

Early Learning Center Family Handbook

Preschool programs

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



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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.

The ELC is an inclusive preschool site designed to provide a nurturing and supportive environment for children with a range of strengths and interests. Rooted in the philosophy of inclusion, our program embraces diversity and celebrates each child's unique strengths and abilities. Our school site offers a variety of classrooms to support individual needs, and children may participate in learning opportunities in any of these classrooms and on the playground. Children with disabilities learn alongside peers who don't have identified special education needs. Inclusion benefits all children! Through a blend of play-based learning, social interaction, and individualized support, we aim to foster the holistic development of every child.

- **Inclusive Environment:** Our classrooms are intentionally designed to be inclusive and accessible to children with diverse needs and interests. We welcome children of all abilities, including those with physical, developmental, or learning differences. Children with a range of disabilities and abilities learn alongside each other, and our goal is to increase inclusion opportunities whenever possible. Children will participate in learning activities in all classrooms.
- **Inclusive Practices:** We prioritize inclusive and neurodiversity affirming practices in all aspects of our program, from curriculum planning to classroom management which benefit all children. All of our educators receive training in inclusive teaching strategies and are committed to creating an environment where every child feels valued and supported. All children benefit from highly skilled educators with experience in individualizing instruction. By embracing diversity and promoting inclusivity, the ELC aims to lay the foundation for lifelong learning, empathy, and respect for self and others. Our program celebrates the uniqueness of every child and strives to create a community where all children can thrive and reach their full potential.

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@djud.net x 181

Site Administrative Assistant: Angie DeLeon

adeleon@djud.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 pickup 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 a child when authorized by the parent and are added to the 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:

- When the family has not been in communication with the provider for seven (7) consecutive calendar days and has not notified the provider of the reason the family is not using services, the provider, if not the contractor, shall promptly notify the contractor.

- Using the contact information on file, the contractor shall attempt to contact the parent through a variety of communication methods. At least one communication attempt shall be in writing, which may be through electronic methods. The contractor shall keep documentation of all communication attempts, including a copy of all written communication, in the family data file. The contractor shall inform the parent in these communications that failure to communicate with the contractor or provider may result in termination of preschool services.
- The contractor shall issue a notice of action to disenroll the family on the basis of best in when there has been no communication with the provider or the contractor for a total of 30 consecutive calendar days.
- “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.**

CSPP-Environment Rating Scales

(5 CCR 17711)

1. Center-based programs and family child care home networks shall complete an environment rating scale that is appropriate for the type of setting and age of children served to measure program quality. The environment rating scale shall be completed.

CSPP-Developmental Profile/DRDP

(EC 8203; 5 CCR 17702)

The contractor shall complete the age-appropriate Desired Results Developmental Profile, and submit it as directed by the CDE, for each child who is enrolled in the program for at least ten (10) hours per week.

If a child has exceptional needs, and/or has an Individualized Education Program, the developmental profile shall be completed with any necessary accommodations and adaptations and be submitted as directed by the CDE. Notwithstanding, (A) above, a developmental profile is required for a child with exceptional needs even if that child is enrolled for less than 10 hours per

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.

Community Involvement

§ 17707. Community Involvement.

Facilitating relationships between the local educational agency or local regional centers and families that need services. Soliciting support from the community, this includes the solicitation of donated goods and services.

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

Program-wide Expectations

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.

Suspension, and Expulsion

Policies to Prevent Suspension, Expulsion and Denial of Services to Preschool Children

(EC 8489 and 8489.1) If a child exhibits persistent and serious behaviors, the program shall expeditiously pursue and document reasonable steps, including, but not limited to:

- a. Consulting with the child's parents or legal guardians and teacher, and, if available, engaging an early childhood mental health consultant, to maintain the child's safe participation in the program.
 - b. The program shall inform the parents or legal guardians of a child exhibiting persistent and serious behaviors of the process described in this section in writing, including a description of the behaviors and the program's plan for maintaining the child's safe participation in the program.
 - c. If the child has an individualized family service plan or individualized education program, the program, with written parental consent, shall:
 - i. Contact the agency responsible for the individualized family service plan or individualized education program to seek consultation on serving the child.
 - ii. The program shall consider, if appropriate, completing a comprehensive screening to identify the needs of the child, including, but not limited to, screening the child's social and emotional development, referring the child's parents or legal guardians to community resources, and implementing behavior supports within the program.
 - d. If a program has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determines, in consultation with the parents or legal guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the federal Individuals with Disabilities Education Act (20 USC 1400 et seq.), that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, it shall refer the parents or legal guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direct transition to a more appropriate placement. The program may then unenroll the child.
3. A program shall have up to 180 days to complete the process described in paragraph (2).
 4. Suspension shall only be used as a last resort in extraordinary circumstances when there is a serious safety threat that cannot be reduced or eliminated without removal. To the greatest extent possible, a program shall endeavor to ensure the full participation of enrolled children in all program activities.
 5. Before a program determines that suspension is necessary, the program shall collaborate with the child's parents or legal guardians and use appropriate community resources, as needed, to determine no other reasonable option is appropriate, and

provide written notice to the child's parents or legal guardians pursuant to paragraph (9).

7. If suspension is deemed necessary, a program shall help the child return to full participation in all program activities as quickly as possible while ensuring child safety by doing all of the following:

- a. Continuing to engage with the parents or legal guardians and continuing to use appropriate community resources.
- b. Developing a written plan to document the action and support needed.
- c. Providing referrals to appropriate community services.
- d. If the child has an individualized family service plan or individualized education program, the program, with written parental consent, shall contact the agency responsible for the individualized family service plan or individualized education program to seek consultation on serving the child.

8. In the event a program suspends or expels a child, the program shall issue the child's parent or guardian a written "Notice of Action, Recipient of Services," as described in Section 17783 of 5 CCR, with the exception that the effective date of the action may be no less than 24 hours after service of the notice. The agency shall, at the same time, inform the parent or guardian in writing of their right to file an appeal of the action directly with the department no later than 14 calendar days after receipt of the notice. Because the action to suspend or expel a child involves persistent and serious behaviors that impact the safety of children, the program is not required to allow the child to receive services during the appeal.

10. A program shall maintain records on all of the following information:

- a. The number of times the process described in (2) above was initiated during a program year, and the outcome of each reported instance.
- b. The number of times the process described in paragraphs (6) and (7) above was initiated during a program year, and the outcome of each reported instance, including, if applicable, how long a child was excluded from the program.
- c. The data collected pursuant to paragraphs (10)(a) and (10)(b) shall include for each child, at a minimum, age, sex, race and ethnicity, foster status, home language, disability, and whether the child has an individualized family service plan or an individualized education program.

11. This section shall not apply to licensed family child care providers until the joint labor-management committee established pursuant to paragraph (2) of subdivision (a) of *WIC* 10424.5, makes recommendations for potential changes related to suspensions and expulsions.

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 minimum one month notice in writing that must be submitted to the preschool director. There is no refund for the remainder of the month. If there is a Returned check, it is subject to a \$25 processing fee and only online payment will be accepted.

***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 that 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.

Health and Social Services

(5 CCR 17706)

Each contractor shall include in its program a health and social service component that:

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

Healthy Schools : Health and Safety Policies

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 employee or student may have, make, distribute, use or be under the influence of

- No Drugs 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 the 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 a 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;

Equal Access-ADA

1. No person in the State of California shall, on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, genetic information, or disability be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state.

2. With respect to discrimination on the basis of disability, programs and activities subject to 5 CCR 4900(a) shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 USC 12132), and the federal rules and regulations adopted in implementation thereof, except that if the laws of this state prescribe stronger protections and prohibitions, the programs and activities subject to subdivision (a) shall be subject to the stronger protections and prohibitions.

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 are 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 and 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.

Staff Development Program

(5 CCR 17704)

Each contractor shall develop and implement a staff development program that includes the following:

Contractors providing center-based services may schedule up to two days of staff training (16 hours), per contract period, using state reimbursement funding on the topics including procedures for emergencies in preschool programs, licensing regulations relating to preschool programs, recognition and reporting of suspected abuse of children in preschool programs, managing challenging behaviors and preventing expulsion of children, and addressing items on the program's Quality Rating and Improvement System (QRIS) Quality plan.

Program Self-Evaluation Process

(5 CCR 17709) Each contractor shall develop and implement an annual plan for its program self-evaluation process.

Dual Language Learners

_1. Contractors must determine dual language learner status for every child enrolled in CSPP by Conduct the Family Language Instrument to determine dual language learner status.

STATE PRESCHOOL POLICIES

A. Ages of Children Served (include definitions for CSPP 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" means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a California state preschool and whose parent or guardian has opted to retain or enroll them in a CSPP. EC 8205(ab)
2. "CSPP eligible three-year-old children" means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP. Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP on or after their third birthday. Any child under four years of age shall be served in a CSPP facility, licensed in accordance with 22 CCR. EC 8205(aa)

B. Enrollment Priority How to Qualify for CSPP-

Admission Policies and Procedures-Family Selection, Eligibility, Enrollment Processes, and Certification Process

A. Admission Priorities, Waiting List and Displacement

Contractors shall maintain a current waiting list in accordance with admission priorities. Contractors may satisfy this requirement by participating in a county child care centralized eligibility list. When filling vacancies, contractors shall contact applicants in order of priority from the waiting list. Families shall be enrolled in accordance with admission priorities above.

If it is necessary to displace families, families shall be displaced pursuant to EC 8214.

1. Part-day CSPP Admission Priorities (EC 8210; 5 CCR 17746)

a. First priority: Contractors shall give first priority for services to CSPP three- and four-year-old children who are recipients of child protective services, or who have been determined to be neglected, abused, or exploited or at risk thereof. If an agency is unable to enroll a child in this first priority category, the agency shall refer the child's parent or guardian to local resources and referral services so that services for the child can be located.

b. Second priority: Contractors shall give second priority for services to all three- and four-year-old children with disabilities from families with incomes below the income eligibility threshold. This priority is for children with disabilities that are enrolling in CSPP after the percentage of funded enrollment set-aside pursuant to paragraph (1) of subdivision (c) of EC 8208, is filled.

c. Third priority: Contractors shall give third priority for services to eligible CSPP four-year-old children not enrolled in TK, not including children with disabilities with incomes above the income threshold, in the following order:

i. Eligible children who were enrolled in CSPP as three-year-olds.

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

iii. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.

iv. If there are no families with children that have a primary home language other than English, the family that has been on the waiting list for the longest time shall be admitted first.

v. NOTE: Contractors must use the processes in MB 22-04a to determine if a child is a dual language learner prior to prioritization.

d. Fourth priority: Contractors shall give fourth priority for services to eligible CSPP three-year old children, not including children with disabilities that are above the income threshold, in the following order:

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

ii. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.

iii. If there are no families with children that have a primary home language other than English, the family that has been on the waiting list for the longest time shall be admitted first.

NOTE: Contractors must use the processes in MB 22-04a to determine if a child is a dual language learner prior to prioritization.

e. After all otherwise eligible children have been enrolled, the contractor may enroll the following children in the order listed:

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

ii. For CSPP Neighborhood School sites operating within the attendance boundaries of a qualified FRPM school, the contractor may enroll CSPP three- and four-year-old children whose families reside within the attendance boundary of the qualified FRPM elementary school without establishing eligibility. These families shall, to the extent possible, be enrolled in income ranking order, lowest to highest.

iii. Children enrolling in the CSPP to provide expanded learning and care to TK or K pupils, pursuant to EC 48000(l).

f. Contractors shall not deny service to nor assign a lower priority to a family that needs less than full-time services.

g. The CDE may grant a waiver to the priorities specified above in order for the contractor to serve specific populations. Requests may not include waiver of the fee schedule or admission of ineligible families. Waiver requests shall be submitted to the CDE and approved prior to implementation.

A. Eligibility and Need Criteria

Eligibility Criteria For Part-Day CSPP Services (EC 8208(a))

Unless otherwise specified in this section, to be eligible for part-day CSPP, a family shall meet the eligibility criteria as follows:

1. Family is a current aid recipient;
2. Family is income eligible;
3. Family is experiencing homelessness; or
4. Family has children who are recipients of child protective services, or are identified as at risk of being abused, neglected, or exploited.
5. Family has a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, or Early Head Start. Children eligible for services pursuant to this subparagraph shall be prioritized by the income declared on the application for the means-tested government program.

6. Family has children with exceptional needs, as defined in EC 8205.

Only the children in the family who are children with disabilities may be enrolled under the eligibility criteria of this subparagraph. Any other child in the family without exceptional needs may be enrolled pursuant to any of the criteria established in subparagraphs (1) to (5), inclusive.

After all otherwise eligible families have been enrolled, a part-day CSPP may enroll:

1. Children from families whose income is no more than 15% above the eligibility income threshold. Children from families enrolled under this exception may not exceed ten percent of the participating CSPP's total contract enrollment. Children with disabilities from families with incomes above the income eligibility threshold, shall not count towards the 10 percent limit of families above the income eligibility threshold.
2. After all children have been enrolled pursuant to the above subdivisions, part-day CSPP Neighborhood School sites operating within the attendance boundaries of a qualified FRPM school may enroll CSPP three- and four-year-old children whose families reside within the attendance boundary of a qualified FRPM school without establishing eligibility.
3. After all children have been enrolled pursuant to the above subdivisions, part-day CSPP sites may enroll children enrolled in TK and kindergarten if their families are eligible for services pursuant to EC 8208

CHILDREN WITH DISABILITIES – CONTRACT SET ASIDE

(EC 8208)

Children with exceptional needs as defined in EC 8205 are also known as children with disabilities. In an effort to align more closely with federal special education law and programs, the CDE will refer to children with exceptional needs in this document as children with disabilities, and encourages contractors to describe these children as children with disabilities at the local level during implementation. All references in this document to children with disabilities references to children with exceptional needs in the EC.

Contractors are required to follow all requirements for the contract set aside for children with exceptional needs pursuant to EC 8208, including, but not limited to:

1. All contractors are required to reserve 7.5 percent of their funded enrollment for children with disabilities in the 2023-24 program year.
 - a. The 7.5 percent of the contractor's funded enrollment will be set aside specifically to allow children with disabilities, including children with severe disabilities, to be enrolled without regard to priority order.
 - b. Contractors will be fully funded for the percentage of enrollment, inclusive of the exceptional needs adjustment factor for that enrollment, to ensure funding is available to enroll children with disabilities within the percentage of enrollment set aside at any point during the fiscal year.
 - c. Contractors will receive additional reimbursement for providing services to children with disabilities or severe disabilities. The adjustment factor for children with disabilities, including children with severe disabilities, is 2.4.
2. In order to qualify as a child with disabilities, the child must have an active IFSP or IEP and be receiving services.
3. Transitioning from an IFSP to an IEP:

- a. If a child with an IFSP is turning 3 years old and is undergoing an assessment to determine whether the child is eligible for an IEP, the child can count toward the set aside until the determination is made as to whether the child is eligible for an IEP.
 - b. If the child qualifies for an IEP and the parent consents to services, the child continues to count towards the set aside.
 - c. If the child qualifies for an IEP and the parent does not consent to any early intervention or special education services, the child does not continue to count towards the set aside.
 - d. If the child does not qualify for an IEP, then the child no longer counts toward the set aside.
4. Within the set aside, children with disabilities from families with the lowest income, according to the income ranking on the most recent schedule of income ceiling eligibility table, must be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list the longest shall be enrolled first.
5. To the maximum extent appropriate, children with disabilities must be educated with children who are nondisabled. Special classes, separate schooling, or other removal of individuals with disabilities from the educational environment may only occur if the nature or severity of the disability is such that education in the regular classes, with the use of supplementary aids and service, cannot be achieved satisfactorily.
- a. The IEP team, which may include a representative from the contractor providing services to the child, is responsible for determining the placement of children with disabilities, taking into consideration the LRE provisions, including any potential harmful effects on the student or on the quality of services the student needs.

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.

Recertification

(5 CCR 17753)

After initial certification and enrollment, families shall be recertified for services by the contractor no later than 50 calendar days following the last day of the 24-month certification period, which starts with the day the agency’s authorized representative signed the last application for services.

In order to recertify families, the contractor’s authorized representative shall notify the parent in writing in the final 30 days of the 24-month certification period, which starts with the day the contractor’s authorized representative signed the last application for services.

Requirement to Report when Income Exceeds Statutory Threshold for Income Eligibility.

(a) When a family is initially certified or recertified on the basis of income eligibility, the contractor shall: (1) Provide the parent a copy of the income calculation worksheet that verifies the family is income eligible; (2) Provide the parent with a copy of the most recent Schedule of Income Ceiling eligibility table, as published by the State Superintendent of Public Instruction; and (3) Notify the parent in writing of the following: (A) The maximum adjusted monthly income, adjusted for family size, taking into account income fluctuations pursuant to section 17759, that the family could earn before the family would be disqualified for services, based on on-going eligibility requirements; an **NOA**

NOA, Recipient of Services

(5 CCR 17783)

1. The NOA, Recipient of Services is used when there is any change to the service agreement including, but not limited to:
 1. The contractor determining, at recertification, that the need or eligibility requirements are not met;
 2. The contractor terminating services

The Family’s Right to Voluntarily Report Changes

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 30 unexcused absences. Unexcused absences over 7 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 based 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 the event prior to the scheduled event. Parents will have to fill out a parent permission slip before the trip occurs.

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@djud.net x 181



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 of Arts degree in Child Development, Associates of Arts in Early Childhood Development and holds a program 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@djud.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 (CSPP), 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.

Lauren Bolnik School Psychologist

lbolnik@djud.net x182



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.

Rachael Massey School Psychologist

rmassey@djud.net x185



Rachael began her career working as a special education paraeducator with DJUSD in 2012. It was during this time that she fell in love with the preschool population. Soon after, she became a School Psychologist and worked on the central coast for several years. Rachael returned to DJUSD as a School Psychologist in 2022. She is grateful to work with children and families in the community that she loves.

Suzanne Curlis, MSP, CCC-SLP Speech Language Pathologist

scurlis@djud.net x 183



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.

Megan Uzarski M.S. CCC-SLP Speech Language Pathologist
muzarski@djud.net x 184



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.

Stephanie Roberts Occupational Therapy

sroberts@djud.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.

Carly Robinson Teacher (Yellow Cubby) Korematsu

crobinson@djud.net x 286



Carly Robinson brings over 15 years of experience working with children to her role as a dedicated educator. Her journey began as a camp counselor, where she discovered her passion for nurturing young minds. Carly's commitment to professional growth led her to pursue higher education, earning an associate degree in Early Childhood Education from Diablo Valley College followed by a bachelor's degree in Childhood Development.

Lei Yang Para Educator (Yellow Cubby) Korematsu
lyang@djusd.net



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.

Shashikala Sah Para Educator (Yellow Cubby) Korematsu
ssah@djusd.net



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.

Galyna Monastyrska Teacher (Green Cubby) Korematsu
gmonastyrska@djusd.net x 187



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
sjayalath@djUSD.net



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.

Alyssa Wallace Early Childhood Special Education Specialist, M.A
awallace@djUSD.net x 187



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.

Lee Ann Massey Para Educator III
lmasssey@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

Hayley Kercher Early Childhood Special Education Specialist, M.A

hkercher@djUSD.net x 284



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.

Adie Lee Para Educator III

alee@djUSD.net



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

Breanne Stambusky Para Educator 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.

Annie School Early Childhood Special Education Teacher
ascholl@djud.net x 282



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.

Macie Killough Para Educator III
mkillough@djud.net



Macie has been a paraeducator since March 2022. She loves working with and making connections with all the kids. She has her bachelors in history from Sacramento State and is taking early childhood education courses at Woodland Community College to aid in her work with young children.

Patti Lowe-Stevenson Early Childhood Special Education Specialist, M.S. Ed
plowestevenson@djud.net x 285



Patti joined the ELC-Korematsu team in Nov, 2022. She loves using quality literature as the springboard for students to communicate with others by sharing thoughts and feelings.

Maryam (Leila) Yaghmourli Early Childhood Education Teacher
myaghmourli@djud.net x 285



Maryam, also known as Leila, Joined DJUSD in April 2021. She has a strong affinity for working with children. She commenced her career as a paraeducator at the Early Center in 2022. She obtained her Child Development Permit in January 2023 and her AA in Early Childhood Education at Sac City College. She is currently pursuing her BA in Early Childhood Development. She commenced her teaching career as a teacher in December 2023.

Olivia (Chunyan) Jiang Para Educator

cjiang@djud.net



Olivia (Chunyan) received her Child Development Associate Teacher Certificate and is pursuing a child development teaching degree while taking special education courses. Prior to joining DJUSD, she served as a teacher at a local preschool in the Mandarin immersion program. She believes that the children exposed to the bilingual or multilingual teaching models from an early age is beneficial to the children's growth! She is patient, passionate and loving towards children, enjoy playing and learning with children. She focuses on a game-based teaching model to provide children with high-quality companionship and care.

Monica Saldana Site Supervisor and Teacher (Turquoise) Valley Oak

msaldana@djud.net x 3



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.

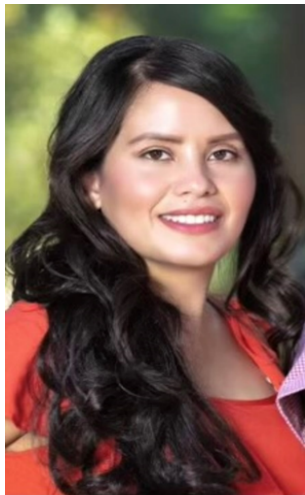
Karina Lopez-Briseno Teacher (Purple Cubby) Valley Oak
klopezbriseno@djud.net x 4



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.”

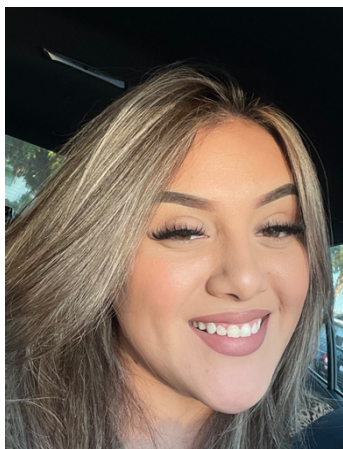
Brenda Angel Para Educator (Purple Cubby) Valley Oak

bangellopez@djud.net



I have been working in the Early education field for 15 years. I received my Bachelor’s degree in childhood education and Associates in Social and Behavioral science. I really enjoy helping children grow and succeed in their academic skills and social skills. Making parent -teacher connections to help children grow even more. Having a positive school environment for the students.

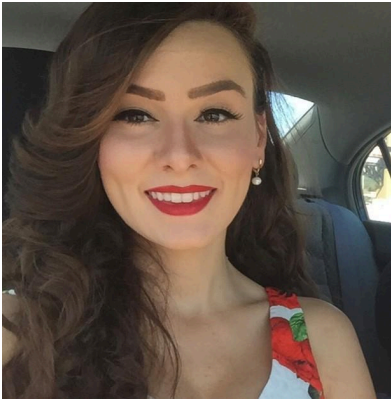
Leslie Guillen-Sosa Para Educator (Turquoise Cubby) Valley Oak
lguillensosa@djud.net x 3



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.

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.