to protect clothing, soiling sometimes happens. We suggest that school clothes be comfortable and easily laundered.

For safety reasons, shoes must be worn at all times. Shoes and sandals must have ankle straps. Part of every school day is spent in the "outdoor classroom." Children should be dressed appropriately for the weather. Outdoor clothing should be labeled with the child's name to prevent loss. Our playground is very sunny; please apply sunscreen to your child before school and send them with a sun hat daily.

We also recommend that an extra set of clothes be left at school. Please label children's clothes to prevent lost items.

Toilet Learning

(State and fee-base only) Children must be toilet trained prior to the first day of attendance. Toilet training is not part of our curriculum. We offer many bathroom breaks throughout the day and your child should be able to verbalize their need to go to the restroom. If your child has an accident, you will be called to change or pick up the child. (State preschool) In private, we will

change one accident and after the second we will give you a call. If your child has more than three accidents, in a week, we will start documenting them as well as having a conversation with the family. We have the right to terminate care based on the lack of toilet training, as this is a requirement at enrollment.

Confidentiality

All information regarding the child and family is kept in the strictest confidence. No information is given to persons or agencies outside of the preschool, its staff, or authorized State Department of Social Services licensing staff without parent written consent. Families may request an appointment to see their child's file at any time.

Upon official enrollment of your child, you are consenting to the possibility that pictures may be used within the children's school as well as for advertising and promotion of DJUSD Child Development Programs.

For the safety and confidentiality of the children enrolled in our program, families are not allowed to take photos/videos when other children are present.

Curriculum

Child Development Programs incorporate research based developmentally appropriate curriculums and frameworks to meet the needs of every child enrolled in the program. Our program puts an emphasis on project work. Projects are based on the interests of the children. For this reason, the subject of study will vary from classroom to classroom.

Anti-bias Curriculum: The focus of anti-bias curriculum is to create an environment in which we can celebrate the differences found in our classrooms. Our curriculum is designed to challenge biases and stereotypes that children encounter in their everyday lives.

Every child in our classroom is viewed as a unique individual.

The core components of our curriculum areas are aligned with the California Department of Education Child Development Desired Results for Families and Children (DRDP):

- Helping each child develop a positive sense of self (self-esteem)
- Fostering initiative; helping children to become inquisitive learners
- Guiding social development; we help children develop the idea that school is a positive environment. Children learn that they can make friends and be part of a group.
- Fostering internal control within children; we will be emphasizing social values in our classroom.
- Guiding emotional development
- Exploring cognitive development; children will try out their own ideas. We will emphasize problems, ask questions, problem solve using words, and learn mathematical concepts.
- Emphasizing creative expression and language development through writing children's words on paper, having conversations, reading books, and doing artwork
- Fostering physical developments through outdoor play which will help children feel confident about their bodies and develop their large motor skill.

Environment is a large part of children's learning.

Every session will have table toys for learning, a detailed schedule, and the following core components:

Reading Area: Children build literacy connections through stories, songs, rhymes, and a print-rich environment.

Science area: Children use scientific equipment and natural objects to improve their ability to observe, problem solve, collect, and organize data, add to their vocabulary, and learn to communicate information.

Manipulative area: Puzzles, games, beads, and other manipulatives encourage hand-eye coordination, fine motor control, visual discrimination, classifying, sequencing, number concepts, and reading readiness skills.

Dramatic play area: Children develop skills in abstract thinking, literacy, math and social studies.

Block area: Children develop spatial relationships, problem solving and decision making in this area.

Art Area: Children's first artistic attempts teach them properties of art materials, creativity, fine motor skills, critical thinking, planning & evaluation, representing, and visual discrimination.

Outside Area: The outdoor environment is an extension of the classroom. Large motor skills, hand-eye coordination, balance, spatial awareness, persistence and endurance, social skills, natural awareness, cause and effect, and stress reduction are developed here. **ONLY students of the preschool can use these areas.**

Parent Meetings and Conferences

The Preschool Program plans several meetings for parents each year including parent orientation. Conferences may be arranged at any time with the teacher, principal or director as requested by parents. Bi-annual parent/teacher conferences are arranged in the Fall and Spring. Conferences will provide you opportunities to meet with the teacher to discuss your child's progress.

Orientation is scheduled the day before the first day of school in August.

Open house is scheduled in May.

Discipline Philosophy

Students will be held responsible for their actions and how those actions may affect other people. We attach our standards of student behavior to the website under Student Support Services and a printed copy is available at every school site. Students are expected to follow DJUSD and classroom rules and the directions of the teacher, para-educator, substitutes, and school authorities.

The teacher will do one of the following actions, determined by the child's behavior:

- * Redirect the child to another appropriate activity
- * Each child will be treated with dignity
- * Each child will be made to feel safe, secure, and assured that their environment will remain comfortable and healthy
- * Encourage child to express problem solving ideas
- * Make a plan with child about what the child could do differently if appropriate
- * Provide the child with appropriate choices to make

- * Give logical consequences for inappropriate behavior
- * Call family member and have them speak to the child to aid in correcting the behavior
- * Teacher/parent conference to problem solve and create appropriate strategies
- * Refer the student and family member to the program director to meet and create a plan and make referrals as necessary

Our goal is to have a safe, learning environment for your child. When families and staff work together in setting the expectations for appropriate behavior, children have their needs met in a positive and safe environment.

Child Behavior

It is the goal of the Early Childhood programs in the Davis Joint Unified School District to provide a safe and secure environment for all children and staff. **The Teaching Pyramid Framework** implemented by our early education staff provides environmental and behavioral techniques and supports for every child to be successful within the classroom setting.

The preschool staff believes that systematic implementation of developmentally and culturally appropriate skills enable preschool-age children to develop the ability to manage their emotions, relate to adults, relate to classmates, and to feel good about themselves. Throughout the school year, your child's teacher will create and maintain a classroom environment which supports healthy social emotional development and will engage in specific teaching activities to assist students needing additional guidance.

Healthy Social Emotional development includes:

- A sense of confidence and competence
- Ability to develop good relationships with adults
- Ability to make friends and get along with peers
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings/emotions
- Ability to constructively manage strong emotions
- Development of empathy

Challenging behavior can be described as:

- Any repeated pattern of behavior that interferes with learning or engagement in positive social interactions with peers or adults
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures
- Prolonged tantrums, physical and verbal aggression, disruptive vocal or motor behavior, property destruction, self-injury and/or injury to others, noncompliance and withdrawal

The Teaching Pyramid's approach is based on a tiered structure of support. The base of the pyramid emphasized the development of positive relationships with children and families. It also suggests typical good practice in the area of social and emotional development such as making expectations clear and providing a balance between active and quiet times, as well as teacher and student directed activities. The second level of the pyramid focuses on intentional teaching of social problem-solving strategies and other socially appropriate skills for students who are found to need this level of support. The top of the pyramid includes skills for students who are found to need this level of support. The top of the pyramid includes more intensive supports involving family members, school staff and experts whose efforts are targeted toward individual children with persistent behavior challenges.

***“We are safe,
respectful,
and friendly”***



Intensive Intervention

Assessment based intervention that results in individualized behavior support plans

Targeted Social Emotional Supports

Systematic approaches to teaching social skills can have a preventative and remedial effect

High Quality Supportive Environments

High Quality early childhood environments promote positive outcomes for all children

Nurturing & Responsive Relationships

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Effective Workforce

Systems and policies promote and sustain the use of evidence-based practices

All of the preschool classes have specific behavioral expectations for all children. They will learn to Be safe, Be respectful, and Be friendly, and to understand the meaning of these words. Classroom rules and re-direction by teachers and staff will always be stated with positive words, helping children understand the classroom expectations. The teacher/staff may say, “Let’s be safe and use walking feet.”

Procedures for Working with Children who have Challenging Behaviors

The focus of our program is to prevent challenging behaviors. In the event that your child may need a more individualized plan to prevent their challenging behaviors, the teacher will let you know which strategies at the second level worked for them. If additional support is needed at

the third level of the pyramid, the teacher will invite you to participate in planning and creating a behavior support plan for your child. In the rare instance your child behaves in a way that endangers either themselves or others, you will be contacted immediately.

Request for an assessment and Special Education Eligibility

Students become eligible for special education services through a formalized process of evaluation. Anyone who suspects that a student is disabled may request an evaluation in writing. Requests will receive a response within 15 days. Usually, a Student Study Team meeting is set up with parents to gather more information and to determine which assessments are appropriate. If recommended, assessments will take place within 60 days of the initial request. If an assessment is not recommended, the Student Study Team will explain their reasoning in writing.

Once a student has been assessed, an Individualized Education Program (IEP) meeting is held to determine a student's eligibility for services. Students may be found eligible in one of 13 categories:

- Specific Learning Disability
- Speech and Language Impairment
- Deaf/Blind
- Visual Impairment
- Traumatic Brain Injury
- Hearing Impairment
- Other Health Impairment
- Autism
- Multiple Handicaps
- Emotional Disturbance
- Intellectual Disability
- Deafness

You can fill out a pre-referral form with the front office.

Emergency Contact Information

By the first day of school, you must give your child's school your emergency contact information:

- Your address and phone numbers
- Contact information for a friend or relative who has permission to care for your child in an emergency
- Your child's health provider information

If there is an emergency involving your child, we will use that information to contact you. If any information on the form changes, you must update the school right away. Only persons listed on the emergency card will be allowed to contact or take the child from school

Emergency Evacuation Policy

Our campus has developed a plan that will be used in the event of a disaster. The plans are posted, and drills are conducted to familiarize the children with the procedures at our campus.

Family Involvement

Families are the primary educators of their children and the child's school years are enhanced by family interest and direct participation in the classroom.

THERE IS A HIGH CORRELATION BETWEEN FAMILY PARTICIPATION IN THE CLASSROOM AND THE CHILD'S SUCCESS IN SCHOOL.

Visit your child's classroom and get to know your child's teacher. Watch how your child plays with materials and other children.

Attend scheduled parent meetings and parent education workshops.

Volunteer participation in your child's classroom is encouraged on a monthly basis.

[Family volunteers must have a current TB clearance, Immunization records for MMR, Tdap, and Flu, also needed is a statement of good health and Emergency card.](#)

Join a committee to work on a special project or event.

If you are unable to participate during class hours, help by collecting items requested by the teacher; sew doll clothes, dress-up clothes, props for the dramatic play area in the classroom, and or preparing craft materials at home for the teacher.

You Are Part of a Team - As a school volunteer you are a role model for students. Behave toward students and staff in a respectful manner that sets an example of professionalism and good citizenship. We are committed to working with you to make sure volunteering is rewarding for everyone.

Sign In Procedures -Volunteers are required to sign in at the office. Signing in each time you volunteer allows school personnel to locate you immediately in case of emergency. Each school has a badge/button for volunteers to wear while at school.

Communication - It is crucial that the lines of communication stay open and clear. If you are unsure about what is expected of you or how to use certain office equipment, please ask a staff member for direction or assistance.

Confidentiality - What you hear/observe about students or staff while volunteering in a school is confidential. Even a seemingly harmless comment repeated to another can be misunderstood and cause harm to the school team, a family or child.

What to Wear- Wearing appropriate, practical, and comfortable clothing when you volunteer is one more way you can be a role model. Please check the school's dress code and if you have a question, talk with the principal.

Who Is Doing the Teaching? - If you are volunteering in a classroom, make sure you are clear and comfortable with your responsibilities and duties. The real value for a teacher in having a volunteer is that it frees the teacher to teach. If you would enjoy other volunteer opportunities other than those that have been assigned, please speak with the teacher at an appropriate time.

Language- Just as we expect students to refrain from using inappropriate language while at school, we also expect the same from teachers, staff and volunteers.

Efficiency - We respect your time, interest and talents and will make every effort to utilize them efficiently. Let school personnel know how you can best contribute. Your input may lead to the development of additional volunteer opportunities.

Discipline/Supervision- When you observe students disobeying school/classroom rules or engaging in unsafe behavior, report to staff immediately. Only staff may take the corrective action. Please remember volunteers must always be visually supervised by classroom teachers and never be alone with students.

Reporting Child Abuse- If a student discloses that they are in a dangerous situation or if you have reason to suspect neglect/abuse, please report this information immediately and privately to the school personnel.

Parent/Teacher Communications - Parents are encouraged to discuss concerns about their child's development and or behavior with the teachers at any time. Teachers schedule conferences with parents to discuss children's progress. Conferences with the teachers develop a mutual understanding of your child and help make his/her time in school a happy and productive experience. It is very important that you attend these conferences. They are scheduled two times a year.

FEE BASED PROGRAM POLICIES

Tuition: Fees are due the **first** of the month and are due in advance of service. If the bill remains unpaid for **five** days, the fee is considered delinquent. A notification will be sent out indicating that services will be terminated. If a family discontinues services, DJUSD requires a two week notice in order for families to receive a refund. Refund will be paid within thirty to sixty days.

Returned checks are subject to \$25 processing fee and only online payment will be accepted.

There are no refunded fees, if you terminate before the end of the month.

***Families receiving Tuition assistance will have to pay the balance after assistance to cover full tuition each month.

Annual Registration/materials fee: \$50 per family at the time of enrollment/registration and the fee is nonrefundable and does not go towards your tuition. This amount is for processing paperwork, holding your spot, and materials for the classroom.

Monthly tuition - Please see front office for current Tuition Rates or on our website

<https://preschool.djUSD.net/about/programs/fee-based>

Online Payment

<https://preschool.djUSD.net/>

click on "Family" then click on "Children's Center webstore" click "Pay tuition"

The only information needed is student name, parent name, donation (tuition) amount. You do not need to create an account.

Current DJUSD employees will receive a discount

All enrollment forms must be completed at the Preschool office for processing and signature prior to the child/children's admission to the program.

Food from Home

Food that is brought from home should be in compliance with the DJUSD Board Policy on Food and Nutrition (BP 3550) and prearranged with the classroom teacher to ensure that items meet DJUSD guidelines.

DJUSD Early Learning Center provides Am snack, lunch, and Pm snack. If your child prefers lunch from home, you have the option to opt out of school lunch, ask your child's teacher or the office for the form.

Gender Identity and Expression

California law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe and non-stigmatizing learning environment for all students and to ensure that every student has equal access to all school programs, facilities, and activities.

State law requires that all students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records.

School site administration shall coordinate with the District's Student Support Services Department whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression.

Talk to your school principal if you believe we are not complying with this policy. If the principal does not agree, you may appeal to the Student Support Services Office or file a formal complaint.

Ed. Code 221.5 (f)

General Complaint

Our Board encourages you to notify the district if you have concerns or complaints related to the district. Our Board hopes for early and informal resolution of each complaint starting at the lowest appropriate level. If you have a concern or complaint, your first step (informal complaint) is to discuss it with the director. If you are not happy with the matter is not solved, you have the right to file a written complaint to the director. If you are not happy with the result of the written complaint, then you may appeal the findings to the Director of Student Support Services. The Director of Student Support Services or a designee will investigate and resolve the complaint by following our complaint procedures. A copy of the district's complaint procedure is available at the district office or on the district website.

It is also our job to make sure we are following state and federal laws and regulations. You may file a complaint under the Uniform Complaint Procedures if you believe we have violated a state or federal law or if one of our programs is discriminatory. If you disagree with the resolution, you may appeal to the Department of Education or seek civil law remedies. A copy of the District's Uniform Complaint is available at the district office or on the website.

Copies of General complaint form are available at all school sites, at the customer service desk at the district office, or on the Student Support Services webpage found at www.djusd.net.

Daily Health Check

School staff is responsible for ensuring that children with obvious symptoms of illness including but **not limited** to fever or vomiting are not admitted (*California Code of Regulations, Title 5, section 202 and Title 22, sections 101226.1 & 101226.2*).

Additional attention will be paid to children who have been absent because of illness or who have been exposed to a contagious disease. The parent or the authorized adult delivering a child are required to remain with the child while the staff person conducts the daily health check. After the child has been determined to be free of illness, the parent may leave.

Head Lice

When it is discovered that a child has head lice or nits (eggs of lice) you will be asked to pick up your child. The child must receive the prescribed treatment and all lice must be removed before the child is readmitted. Upon return to the school, an examination will be conducted by staff. The child must be found free of all lice before returning to school. A child may return to school if only nits are found.

Health

Preschool children must complete certain health requirements:

- A physical examination by a doctor within 30 days of enrollment or verification of a physical exam within the last year.
- Valid T.B. clearance
- Up-to-date immunizations

It is suggested that your child receive a dental examination to help ensure good oral health.

Staff will help you obtain a physical exam and other health services for your child. All screenings and treatments are provided only with your written approval.

Preschool is often the first time a child has close contact with a large group of children. Illness spreads quickly among young children, so it is very important that children stay home when they are sick. Even when they do not have other symptoms children should stay home if they seem overly tired or are crying excessively.

Your child's health will be checked each day upon arrival.

State regulations do not allow us to accept children who have any of the following symptoms:

Toothache	Sore throat	Runny nose (green or yellow)
Rash	Thick drainage from eyes	Swollen Glands

Earache

Persistent Cough

Head lice or nits

Impetigo - sores on face or other parts of the body must be healed to return to school

An upset stomach or vomiting - must be vomiting-free un-medicated for 24 hours to return to school

Fever - above 100 degrees Fahrenheit; must be fever-free un-medicated for 24 hours to return to school)

Diarrhea - must be diarrhea-free un-medicated for 24 hours to return to school

If a child is injured or becomes ill at school, you will be notified. If you are not available, then the person designated to be called in an emergency will be contacted.

Healthy Schools

Your child has the right to a safe and supportive learning environment. We have adopted these health and safety policies for our schools:

No Tobacco the Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. The products prohibited include any product containing tobacco or nicotine, including, but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products. This prohibition applies to all employees, students and visitors at any school sponsored instructional program, activity or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or ground shall include notice of the district's tobacco-free schools' policy and consequences for violations of the policy.

**No Alcohol/
No Drugs** No employee or student may have, make, distribute, use or be under the influence of alcohol or drugs (as defined by law). Employees and students must follow this rule before and during the school day, and any time at school, on a school bus traveling to and from school or school activities, or at a school-related activity on or off a school campus.

No Guns Students must not have, furnish, sell, or control guns or firearms of any kind, including imitations, while at school, on the school bus, or at a school related activity on or off a school campus. A student who breaks this rule will be expelled for one year. The Board will decide the exact dates of expulsion. There may also be criminal charges for anyone with a firearm in a school zone.

IMMUNIZATIONS

To start school, you must show proof that your child is up to date on these vaccines:

18 months-5 years

3 Polio, 4 DtaP

1 Hib must be given on or after the first birthday*

1 MMR must be given on or after the 1st birthday*

3 Hep B

1 Varicella¹

*Receipt of the dose up to (and including) 4 days before first birthday.

¹ Physician documented varicella (chickenpox) disease history on immunization record also meets the varicella requirement.

To know which vaccines your child needs:

- Ask your health provider, or
- Go to: www.shotsforschool.org
- Go to: www.cdph.ca.gov/programs/immunize

Licensing

All of our preschool facilities are licensed by the Department of Social Services. The department has the authority to interview children or staff, and to inspect and audit childcare center records, without prior consent. The licensee 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 childcare facility. The Department of Social Services has the authority to observe the physical conditions of the children including conditions that could indicate abuse, neglect, or inappropriate placement.

Children's Rights

The licensee shall ensure that each child is accorded the following personal rights:

- To be accorded dignity in his/her personal relationships with staff.
- To receive safe, healthful, and comfortable accommodations.
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature including interference with functions of daily living such as eating, sleeping or toileting, or withholding of shelter, clothing, medication, or aids to physical functioning.
- To be free to attend religious
- 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

Parents Rights

Parents understand that children have rights and have received a copy of the personal Rights (LIC 613A). Parent(s) understand that they have the right to visit and observe the school any time their child is in care and have received a copy of the Parents Rights form (LIC995). Parents understand that they have the right to call or write the licensing agency if fault is found in the operation of the facility or treatment of their child.

Department of Social Services: Community Care Licensing
2525 Natomas Park Dr STE #250
Sacramento, CA 95833
916-263-5744

Medical or Dental Emergency care plan

In the event of an accident or other emergency, when I/we are unavailable, I/we authorize a representative of the School to make such arrangements as he/she considers necessary for our son/daughter to receive medical or hospital care, including necessary transportation under such circumstances, we further authorize the physician/dentist named on emergency card to undertake such care and treatment of my/our son/daughter as he/she considers necessary. In the event said physician is not available at that time, I/we authorize such care and treatment to be performed by any licensed physician/dentist or surgeon.

Meals

Our Program believes that good nutrition is essential to maintaining quality health and supporting the learning capabilities of the children. Our nutrition policies are aligned with DJUSD Board of Education and provided by the District's Student Nutrition Service. We also follow the policies and nutritional guidelines of the California Adult and Child Food Program (CACFP). Our practices support this belief by maintaining a nurturing environment, meals of high nutritional quality, equal access for all individuals, and respect for the individual needs of the children and families we serve.

- * Menus will be posted monthly in office and classrooms. Menus will include highly nutritious foods with low sugar, sodium, and fat, reflecting a balance of textures, colors, and variety. *Meal menus can also be found on the district website: www.djUSD.net.*
- * Menus will be adapted to meet the needs of children with allergies and other special needs. A physician's statement is required describing the allergy and allowable substitutions. This information will be kept on file and conveyed to all staff members and substitutes. Staff will consult with the families in order to meet children's needs.
- * Staff, children, and parents wash their hands before preparing and eating food. Clean up is collaboration between staff, parents, and children.
- * Mealtimes provide learning opportunities for children.

Staff, children, and volunteers wash their hands before preparing and serving food. Clean-up is a collaboration between staff, volunteers, and children.

Candy, gum, and chips are not allowed in the classroom. Healthy nutritional foods are also served at our class parties and celebrations. Your child's teacher will be happy to share ideas and recipes for appropriate healthy party foods with you. Just ask!

NOTE: IF YOUR CHILD HAS FOOD ALLERGIES OR FOOD RESTRICTIONS, PLEASE LET THE TEACHER KNOW!

A physician's statement is required describing the allergy and allowable substitutions. This information will be kept on file and conveyed to all staff members and substitutes. Staff will consult with the families in order to meet children's needs.

Medications

If your child needs to take medication at school, you **must** provide by law:

- A "Request for the Administration of Medication by School Personnel" form prior to medication being administered
- All medication administered at school must be provided to the school in the original container from the pharmacist, complete with the health care provider's instructions on the container detailing the method, amount, and time schedule by which the medication is to be taken. The parent/guardian must provide an appropriate dosage measuring device, particularly for liquid medication

If your child has chronic health concerns, contact the school *before* school starts. We may need to develop a Health Maintenance Plan to meet your child's needs before your child can start school.

Nondiscrimination

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination or harassment. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

It should be noted that there is a possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex. Please inform your principal if it is felt that such participation would be against religious beliefs and or practices or a violation of his/her right to privacy.

Our district programs and facilities, as a whole, are accessible. Our Superintendent makes information about our programs, facilities, and activities available to everyone, including those with impaired vision or hearing and limited English proficiency.

Talk to the school director if you believe we are not complying with this policy. If the director does not agree, you may appeal to the Student Support Services Office. You may ask the school site or district for complaint procedures.

Ed. Code §§200-220; Board Policy 0410, 5145.3,

20 USC 1681-1688, 20 USC 1400-1487; 42 USC 2001d-2001d-7; 34 CFR 106.9;

Open Door Policy

As a parent/authorized representative, you have the right to enter and inspect the childcare center without advance notice whenever children are in care. Families are encouraged and welcome to participate in the daily activities whenever possible. You have the right to meet with your child's teacher and principal if you give reasonable notice.

Parent Advisory Committee

A Parent Advisory Committee, consisting of parent representatives, meets as needed to assist the total program. The functions of the Parent Advisory Committee are the following:

- * Promote parent participation and contributions to the Children's Program
- * Plan and promote school fundraisers to purchase program materials

Parking

Each site has designated parking areas for bringing and picking up children. *When bringing or picking up children you park in the designated parking areas only.* Each child is to be escorted to and from the classroom by an authorized adult, 18 years of age or older. Please do not leave children of any age unattended in a parked vehicle. Do not park in reserved parking spaces or in the yellow zone.

Valley oak campus: You may park on the street or the front parking lot labeled loading zone.

You may not park in the side staff lot or in the handicap spots.

CHILDREN MUST NEVER BE LEFT IN A CAR UNATTENDED

Teachers are mandated reporters and will notify authorities if they see any violations of the law relating to transporting children.

Children must be placed in a proper car/booster seat before transporting children from the premises.

Partnerships

The Preschool Program provides the inclusion component for the DJUSD Special Educational Preschool program also located on the campus. Staff collaborates in the student Individualized Education Program (IEP) process and provides an educationally appropriate and safe environment for all students.

Another ongoing partnership is with the DJUSD Da Vinci Charter Academy High School program on the Valley Oak campus. The following components are sources of program enrichment for both preschool and high school students and staff:

- Reading Program: Da Vinci students earn academic credits while supporting the preschoolers' literacy and English language development as they read to the children one-on-one.
- Mentoring: Volunteers from Da Vinci act as activity leaders in the classroom and on the playground, supporting the preschoolers' social, emotional, and physical development.
- Gardening: Da Vinci Charter Academy and the State Preschool Program share a large enclosed garden area. Collaboration among teachers has resulted in a series of shared garden projects.

What Kind of Family Services Are Available?

Assisting families to identify their needs, to develop a plan for meeting those needs, and to obtain needed services is another important goal of the State Preschool Program.

The teacher is available to talk to you and to assist you in making plans, to provide information about community services, to make referrals and appointments, and to help you communicate with service agencies. They can help you in such areas as medical or dental care, emergency food or clothing, utility bill payment, job training, counseling about immigration or family matters, and high school diploma and English class enrollment.

Preschool staff can provide you with a list of community service agencies or can discuss your family needs with you. All discussions of your needs or services provided to you are always confidential.

Yolo 211 provides free & confidential information and referrals 24 hours a day, 7 days a week.

Call to find: food-clothing-shelter-counseling-health care-senior services-utility assistance-crisis services-many other services

Pesticide & Asbestos

If Pesticides will be used at your child's school, the schools must notify you and school employees first.

If there are any materials containing asbestos in the school district, they will be handled according to the district plan. To see the plan, call the Director of Maintenance and Operations at: 757-5385. The district posts this information on our website

Program Participation

Children in attendance are encouraged to take part in all of the activities, indoors and outdoors, to their potential. It is expected that children are well enough to attend the program are well enough to be full participants.

Psychological Tests

Your child will not be given any psychological tests without telling you first, so you will have an opportunity to refuse the test. Your child will not be given any behavioral, mental, or emotional evaluation without your written permission.

Raptor

DJUSD has implemented a visitor management pilot program using V-Soft Raptor Visitor management system, from Raptor Technologies. The Raptor visitor management system is capable of replacing manual paper-based logs, and it will allow schools and facilities to produce visitor badges, monitor volunteer hours, and electronically check all visitors against registered sexual offender databases. The overall goal is to better control access to all DJUSD schools; thus, providing enhanced protection for our students and staff.

All school visitors with the exception of drop off and pick up are required to check in using this system located in the Preschool Office.

Religious Instruction or Worship

Our preschool program refrains from religious instruction or worship as specified in the Constitution of California, Article XVI, Section 5.

Rest Time

Our fee-based program has a rest time every afternoon. Children may need a rest time to help them relax and unwind from their busy schedule. If a child does not go to sleep the child may work on a quiet activity that does not disturb the other children. Parents will provide a clean fitted crib sheet and blanket on Monday and take home to wash on Fridays. You may bring a soft stuffed animal that comforts your child. No hard toys they may play with for rest time.

Nap time is not required in the state preschool program. However, a child that falls asleep is in need of rest. Should a child fall asleep at any point during the day, the child will be allowed to sleep until fully rested.

Screening Tools and Assessments for State Preschool

DRDP: School staff assesses the developmental level of enrolled children on an on-going basis using the Desired Results Developmental Profile (DRDP), along with observations, anecdotal information, and parent input. Your child's teacher will compile a portfolio demonstrating your child's progress. The child's portfolio will be shared with you at parent conferences. The DRDP-R is completed within 60 days of the child's enrollment.

Components of Desired Results System

The six basic components of the desired results system are desired results, indicators, themes, measures, criteria for success, and measurement tools. The six desired results, to which all CDE-funded childcare and development programs are expected to contribute, are listed below.

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competence.
- Children are safe and healthy.
- Families support their child's learning and development.
- Families achieve their goals.

Sexual Harassment

The Board prohibits sexual harassment or sexual violence of students at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person, who reports, files a complaint or, testifies about, or otherwise supports a complaint or respondent in alleging sexual harassment.

According to California Educational Code, sexual harassment means: unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of these conditions:

- Submitting to the harassment is explicitly or implicitly made a condition of an individual's academic status or progress
- Submitting to, or rejecting, the conduct impacts academic decisions affecting the individual
- The harassment has a negative impact upon the individual's academic performance, or creates an intimidating, hostile, or offensive educational environment
- Submitting to, or rejecting, the conduct impacts decisions affecting the individual regarding benefits and services, honors, programs, or activities made available by the educational institution

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual

harassment shall notify the principal or a district compliance officer.

Special Needs

Our district follows federal and state laws regarding the rights of people with disabilities. If your child has exceptional needs, as defined by Ed. Code §56026, or needs special accommodations, contact the director or the Special Education Office at 530-757-5300

Staffing

The Preschool staff includes a director, administrative assistant, certificated teachers and para educators (instructional assistants). Teacher qualifications and staff/child ratios are maintained in accordance with State Department of Education, Child Development Division regulations and Department of Social Services, Community Care Licensing. Other support personnel are available to facilitate program implementation. You have the right to meet with your child's teacher and director if you give reasonable notice.

STATE PRESCHOOL POLICIES

A. Determining Child's Age Eligibility

We maintain an eligibility list based on criteria established by our funding agency. The eligibility list is prioritized based on family size and income.

For purposes of determining age eligibility, the following definitions apply:

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

B. Enrollment Priority

Priority for enrollment of eligible students is based on the following:

1. First priority shall go to children receiving protective services through the local county welfare department and children at risk or abuse, neglect, or exploitation.
2. Second priority shall go to eligible four-year-old children, in income eligibility order using the EESD income ranking chart.
3. Third priority shall go to other eligible three-year-old children, in income eligibility order.

C. Enrollment Policy

Items Required Before Attendance

- ✓ Birth records for all children listed as part of Family Size
- ✓ Emergency cards must be filled out completely and signed
- ✓ Current immunization records (prior to admission)
- ✓ Physician's Report and TB clearance

- ✓ Income verification (one month of pay stubs)
- ✓ All other forms received in the enrollment packet.
- ✓ Residency documentation

D. Admission Procedures

Please allow an hour when making your admission appointment. During this time, you will need to provide certain documentation to comply with California Department of Education EES Division policies, such as: Employer verification of income status, one month's consecutive pay stubs, child's immunization records and birth certificates for all children listed as part of Family Size. As part of these requirements, you will be asked to fill out a child information sheet and a developmental history. Also, a physical examination form signed by your child's doctor must be completed and on file within the first month of his/her attendance.

All enrollment forms must be completed at the Preschool office for processing and signature prior to the child/children's admission to the program.

Termination Policy

Reasons a child/family may be terminated from program services can be, but are not limited to:

- Parents' failure to submit proof of income in a timely manner, birth records, physical forms, immunization records, or other required documentation.
- Exceeding the maximum of 3 unexcused absences. Un-excused absences over three days without a phone call or contact from the parent or guardian. **(State Preschool Only)**
- Exceeding the maximum of 10 "Best Interest Days." **(State Preschool Only)**
- The experience is too stressful for an individual child or the child's behavior is interfering with the safety and security of him/herself, other children and /or adults in the classroom.
- Parents' or children's behavior that is threatening, disruptive, or disrespectful to the children or program staff.
- Parents that do not follow the policies of DJUSD State/fee base Preschool Program.
- If Tuition is late, and a balance is due for more than a month.
- If child is determined not to be fully potty trained.

Title IX

No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance. If you have questions or a complaint related to sex discrimination, contact the district, and ask for a copy of the complaint procedures.

Toys

Please check with your child's teacher before bringing toys from home. The materials brought from home need to reflect DJUSD policy with regard to safety and educational value.

Field Trips

At this time the early learning center does not offer off site field trips, but we do offer occasional onsite educational experiences. We will send home notification of event prior to the scheduled event.

Transportation

The preschool program does not provide transportation

Universal Precautions

Universal precautions are not limited to use with individuals known to be carrying a specific disease. Precautions must be used in all situations and instances when blood or body fluids are handled. Precautions should be used daily as part of good hygiene practices in all classrooms.

In the school setting, universal precautions should include:

- ✓ hand washing
- ✓ using gloves
- ✓ careful trash disposal
- ✓ using disinfectants
- ✓ modification of CPR technique

It is critical that universal precautions be used in every instance when handling blood and body fluids (e.g., drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions such as nasal drainage, saliva, and blood), because:

- There may be situations where we do not know that a person is infected.
- We should not wait until we encounter an identified infected or ill student or adult before practicing the universal precautions.
- For legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood test for antibodies to the HIV/AIDS virus.
- It is everyone's responsibility to continually use good disease prevention techniques based on thorough hand washing.

Uniform Complaint

We are committed to following state and federal laws and regulations. You may file a complaint under the Uniform Complaint Procedures if you believe the district has violated a state or federal law or if one of our programs is discriminatory.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, childcare and development programs, child nutrition programs, and special education programs (5 CCR 4610)

Any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

1. Any complaint alleging bullying in district programs and activities, regardless of whether the bullying is based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
2. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
3. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
4. Any other complaint as specified in a district policy

If you disagree with the resolution of a Uniform Complaint, you may appeal to the Department of Education or seek civil law remedies.

Copies of Uniform Complaint Policy are available at all school sites, at the customer service desk at the district office, or on the Student Support Services webpage found at www.djusd.net.

Williams Uniform Complaint

Our district is committed to ensure that the Williams Act is supported. This includes supplying sufficient textbooks or instructional materials. In addition, school facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments.

A complaint alleging any condition(s) specified above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, not to exceed 10 working days.

Copies of Williams Uniform Complaint Policy are available at all school sites, at the customer service desk at the district office, or on the Student Support Services webpage found at www.djusd.net.

Education Code 35186; 5 CCR 4680

Early Learning Center Staff Biographies

Tereadel Sosa Borges Program Director
tsosaborges@djUSD.net x 181



Credentials: Program Director

Tereadel has been part of DJUSD since 2016 as teacher and now currently our preschool program director, she looks forward to many more years with our program. She has been in early childhood development field since 2007 and she has her bachelor's degree in child development and holds a program's director permit issued by California Commission on Teacher Credentialing. Tereadel is always looking to grow and support all children and families. She loves to spend time with her family and visit the ocean as much as she can. She has 3 daughters whom she loves with all her heart.

Angie Deleon Site Administrative Assistant
adeleon@djUSD.net x 186



Angie has been a support to the administrative offices within DJUSD since 2006. She began at the district office with the BTSA (Beginning Teacher Support and Assessment) program, continued onto Patwin Elementary school and currently the Site Administrative Assistant to the DJUSD-Early Learning Center. Programs include: Special Education, California State funded program and the Fee-Based program. She enjoys working with the preschool staff and helping our community enroll for the very first time with DJUSD. We are the first impression for the school district and can provide early intervention, if necessary. We provide our students with a great start with their education and socialization.

Socorro Campos Teacher (Blue Cubby) Korematsu

scampos@djusd.net x 285



Credentials: *Site supervisor Permit*

Socorro has been working with children for 47 years, Socorro has worked for DJUSD for 30 years 10 years as a para educator in the Spanish immersion program and the last 20 years as a preschool teacher for the Early Learning Center. She loves to be a part of a child's journey discovering their own independence, developing socially and emotionally and their academic skills. She believes language and culture diversity in a classroom are important and beneficial for every child at a young age and for children to accept all people regardless of their differences.

Lei Yang Para Educator (Yellow Cubby) Korematsu

lyang@djusd.net x 286



Lei migrated to America several years ago. She was an Electric Engineer for about 30 years in China Academy of Space Technology (CAST). She has improved her English at the Woodland Adult Education and Woodland Community College, then she continued her education in Early Childhood. Lei has received Child Development Associate Teacher Certificate. She likes working with children, and loves engaging and supporting children's learning and growing. Helping and caring for children is her passion.



Galyna has been working as an educator for 20 years, including the last 10 years in Early Childhood Education. She joined the Early Learning Center in 2021.

She is dedicated to helping young students to make a good start on their journey to explore the world.

Swarna Jayalath Para Educator (Green Cubby) Korematsu
sjyalath@djusd.net x 287



Swarna has been in the early childhood field for over 6 years and in the past has worked as a teacher aid and teacher in a local preschool. She is currently working towards an associate degree in early childhood education. Swarna enjoys gardening, camping, art & craftwork, and spending time with her husband, and two sons. Swarna has a natural love of being with young children, understanding their unique needs, and is passionate about helping her students grow.

Shashikala Sah Para Educator (Yellow Cubby) Korematsu
ssah@djsd.net x 285



Shashi has more than ten years of experience working with children in different countries. She specializes in managing and teaching small and large groups of kids with zeal and responsibly following school policy to ensure student safety. Shashi is a powerful force in the workplace and uses her positive attitude and tireless energy to encourage others to work hard and succeed. She is inspired daily by her husband and their two daughters. In her free time, she likes to hike, spend lots of time in the garden, cook delicious food, watch TV with her family, and play with her daughters.

Laila Fraifer Para Educator (breaker-All classrooms) Valley Oak
lfraifer@djsd.net



Laila is originally from Libya and has been in the U.S for over 10 years. She is a busy mom with a big family. She has graduated from Sacramento City College and earned her AA degree in accounting. She is continuing her education by taking Child Development classes to increase her skills and experience.

Monica Saldana - Site Supervisor and Teacher (Turquoise) Valley Oak

msaldana@djusd.net x 3



Credentials: *Site supervisor Permit*

Monica has been a preschool teacher since 2017 and has worked for DJUSD since 2016. She has her bachelor's in Early Childhood Education from Ashford University. Monica enjoys working with children and helping them achieve their dreams. She believes that early childhood education is the first critical experience that fosters a lifetime of learning.

Karina Lopez-Briseno Teacher (Purple Cubby) Valley Oak

klopezbriseno@djusd.net x 4



Karina has been working with children since 2016. She received her Bachelor of Arts degree from Sacramento State in Child development with a concentration in community settings. She has always loved children since she was a little girl, as she grew older it interested her even more in the way they communicated with others and explored their surroundings. Karina says this about children "Children are very smart they are like sponges they absorb information they hear and then later incorporated with what they already know. As a teacher, I hope to make a difference in every child's life."

Leslie Guillen-Sosa Para Educator (Turquoise Cubby) Valley Oak

lguillensosa@djUSD.net x 3



Leslie has been working at DJUSD since 2021. She grew up in yolo county and spent most of her time with children, whether that be with family or in a school setting doing curricular activities. Now having a career where she can grow relationships with children and teach them, makes it very rewarding to her to know she is making a difference in children's lives. Her passion for working with children is continuing to grow more each and every day. Leslie is incredibly excited to see where her career takes her in the future.

Stephanie Roberts- Occupational Therapy

sroberts@djUSD.net



Stephanie has been providing occupational therapy services to preschool students in the Davis community since she joined the team in 2007. With over 20 years of experience supporting young children, teachers, and families in the school setting, Stephanie loves to share easy tips to promote motor development and sensory strategies to help kids feel more comfortable and confident navigating the world around them.

Hayley Kercher - Early Childhood Special Education Specialist, M.A

hkercher@djusd.net



Hayley has been teaching young students with disabilities for 10 years. She is dedicated to creating a fun, play-based and nurturing classroom environment that follows the children's interests and celebrates all types of learners.

Suzanne Curlis, MSP, CCC-SLP
Speech Language Pathologist
scurlis@djusd.net



Suzanne has been working with preschool children Davis Joint Unified School District for almost twenty years and for an additional ten years in Yolo County after graduating from graduate school as a speech language pathologist. Her chosen age group is preschool and she loves their energy and enthusiasm and helping their families improve their communication skills.

Lauren Bolnik - School Psychologist

lbolnik@djUSD.net



Lauren has been a School Psychologist throughout Yolo County since 2003. She joined the DJUSD Special Education Preschool Team in 2014 with a commitment to support preschool aged children with disabilities, and their families, as they embark on their educational journeys.



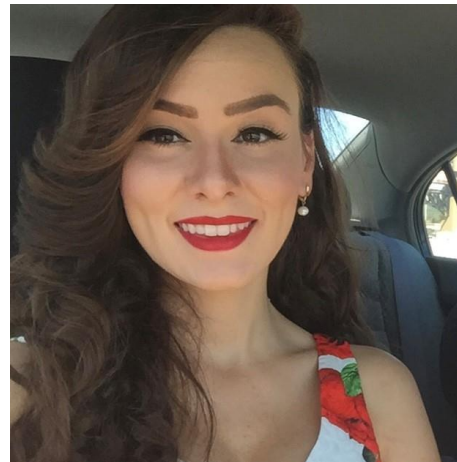
Lee Ann Massey-Paraeducator III

lmMassey@djUSD.net

A mom of twenty plus years, a paraeducator of eight plus years (started back in 2012)...I bring a dedicated, sincere, patient and loving approach to teaching our early learners. Fun Fact: I have worked at all preschools, elementary schools, middle schools and high school within DJUSD. If you were to ask me which is my favorite place to work, I would say here. Favorite age groups: 9th graders and preschoolers 😊

Courtney Smith
Behavior Analyst
casmith@djUSD.net

Courtney is a Board Certified Behavior Analyst who has been with the district since 2019 but has been working in the behavior field for over 10 years. She has worked in elementary schools for a decade but is new to preschool and is excited for the change!

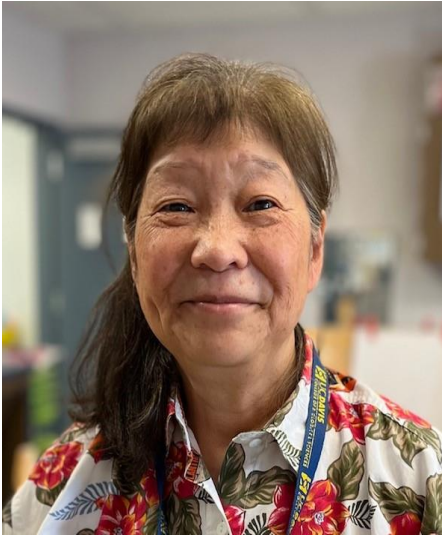


Jessica Spiropoulos M.S., CCC-SLP
Speech Language Pathologist, AAC Specialist

jspiropoulos@djUSD.net

Jessica specializes in supporting students with disabilities who benefit from using augmentative or alternative communication tools. She works closely with school staff and families to provide assessment, implementation plans, and on-going consultation support for AAC users from preschool through high school in DJUSD. Jessica has been working in education since 2001 and returned to school in 2009 to become a speech language pathologist. She has been working for DJUSD since 2014. Jessica is a member of the California Open Access cohort of providers and is committed to supporting learning and participation for all students in public schools.





Evelyn Marquez- Paraeducator III emarquez@djsd.net

Evelyn has worked with the district for over 27 years. She is a passionate educator with many gifts and has helped countless children feel safe, comfortable and loved at school.

Alyssa Wallace - Early Childhood Special Education Specialist, M.A

awallace@djsd.net



I started out my journey in education as an inclusion para educator over 25 years ago after graduating from UC Davis with a degree in Human Development. I went on to get my Multiple subject and Severely Handicapped credential from Sac State, followed by my Masters in Special education. I have worked as an inclusion teacher for students pre-K -12. I also taught kindergarten for 9 years. I am currently an ECSE preschool teacher at the ELC. For the last 14 years I have worked with children in our special day class and inclusive preschool programs at the preschool level. I am a mentor and supervisor for the Early Childhood Special Education Teaching Credential program with Sac State. I am passionate about early childhood education, especially with a focus on inclusion.



Adie has been a paraeducator with DJUSD for four years. She enjoys helping kids to learn and grow in their young formative years.



Annie has been working in education for 13 years. She has recently begun pursuing her teaching credential in special education. She has a love for working with children and looks forward to creating a fun and inclusive learning environment for her future students in Pink Cubby.

Megan Uzarski M.S. CCC-SLP Speech Language Pathologist

muzarski@djusd.net



Megan has been providing speech and language therapy services for children of all ages for the past 7 years. She especially enjoys working with preschoolers of all learning styles and strives to help them expand their communication skills.

Breanne Stambusky - Paraeducator III bstambusky@djusd.net



Breanne is a paraeducator in her 16th year with the district. She finds this job very rewarding and enjoys making special connections with the kids and families and working to support the staff! She advocates for early intervention and inclusion and is proud to be a veteran employee with the special education program.