

Early Childhood Education Services

STAFF HANDBOOK



"A Safe & Nurturing Place for Growing Minds"

KCSOS Early Childhood Education Services strives to provide quality early care and education services in partnership with families and the community.

September 2018

Table of Contents

Contact Information	1
Program Information	2
Reporting of Absences & Procedure for Obtaining a Substitute	
<i>Off Duty, Personal Necessity & Vacation Days</i>	3
Appropriate Attire	3
Arrival & Departure of Staff	4
Electrical Devices during Duty Time	
<i>Cell Phones, Computers & Telephone Use</i>	4
Injuries of Staff During Work	5
Supervision of Children at All Times	5
Early Childhood Education Philosophy	5
Staff Responsibilities to Children & Parents.....	6
Program Goals for Enrolled Children & Families	6
California Department of Education Requirements	
<i>Assessments & Parent Conferences, Desired Results & Environments</i>	7
Anti-biased Curriculum and Special Occasions	
<i>Birthday Parties, Classroom Celebrations & Curriculum Planning</i>	8
Daily Activities Planned & Provided by Staff	
<i>Arrival for Dull Day Program</i>	9
Minutes of Instruction; 3 Hours of Core for Half day and Full day State Preschool	9
Discipline Policy & Procedures	
<i>The learning objectives of discipline; Techniques for all staff to use; The following topics are address in the Parent Handbook</i>	10
Documentation Requirement Prior to Termination of Services.....	10
Assembly Bill No. 752.....	11-12
Excused Absences & Attendance for Enrolled Families	13
Enrollment Priority & Waiting List Criteria	13
Fees for child care services (no fees for half day CSPP)	
<i>Other Child Care (OCC)</i>	14
Field Trips	14
Health Related Requirements & Emergency Information	
<i>Administration of Medication; Food Allergies; Illness at School; Limited Leave Request; Health Requirement for Children</i>	15
<i>Health Requirement for Adults, Health Screening</i>	16
Emergency Planning	17
Mandated Child Abuse Reporting & Fingerprinting	17
Start & End Times for Children/Family CSPP Full Time.....	18
<i>Start and end times for CSPP Half Day; Minimum Days/Early Dismissal Time</i>	18
Referrals	18
Parent Involvement	
<i>Confidentiality of Information; Communication</i>	19
<i>Parent Advisory Committee; Personal Rights & Parent Right;</i>	
Megan's Law	20
Nutritional Program	20
School Closures for Holidays	20
Staff Rights	21
References of Program Web Site Addresses	21
Worship & Teaching of Religion	21
Employee Handbook Certification	22

WELCOME TO EARLY CHILDHOOD EDUCATION SERVICES

Dear Employee,

It is my pleasure to welcome you to Kern County Superintendent of Schools (KCSOS) Early Childhood Education Services (ECE). You have joined a large department that provides early education services to over 1000 children at 12 different sites throughout Kern County. We are staffed with certificated, classified, clerical & management employees both full time and part time to operate part day and full day services to families.

Our program is funded through the California Department of Education (CDE), Title 5; Early Education and Support Division (EESD). We have a contractual obligation to follow the laws and regulations as stipulated in California's State Preschool Program (CSPP) & General Child Care (CCTR) Funding Terms & Conditions (FTC).

Each site is licensed through California Department of Social Services; Community Care Licensing (CCL) Title 22. All of our staff members are required to understand and follow the required Health & Safety Codes at all times. In October 2007, The Legislature established a zero tolerance policy for lack of care and supervision resulting in a child being left unattended or a child wandering from a facility. Staff is required to visually supervise all children at all times. Failure to comply is a Type A violation.

As employees of KCSOS, we are required to follow the policies and procedures within the organization. Policies and Procedures for staff can be found at: <http://kern.org/>

The following Staff Handbook has been put together to assist you with some initial information about the program, our philosophy, staff duties and assignment. It in no way explains all of the areas that you'll be expected to know, but it will provide you with resources to assist you in gathering more information about our program.

We have dedicated and diverse staff, each brings individual experiences and perspectives; yet collectively we share the same mission of providing quality preschool services to children. My goal is to focus on your strengths, dedication, passion and experience; while simultaneously leading you to the focus of California state quality.

You are in a field of education that unlike any other grade provides young children the very basic foundation of their first formal education environment. You are the teachers and aides who have the ability to positively affect a child's love for learning. Meaningful interactions, inviting classrooms and purposeful planning of activities are a positive reflection of how much you care.

I look forward to working with you.

If you have any questions please contact me at ciruz@kern.org

Cindy Ruiz, Director II

Early Childhood Education Services Contact Information

Cindy Ruiz, Director II Telephone: (661) 636-4386 FAX: (661) 636-4127 Email: cruiz@kern.org	
Michelle Marquez, Program Secretary II Telephone: (661) 636-4760 FAX: 636-4127 Email: mimarquez@kern.org	Natalie Martin Del Campo, School Secretary Telephone: (661) 636-4287 FAX: 636-4127 Email: namartindelcampo@kern.org
Lynne Myers, Health Nurse Telephone: (661) 636-4762 FAX: 636-4127 Email: lymyers@kern.org	Marco Solis, Account Clerk II Telephone: (661) 636-4343 FAX: 636-4698 Email: masolis@kern.org
Hilda Ramos, Site Supervisor II Telephone: (661) 845-1015 FAX: 845-1005 Email: hiramos@kern.org	Ana Salmeron, School Clerk Telephone: (661) 845-1015 FAX: 845-1005 Email: ansalmeron@kern.org
Rene Maston, Site Supervisor II Telephone: (661) 835-7607 FAX: 831-0576 Email: remaston@kern.org	Shanthall Meza-Muro, School Clerk Telephone: (661) 835-7284 x.10 FAX: 831-0576 Email: shmeza-muro@kern.org
Cindy Diaz, Site Supervisor II Telephone: (661) 837-1584 x.11 FAX: 836-8060 Email: cydiaz@kern.org	Elvira Lopez, School Clerk Telephone: (661) 837-1582 x.10 FAX: 836-8060 Email: ellopez@kern.org
Rebecca Quintanilla, Site Supervisor II Telephone: (661) 758-5611 FAX: 758-5650 Email: requintanilla@kern.org	Anna Espinoza, School Clerk Telephone: (661) 758-5611 FAX: 758-5650 Email: anespinoza@kern.org

KCSOS Early Childhood Education Services Center Locations

Claude W. Richardson Child Development 1515 Feliz Dr. Bakersfield, CA 93307 Phone: 336-5411 FAX: 831-0576 Hours: 7:30 am – 5:30 pm	Karl F. Clemens State Preschool 523 Broadway Wasco, CA 93280 Phone: 758-1760 FAX: 758-1760 Hours: 7:45 am – 4:15 pm
Fairgrounds Child Development Center 931 Belle Terrace Bakersfield, CA 93304 Phone: 837-1582 FAX: 836-8060 Hours: 7:30 am – 5:30 pm	Greenfield State Preschool 5400 Monitor St. Bakersfield, CA 93307 Phone: 827-0384 FAX: 827-0384 Hours: 7:45 am – 4:15 pm
Kern Avenue State Preschool 356 Kern Avenue McFarland, CA 93250 Phone: 792-2037 FAX: 836-8060 Hours: 7:45 am – 5:30 pm	Lamont Child Development Center 9615 Main St. Lamont, CA 93241 Phone: 845-1015 FAX: 845-1005 Hours: 7:30 am – 5:30 pm
Ming Avenue Child Development Center 1100 Ming Ave. Bakersfield, CA 93304 Phone: 835-7284 FAX: 831-0576 Hours: 7:30 am – 5:30 pm	North Beardsley State Preschool 900 Sanford Way. Bakersfield, CA 93308 Phone: 399-9682 FAX: 399-9682 Hours: 7:45 am – 4:15 pm
Rexland Acres State Preschool 425 E. Fairview Rd. Bakersfield, CA 93307 Phone: 397-4538 FAX: 397-4538 Hours: 7:45 am – 4:15 pm	Richland Child Development Center 275 West Lerdo Hwy. Shafter, CA 93263 Phone: 746-3904 FAX: 746-3904 Hours: 7:30 am – 5:30 pm
Wasco 6th St. Child Development Center 617 6 th St. Wasco, CA 93280 Phone: 758-5611 FAX: 758-5650 Hours: 7:30 am – 5:30 pm	Wasco – H St. Child Development Center 764 "H" St. Wasco, CA 93280 Phone: 758-7711 FAX: 758-5650 Hours: 7:45 am – 4:15 pm

Program Information

Each Early Childhood Education Center or Site has an assigned Site Supervisor II to manage and assist with the daily operations and on-going needs and concerns of staff and parents. It is the responsibility of each employee to contact their appropriate supervisor as needed.

Site Supervisor I's are available at each center, to help in the absence of SSII.

Your Site Supervisor II or Program Director

Name: _____

Office Located at: _____ / _____

Office Number: _____ / _____

Fax Number: _____ / _____

Email: _____

Phone: _____ (cell) _____ (home)

INFORMATION ABOUT YOUR CENTER

Center Name: _____

Site Address: _____

Site Office Staff: _____

Office #: _____ FAX: _____

INFORMATION ABOUT YOUR CLASS ASSIGNMENT

Room Assignment: _____ Classroom Phone #: _____

Other classroom staff: _____ (position)

Phone # (optional): _____ (cell) _____ (home)

Other classroom staff: _____ (position)

Phone # (optional): _____ (cell) _____ (home)

Other classroom staff: _____ (position)

Phone # (optional): _____ (cell) _____ (home)

Site Supervisor I (to assist in the absence of SSII or PD)

Name: _____ Phone # _____

Reporting of Absences and Procedure for Obtaining a Substitute

When you are absent due to an illness or emergency, you are to call in your absence no later than 1 hour before your assigned duty time. **The number for staff to call is 636-4287.**

When calling in sick, the following information is to be left on the machine:

1. Your Name, Site, Classroom & Position (teacher, aide)
2. Your reason: personal illness or family illness (a total of 12 paid per year)
3. Your assigned time (if you are an opener and you have a specific need please leave information, if you asked a co-worker to open please leave that information and the time a sub is needed)
4. A phone number so sub caller may contact you if she has any questions

Your absent tracking form is to be completed no later than your third day back to work and is to match the verbal reason given. Please do not come back from an illness and indicate vacation on absent tracking form; vacation time requires pre-approval. You can request that the sick time be deducted from your vacation time.

OFF DUTY

Teachers are contracted employees, 182 or 230 work days per fiscal year.

- Year round teachers receive 16 -17 off duty days, beginning July 1.
- Teachers in a 230 contract are to plan off duty days in advance on a work calendar.
- Completed work calendar is submitted to your immediate supervisor for approval.
- Signed calendars are submitted to Human Resources Department.
- Revisions to work calendar need to be recorded on an absent tracking form and submitted to supervisor for pre-approval. Teacher is to write "revision" on top of form.
- Approval for revision is subject to availability of a substitute and shall be by mutual agreement between employee and his or her immediate supervisor.

PERSONAL NECESSITY

As per contract, time off for personal necessity requires 48 hours advance notice. Off duty days, vacation and personal necessity all require the pre-approval of your immediate supervisor. In the event that your supervisor is not available, it is your responsibility to contact one of the other supervisors. If none are available, you are to then contact the ECE Director.

Clerical staff and SSI are not authorized to approve time off or early release.

Please refer to your appropriate classified (SOSCA) or certificated (KCEA) contract to obtain more information for time off procedures.

VACATION DAYS

- Classified staffs earn vacation hours each month, based on years of service.
- Vacation request are to be written on an absence tracking form & submitted in advance.

Appropriate Attire for Staff

All clothing is to be in good condition and appropriate to the ECE field. Staff clothing should have a comfortable fit; not too baggy, tight or low. Attire should not put restrictions or limitations on staff movement. Your attire is to positively reflect the Office of Mary C. Barlow, Kern County Superintendent of Schools. *More information pertaining to dress code can be found in Article XIII, Professional Conditions (Collective Bargaining Agreement between KCSOS & KCEA) also Classified Handbook (page 4 Personal Appearance).*

Arrival and Departure of Staff

In order for our program to meet the needs of our enrolled families, it is expected that all staff arrive to their classroom no later than their assigned time. Staff need to be engaged with children at their assigned time.

- If you are running late, it is your responsibility to contact Site Supervisor II and then classroom staff. Absence tracking form is to be completed upon your late arrival time.
- Other class staff is not authorized to grant you time off for late arrivals or early departures.
- If for any reason you need to depart early, you must first obtain the approval of your supervisor and complete an absent tracking form prior to leaving. It is the responsibility of the Supervisor II or Supervisor I to ensure that appropriate adult/child ratios are being met; you may need to remain in class until a substitute is available to cover your shift.

Late arrivals, early departures and excessive absences create an adverse effect on the quality of care we provide to our children and families. Reliable attendance is necessary for us to adequately provide continuity of childcare services.

Electrical Devices during Work hours

CELL PHONES

The use of cell phones **or** any other electrical devices, during work hours is not acceptable; this includes texting. The use of cell phones is limited to breaks and lunch time.

- Your assignment is to focus on the children and their needs.

If you have a personal matter that requires temporary accommodations, it is your responsibility to clearly communicate this to your Site Supervisor II for limited pre approval.

- Non compliance of this policy is a serious matter and will be addressed as such.

COMPUTERS

The use of program computers is for work related duties, such as: monthly parent newsletters, DRDP, parent conferences, parent meetings, reading/replying to Outlook emails and visiting educational web sites. Computers are not for personal use, such as: banking, shopping, Facebook, party invitations, yard sale advertisements and/or homework.

We are a large staff and many teachers share the same computers; for that reason we all need to use program computers for work related purposes.

Additional information on page 27 of Positive Communication & Stylebook.

TELEPHONE USE

The use of site telephones is for the purpose of conducting program business. It is important to keep lines open for parents and other business related calls. If personal calls are made, they are to be brief and infrequent (page 6 Classified Handbook).

Injuries Which Occur During Work Time

Staff members are to take precautionary safety measures while at work. Some of the most basic measures are wearing appropriate shoes and clothing. Shoes are to support the foot for wear in the sand, dirt, cement & grass; so that staff may move, bend and lift as needed. A few of our ground surfaces are uneven and therefore staff members need to be aware of their surroundings. Many on the job accidents occur while incorrectly lifting and bending. Each person should know his/her own limitations and should not lift items that are too heavy.

This job requires occasional lifting of 50 lbs and for staff to be in good physical condition. This means that staff must be able to move quickly, bend, squat, kneel, sit on floor and reach overhead. (As stated in job description).

All injuries must be reported to your assigned supervisor.

Supervision of Children at All Times

Please note that while parents, guardians and community volunteers are invited to participate in our classrooms, Title 22: Community Care Licensing requires that children are supervised by qualified staff members at all times. Visual supervision of children by staff must occur at all times; including the close monitoring of bathrooms. In addition, due to capacity and ratios, only enrolled children are allowed to participate in center activities. Lack of supervision is a Type A violation under Title 22, which has an adverse effect on the whole center. Best practice is count your children often and especially when entering and exiting the classroom.

CCL address is as follows: <http://www.dss.cahwnet.gov/ord/PG587.htm>

Early Childhood Education Philosophy

Early Childhood Education Services supports the family in its childrearing role by establishing a positive relationship between staff and family. All staff is encouraged to participate in community trainings and professional development. As employees of Early Childhood Education, pursuing of knowledge is a key component to a quality program. Staff should take advantage of all program & community learning opportunities throughout the year.

A growing number of studies have shown what most early educators know to be true, that the early development years are important towards the establishment of a solid learning foundation. The development of positive relationships with teachers, care-givers, and peers has a significant impact on a child's ongoing social and academic achievement. KCSOS Early Childhood Education Services exist to nurture the minds of young children and help prepare them for success. All classroom staff is expected to be actively engaged with children and provide them with daily opportunities to support in learning new and exciting concepts through planned & purposeful play.

ECE staff is to collectively care for children in a safe, nurturing & developmentally appropriate classroom. All teachers hold permits issued by California Commission for Teacher Credentialing and all staff is required to have appropriate child development experience and education, relative to their position within our organization. The program will provide trainings and staff development days to increase knowledge and skills on how to best foster the growth and development of children. As part of the CDE matrix requirement for renewing a permit, each teacher and associate aide is responsible to work with a professional growth advisor.

Staff Responsibility to Children & Parents

Children naturally learn through play. It is the responsibility of the classroom staff, under direct supervision of the classroom teacher, to provide a developmentally appropriate environment that is conducive to learning. Lesson plans are to reflect the current theme and are to follow the CORE preschool hours. Classroom arrangement and schedule are to provide a balance of teacher directed and child initiated activities. Learning centers are to be clearly identified and organization of space is to be defined with furniture and materials. Display boards are to positively reflect our program and demonstrate that staff take pride in their work and the work of their students. The overall site and classroom environment is to reflect a positive message for all, especially children, that school is a good place to be and teachers care about them. (See ECERS for environment and interaction.)

We are here to provide a service that clearly represents best practices of quality childcare. We are to be respectful of children, parents, community visitors and other staff. We are to offer appropriate assistance to children, parents & other staff at all times. Staff is to work positively with all parents and demonstrate the ability to articulate program responsibilities and regulations. If you are unable to assist a parent, you are to refer them to your immediate supervisor. Aides would direct a parent to a teacher on site. If site staff are unable to assist a parent then staff are to find someone who can better assist them. Send parent to site office or provide them with name and number of your immediate supervisor. All parent concerns are to be given validation in a calm and professional manner.

Program Goals for Enrolled Children & Families

Early Childhood Education providers strive to achieve the following goals:

1. To develop each child's sense of self-worth.
2. To support the optimal development of each child while providing a safe environment in which to grow and learn.
3. To ensure that each child's sense of belonging to a family is strengthened by the group experience.
4. To help parents and family members understand what they can do to help their children grow and learn to prepare them for future success.



California Department of Education Requirements

ASSESSMENTS AND PARENT/TEACHER CONFERENCES

As a CDE funded program, we are required to use the Desired Results Developmental Profile (DRDP 2015) as a tool to assess the academic and social growth of our students. Each teacher is responsible to schedule a minimum of (2) parent/teacher conferences per school year. This is intended to review the pre and post results of the DRDP and to discuss the on-going progress of each child with his/her parent. Teachers are to work together with parents to provide an individualized program for the child and also to help build a love of learning. Additional conferences may be requested by the teacher or the parent. The teacher is to keep documentation of all conferences and notes regarding any concerns.

DESIRED RESULTS

EVERY CHILD IS TO BE ASSESSED BY THEIR 60TH DAY OF ENROLLMENT

All classroom staff is required to assist the teacher with the Desired Results assessment tool. The tool assist with enhancing the quality of our daily educational program.

The Desired Results framework helps us focus on the following:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor skills competence
- Children are safe and happy
- Families support their children's learning and development
- Families achieve their educational goals

Desired Results can be found at: <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

ALL LESSON PLANS ARE TO CONSIST OF THE FIRST 60 DAYS and ON-GOING ACTIVITIES

Teachers may elect to take assessments home to work on; this practice is acceptable only when the teacher keeps the majority of portfolios on site and available for review. At no time should more than six of twenty-four DRDP portfolios be off site.

ENVIRONMENTS

We are required to use the Early Childhood Environment Rating Scale. This environmental assessment, when used correctly, ensures the quality of our program's overall environment. The Environmental framework helps us with the following:

- Each class has adequate space and furniture for routine care, play and learning
- Personal care routines include: greeting/departing, meals/snacks, nap/rest, toileting, health and safety practices
- A variety of appropriate learning activities occur each day
- Staff demonstrate positive interaction with children throughout the day
- Organization of the program provides a balance of structure and flexibility

KCSOS Early Childhood Education follows funding terms and conditions set forth by California Department of Education. It is the responsibility of each staff to ask her supervisor if she has any questions or concerns about CDE requirements. Staff is encouraged to visit the CDE website for more information. <http://www.cde.ca.gov/sp/cd/>

Anti-bias Curriculum and Special Occasions

Staff is to demonstrate respectful behavior to others and promote the acceptance of all cultures. Encouraging families to share their cultural heritage provides the opportunity to incorporate diversity into our program. It is a way of teaching the concept of "family" and celebrates all cultures. If a parent expresses cultural or religious reasons as to why they prefer their child not participate in the celebration of a special occasion, then staff are to provide other activities for the child.

Birthday Parties

Birthday celebrations are combined with monthly theme celebration and limited to one day per month. Each class may celebrate birthdays on the first Friday of the month along with the theme. For additional information please talk to your child's teacher.

Staff celebrations for birthdays are not an exception to the class celebrations; they may occur with children's monthly celebration. Of course, staff may recognize other staff members as often as they wish, on their break and lunch time, as long as this does not take anyone away from the supervision of children. Many centers have a monthly potluck and staff birthdays for the month are recognized.

Classroom Celebrations

All Holiday Celebrations are to be culturally & developmentally appropriate with learning activities rather than "parties." Celebrations are to include education components and planned around the monthly theme. If a parent has any personal objection to their child participating, it is the responsibility of the teacher to provide alternate activities. If a teacher has doubts or questions regarding a particular celebration, then prior to planning, she is to discuss those concerns with her Site Supervisor II.

Curriculum Planning

ECE staff is to foster an atmosphere which supports each child's success and interest in learning. The curriculum and planning by staff needs to take into account the ages, language, culture and individual needs of each child. There are different levels of development and unique ways in which children learn; therefore we are to practice an anti-biased approach to teaching. It is never okay to exclude or disrespect a child or their family due to personal reasons. The teacher sets the tone of the classroom; she is the responsible person to oversee the daily management of her students, aides and class volunteers.

- Lesson Plans are to be completed one week in advance and the book is to be open in class, readily available & accessible for review.
- Weekly activities are to correlate to the Houghton Mifflin Themes and include measures of Desired Results.
- After the first 60 days, the lesson plan must reflect the developmental stage of individual children.



Daily Activities Planned by Teacher & Provided by all Staff

1. Activities are to allow a balance of self-directed play in all areas of curriculum: language, social/emotional, cognitive, science, physical, music, drama and art
2. Language development is to include opportunities for verbal communication and the development of listening skills, with an emphasis for English Learners
3. Multicultural experiences are to be appropriate for the needs of the children enrolled, with special emphasis on social skill activities
4. Cognitive games and activities are to develop the ability for children to think and to solve problems; providing ample opportunities for hands-on learning
5. Opportunities for creative exploration, self-expression, and aesthetic appreciation (art, music, dance, dramatic play); to promote the positive development of self-esteem
6. Physical activities which help develop children's large and small motor muscles
7. Health, nutrition and safety education

ARRIVAL FOR FULL DAY PROGRAM

For staffing /ratio purposes, some classes are combined at the beginning and ending of each day. Upon arrival, table activities & some areas of choices need to be available for children. Staff is to greet parents & children. By 8:30 am and no later than 9 am, all children and staff are to be in their assigned classroom and follow core hours from 8:30 am to 12 pm.

MINUTES OF INSTRUCTIONS

3 Hours of Core for Half day and Full day State Preschool

Full day core hours are from 8:30 am to 12 pm

Approximate minutes of core are as follows:

30 minutes: Hygiene & Breakfast (Depending on half day or full day)
15 minutes: Opening (Large Group Gathering/Sharing/Preparing for the Day)
15 minutes: Small Group (4-6 children work in smaller group)
15 minutes: Language Development (Story/Finger Plays/Rhymes)
30 minutes: Large Motor Development (Outside Activities)
15 minutes: Music and Movement (Singing, Dancing, Pretending)
65 minutes: Learning Centers (Child's choice to select area of play) (70 min. Full Day)

----- Dismissal for half day program -----

15 minutes: Hygiene & Prepare for Nap/Rest
130 minutes: Nap/Rest
30 minutes: Hygiene & Snack
15 minutes: Snack
15 minutes: Story or Music
45 minutes: Outside
65 minutes: Inside Activities
Clean up & prepare to depart (Quiet/non messy activities that make for easy dismissal)

Daily activities and schedules must reflect the needs of your class and adjustments should be made for children, when needed.

Discipline Policies & Procedures

Staff is to always treat children with dignity and respect, this practice should also be displayed to other staff members. Teaching children about acceptable social behaviors is done through modeling. Adults should model appropriate behaviors, encourage acts of kindness, and cooperate with each other. Class rules are to be established by staff and children. Positive rules and expectations are to be posted for children to see. They should be discussed often so that children and parents have a clear understanding of classroom expectations and appropriate redirection.

The learning objectives of discipline should:

- Foster each child's ability to self-regulate their behavior
- Teach appropriate/acceptable social behaviors
- Teach children positive alternate behavior
- Ensure that children are able to develop appropriately based on their development
- Ensure that child's behavior does not disrupt the educational experience for other children

Techniques for all staff to use:

- Positive reinforcement, redirection and setting limits
- Conflict resolution / teaching children to take responsibility for one's actions
- Teaching fairness & respect
- Providing guidance that is clear, consistent and in terms that a child can understand
- Brief removal from a situation to allow for a "cooling down" period
- (note: no child is to isolated or left alone)
- KCSOS staff will not use corporal or unusual punishment

The following topics are addressed in the Parent Handbook:

- Acceptable procedures for disciplining children
- Limited tolerance for aggressive/dangerous behavior
- Documentation for any and all biting

At no time is staff to use corporal punishment, ridicule, intimidation or deprivation of basic needs: food, water, use of restroom. This is never an acceptable practice to any situation.

Documentation Requirement Prior to Termination of Services

Staff is to ensure that every child is safe while in our care. In the event that a child's behavior becomes such that endangers other children or interferes negatively with the personal rights of the other children, KCSOS reserves the right to exclude a child from our care. The threshold where exclusion becomes the best option is different for each child and depends on the specific behavioral issues exhibited. Exclusion from our programs will be the last resort but may be necessary for some children.

- Drop for behavior is to be done with the support & approval of your SSII.
- All drops require a Notice of Action and the appropriate time line of 14 to 19 days.

In the event that a child is excluded from participating in our center, staff must work with the parent to provide referrals of other child care providers or to support services. The behavior of all children, especially those who are at risk of losing services, must have clear and consistent documentation written by the teacher. All documentation must have dates and include discussions with parents and techniques used by staff.

Assembly Bill No. 752

This bill prohibits a contracting agency from expelling or unenrolling a child from a state preschool program because of a child's behavior unless the contracting agency has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determines, in consultation with specified parties, that the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children, and has referred the parents or legal guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community.

Existing law provides for the licensure, by the State Department of Social Services, of facilities that provide day care for children, including day care centers and family day care homes. Existing law authorizes the department to impose civil penalties for certain violations of the licensing requirements and their corresponding regulations. Existing law requires each licensed child day care facility to post various documents and provide various notices to parents in response to certain citations. Existing law provides that failure to comply with these requirements results in an immediate civil penalty.

This bill requires the department to consider, in determining whether to issue a citation to or impose a civil penalty on a child day care facility that contracts with the State Department of Education, whether the child day care facility is in the process of complying with the procedure described above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Legislature finds and declares all of the following:

(1) In both California and the United States, children in preschool are expelled at three times the rate as children in kindergarten through grade 12.

(2) Given the well-established evidence on the benefits for young children attending a high-quality preschool program — particularly for closing the achievement gap between low-income students and their middle- and high-income peers — it is deeply concerning that expulsions occur at such a high rate, affecting children and their families at a crucial time in their development.

(3) A joint statement from the National Association for the Education of Young Children and over 30 national early childhood organizations states that while young children thrive in the context of stable and supportive relationships with adults, the expulsion of a child from preschool threatens the development of those positive relationships, disrupts the learning process, and instigates a negative cycle that increases inequality and denies the child and family access to much needed supports.

(4) Currently, there are no guidelines or regulations on expulsion for the California state preschool program.

(b) It is the intent of the Legislature in enacting this act to significantly reduce the expulsion or unenrollment of children due to challenging behaviors from the California state preschool program.

SEC. 2. Section 8239.1 is added to the Education Code, to read:

8239.1. (a) A contracting agency shall not expel or unenroll a child because of a child's behavior except as authorized by subdivision (c).

(b) (1) If a child exhibits persistent and serious challenging behaviors, the contracting agency shall expeditiously pursue and document reasonable steps, including, but not limited to, consulting with the child's parents or legal guardians and teacher, to maintain the child's safe participation in the program. The contracting agency shall inform the parents or legal guardians of a child exhibiting persistent and serious challenging behaviors of the process described in this section.

(2) (A) If the child has an individualized family service plan or individualized education program, the contracting agency, 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.

(B) If the child does not have an individualized family service plan or individualized education program, the contracting agency shall consider, if appropriate, completing a universal screening 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 before referring the child's parents or legal guardians to the local agency responsible for implementing the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

(c) If a contracting agency 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 U.S.C. Sec. 1400 et seq.), that the child's continued enrollment would present a continued 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 child care resource and referral agency, or any other referral service available in the local community. The contracting agency may then unenroll the child.

(d) A contracting agency shall have up to 180 days to complete the process described in this section.

(e) This section shall apply only to California state preschool programs described in this article.

SEC. 3. Section 1596.893c is added to the Health and Safety Code, to read:

1596.893c. (a) The department shall consider, in determining whether to issue a citation or impose a civil penalty under any provision of this chapter to a child day care facility that contracts with the State Department of Education, whether the child day care facility is in the process of complying with Section 8239.1 of the Education Code.

(b) This section shall apply only to a California state preschool program described in Article 7 (commencing with Section 8235) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code.

Excused Absences & Attendance for Enrolled Families

Excused absences are defined as: (1) illness or quarantine of the child; (2) illness or quarantine of the parent; (3) family emergency; (4) time spent with a parent or other relative as required by a court order; (5) time spent away from the center for reasons that are clearly in the "best interests of the child". *Please note that excused absences "for the best interests of the child" will be limited to ten (10) days per contract year.* Absences may be excused for religious purposes. If and when a child is absent due to the illness of another family member, the relationship of the family member must be noted in the absent log.

Examples of unexcused absences are: (1) parent and child staying home due to car trouble; (2) parent does not call school to notify staff of child's illness. *Please note that following three days, in a contract year of unexcused absences, parents will be sent a NOA to terminate services.*

Accurate completion of the CD9400 is the responsibility of the classroom teacher. They are due to the supervisor the first of each month for review. Teacher is to complete every week, to ensure they are ready by the first. Daily monitoring of sign in sheets is both a Title 5 and Title 22 Requirement.

Staff is to know how many children are present at any given time throughout the day. If a parent fails to sign in or out, then a staff person is to indicate who picked up or dropped off the child and write her name next to the adult names who failed to sign. Staff is never to leave the space blank when a child is present.

- All illnesses are to be recorded, kept current and readily available for review.
- No absence may be excused without documentation to support the excuse.

Enrollment Priority & Waiting List Criteria

KCSOS Early Childhood Education Services enroll income eligible children who reside in Kern County. We will not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and/or mental or physical disability. We follow CDE Title 5 Funding Terms and Conditions.

All staff is to assist in the recruitment of children for our program. Staff is to provide information about the process of enrollment and direct parents to office staff. At no time are classroom staff to inform parents of specific classroom openings.

Please note that parents must provide appropriate income verification (check stubs, public assistance, child support, etc.) prior to enrollment.

Our program follows the same enrollment process for children related to employees; we will not give priority or preferential treatment to families of employees. It is not a best practice to enroll a child in his/her relative's class. We will do our best to enroll at the same site, especially if the site is in a remote location. It is the responsibility of the staff member to inform the clerk and Site Supervisor II when a relative comes to enroll.

Full day preschool parents are given the option to attend the 3 CORE hours during non-operational half day preschool days (summer, winter & spring break). Children enrolled in the full day preschool program are encouraged by staff to attend the three CORE hour program of 8:30 am to 12 pm regardless of need during the 178 operational days of half day preschool.

Fees for Child Care Services Full Day ONLY

Family fees are based off a monthly rate set by the State Department of Education and are determined by family size and gross monthly income. Staff is not to collect fees from parents. Parents are to place fees in designated drop box, which are located in the classroom and/or office. Clerks have been instructed to maintain a family fee file folder for each month of service.

Fees are due and payable on the first day of each month. Fees are charged for each day of the child's enrollment, including days of absence. There is no fee assessed on days when the centers are closed. Family fees are considered delinquent five (5) calendar days after the due date. Upon determining a delinquent fee, a notice to terminate service shall be mailed or given to the parent.

Training is provided to the site supervisor I, in the process of collecting fees. Parents will receive a reminder if fees are not paid on time. Services will be terminated for parents with outstanding/delinquent fees.

OTHER CHILD CARE (OCC)

If a fee credit is granted, as a result of other child care costs, it is the parents' responsibility to provide proof of the child care fees by the first day of each month. Failure to turn in an OCC, will result in the family being charged the full fee. Any OCC not received by the 5th day of the month will not be accepted and the parent is responsible to pay the full amount.

The contractor shall obtain copies of receipts for other child care services from the parent. Copies of the receipts or canceled checks shall be kept on file in the contractor's fee assessment records. Clerks have been instructed to keep a monthly OCC w/family fee file. Children become ineligible for outside child care credit on their 12th birthday.

Field Trips

Field trips are to be age appropriate and have a goal of promoting a positive learning experience. All trips are to be discussed with the supervisor prior to parental input. Trips should be in review of or support of curriculum.

No CDE money is ever to be spent on field trips. Teacher may collect fees from parents for field trips limited to no more than \$25.00 per fiscal year. Approval process goes through PAC. Children may not be denied participation in a field trip due to the parent's inability or refusal to pay the charge. No adverse action shall be taken against any parent for their inability or refusal to pay.

Each teacher is to ensure a payment system that prevents the identification of children based on whether or not their parents have paid a field trip charge. CDE requires that expenses incurred and income received for field trips shall be reported as restricted income. Please be sure to keep accurate records of money received along with money spent. No money should be unaccounted for, nor should it remain in the classroom.

Field Trip and Water Activities requires a higher staff/child ratio of 1 to 6.

Health Related Requirements & Emergency Information

ADMINISTRATION OF MEDICATION

If a parent requests that medication be given at the Center, staff is to provide parent with medical permission form. Staff is only allowed to administer medication in the written dosage.

Please ask parent to administer medication at home, when possible, to minimize the number of doses required to be administered at the Center. Written consent must be given by the parent

- Staff is to keep all medications in a locked and secure cabinet, box or refrigerator
- All medication is to be properly labeled and logged
- No medication is to be on site after the expiration date

FOOD ALLERGIES

Only children who have been medically diagnosed as being allergic to certain foods, will be served a nutritious replacement for that portion of the menu. In these cases, medical documentation must be provided.

ILLNESS AT SCHOOL

Any child showing signs of illness are to be taken to the designated isolation area; they are not to remain with the other children.

- Teacher is to make sure parent receives a call; all calls are to be logged.
- Staff is to inform parent of their child's symptoms; staff is never to diagnose.
- One symptom should never be an automatic call to a parent, assess the whole child.
- When using a digital fever thermometer please be aware that under the arm reading requires that you add 1; an under the arm temp of 97 would be the same as an oral temp of 98.

LIMITED LEAVE REQUEST

Parents may request a limited term service leave, if they have a temporary situation where they do not need child development services. A limited term service leave shall not exceed twelve (12) consecutive weeks in duration except when the parent is on a maternity or a medically related leave of absence from their employment or training. Maternity or medical limited term service leaves may not exceed sixteen (16) consecutive weeks in duration.

- All limited leave requests **must be** approved by the SSII or Director.

HEALTH REQUIREMENTS FOR CHILDREN

Prior to enrollment, parents must provide proof of up to date immunizations for their child. Each child is also required to have a physical examination within 30 days of enrollment, only if they have not had a physical examination within 12 months. It is necessary for the teacher to follow up with physical requirement and document conversations with the parent to obtain copy of physical.

ADULT HEALTH REQUIREMENTS

SB 792 requires that all staff and/or volunteers working with pre-school age children must be immunized against influenza, pertussis and measles. The language in the law states: a person shall not be employed or volunteer at a day care center (preschool) if he or she has not been immunized.

- TB clearance on file prior to their child's enrollment.
- Tdap (Tetanus, Diphtheria and Pertussis) is required once every 5-10 years.
- MMR (Measles, Mumps, Rubella) is required one time. If you can show proof that you are immune, either by a blood test or proof of immunization, you don't need a shot.
- Flu shot is required every year. Flu shots for each flu season begin in the fall. There is a provision in the law that allows individuals to decline the flu shot.

Staff is to assist in the file review to make sure the program is in compliance.

California law requires that staff give each child a **daily health check** on arrival at the Center. Staff may not *accept a child with contagious diseases or other serious health problems*. Please inform each parent, at time of orientation that he/she needs to allow a few minutes every morning for staff to conduct this short examination. Staff is required to check for signs of illness and body marks. For a complete list refer to Parent Handbook.

HEALTH RELATED SERVICES

Our program nurse, Lynne Myers, divides her time among all of our Child Development Centers. She focuses on immunizations, vision, hearing, and nutrition screening. She also coordinates dental screening and health education programs for the children (see below). Lynne is available for consultation about health-related matters with parents and staff. Please let her know how she can be of service that addresses health-related concerns.

HEALTH SCREENING

As required by California law (Education Code Section 48980), parents have the right to either agree or refuse to allow your child to engage in the following school activities / screening:

1. Vision screening will occur during the school year, each year the child is enrolled and will include tests for visual acuity and color vision.
2. Hearing tests will occur during the school year, each year the child is enrolled and will be conducted using a pure tone audiometer or tympanometer.
3. Speech and language screening, if authorized, will be conducted by a licensed speech pathologist. Follow up services may be provided with parental approval.
4. Dental inspection is given with the aid of a flashlight by the school nurse or teacher to identify those who are in need of possible dental treatment.
5. Height and weight are measured by the school nurse or designated personnel to determine a child's physical growth and development.
6. Health and developmental screening is done by the school nurse with a developmental screening tool (e.g. DDST II, or Brigance Inventory of Early Development) to determine the health/medical factors which may impact education or participation. Screening is indicated on case by case basis. Parents will be notified of any concerns.
7. ASQ 3, and ASQ SE developmental questionnaires, completed by the parent and scored by the nurse or teacher.

Health checks are required for each child in all programs prior to parent's departure.

Emergency Information

In case of emergency due to sudden illness or accident, staff (preferably teacher) is to notify the parent immediately. If the parent or the person designated on the Emergency Card cannot be reached, the child will be taken to a doctor (specified by the parent) or to the emergency room at a local hospital. Teacher is to make sure all parents have signed a Medical Consent to Treat Form. When a staff member is required to contact a parent by phone, staff is to remain calm and present parent with clearly stated information that allows parent to make an informed decision about what to do. Non-medical staff may never diagnose an illness, only state appearance. Please remind parent to update information on Emergency Card, so that information is current.

All minor injuries are to be logged by staff and kept in a confidential classroom notebook for the year. Written information that contains the names of all parties involved is not a shared parent document. All information pertaining to minor injuries are to be verbally shared with the parent or authorized adult at time of pick up.

All serious injuries and/or accidents that result or could result in the child needing medical/dental assistance are reported to supervisor so she may work with you in completing an Unusual Incident Report (LIC 624) in supplemental form section.

EMERGENCY PLANNING

Staff members at each center are required to participate in monthly fire and disaster drills. Emergency disaster kits are to be checked monthly to ensure updates of supplies and equipment.

In the event of an actual disaster, such as an earthquake, staff will remain with children until they are picked up by parents, guardians or other authorized adults 18 years old and over.

Emergency phone numbers and/or addresses are very important; staff is to remind parents to keep their emergency information correct and up to date.

Staff need to make sure that children are only released to parents/guardians or other designated person known to the staff. A written note (from the parent/guardian) along with a phone call to verify is required in order for an un-designated person to pick up child from the school. Any unfamiliar adult picking up a child is required to have a picture ID. At no time is staff to jeopardize the safety of a child by not following the procedure.

Staff needs to remain on site to maintain order, security and safety of children. Dismissal of staff is dependent upon ratios, emergency condition and permit status.

Aides will be dismissed prior to teachers, teachers dismissed prior to clerical and supervisors. It is highly recommended that all staff, prior to a real emergency, have a home emergency plan in place.

Mandated Child Abuse Reporting & Fingerprinting

California law requires that all suspected cases of child abuse or neglect **must** be reported to Child Protective Services. Any and all staff members are subject to prosecution for failure to notify the appropriate law enforcement agency immediately if he/she has suspicions of abuse or neglect. We take this responsibility to report suspected abuse very seriously and believe the safety of children is our most important concern.

As a condition, all employees of KCSOS are required to have a fingerprints clearance.

Start and End Times for Children/Family CSPP Full Time

Start and end time for Full Day Preschool and General Child care depend upon the verified need established for child care. Upon enrollment, parents will have provided information and supporting documentation pertaining to their child care need. Each family receives a child care contract with specific start and end times based upon the verification of need. The funding terms and conditions of our program require staff to monitor arrival and departure time in order to ensure that all parents adhere to their contract times.

When a teacher is notified by a parent, it is the teacher's responsibility to effectively communicate these updates to their assigned school clerk. It is critical that teachers and office staff communicate effectively; written documentation should consistently be implemented.

START AND END TIMES FOR CSPP HALF DAY

There is no need requirement in the half day program; all children in class begin and end at the same time. Actual start and end times for each site may vary. The 3 hour program does not allow for arrival and departure. Each teacher is to open the door 5-10 minutes prior to start time and extend departure time by at least 5 minutes but no more than 10 minutes.

MINIMUM DAYS/EARLY DISMISSAL TIME

Our full day classes will operate on a minimum day schedule approximately 1 day per month. Scheduled dates will be given to you by your site supervisor. It is expected that all staff attend. Unless otherwise notified, staff meetings will begin at 3:00pm and end no later than 5:00pm. Full day classes located in Bakersfield & Lamont will close at 2:30pm. Centers in Wasco, Shafter and McFarland will close at 2:00pm to allow staff time for travel. All 3 hour preschool sessions will operate on an early start time to ensure 3 hours of service.

Teachers are to include important dates and reminders in their monthly newsletter. Reminder notices are also to be posted in advance so parents can arrange proper pick up of their child. Please keep only current information posted.

Referrals

Teachers are to provide referrals to parents if they believe additional help is needed to address a particular issue. They are to encourage parents to discuss any identified issues and/or concerns about their child. Teachers are to explain that early intervention is the key towards addressing any suspected delay. They should be influential in explaining that these meetings are essential to help address the individual education plan for the child and offer ideas to parents so he/she can better work with their child at home.



Parent Involvement

All Centers have an “open door” policy and parents are encouraged to visit. Staff is to welcome all parents & guardians of enrolled children. Research strongly supports the importance of parent involvement & education in all phases of the curriculum and preschool experience. Hospitality from all staff makes a difference in how a parent perceives KCSOS.

Staff is to extend several invitations to parents, so they can be actively involved in their child’s early education.

CONFIDENTIALITY OF INFORMATION

The use or disclosure of any personal or financial information concerning children or families enrolled in our programs will be limited to purposes directly connected with the office administration. No other use of this information shall be made without parents’ prior written consent. Parents shall have access to all information contained in their own children’s files.

➤ Information about families is never to be discussed as gossip.

The same holds true for staff. Information about other staff should be kept minimal and shared on an as need basis. Information about staff should always display a professional demeanor of respectfulness. It is never okay to make fun or gossip about someone’s personal situation. Staff is encouraged to keep personal issues separate from the work place.

COMMUNICATION

Communication occurs on a daily basis between staff and parents, staff and children, staff and staff; therefore it is essential that communication is clear. Many times problems arise when communication lacks clarity and facts. Teachers should be the main communicator to parents, especially when dealing with behavior concerns. Teachers are to keep their supervisor well-informed in regards to potential issues with children, parents and other staff.

Verbal communication is important but written documentation is essential to accurately document reoccurrences of situations and/or progress.

Monthly newsletters from teacher to parent keeps the parent connected to the monthly events of the class and upcoming events. All newsletters are to be complete 1 week prior to the first of the month and turned into your supervisor for edits and/or approval. We want to provide parents with useful information in a positive format.

For more on KCSOS communication please refer to the Communication Style Handbook on the web: <http://kern.org/hr/wp-content/hr/uploads/2004/04/PosCommStylbk-20104web.pdf>

PARENT ADVISORY COMMITTEE

All Child Development Centers have an active Parent Advisory Committee that includes parents, community representatives and staff. Parent Advisory Committees help provide information to parents and staff and exist to help maintain an open line of communication between our programs and the community. We encourage parents to become active members of their Center’s Parent Advisory Committee so they can help shape the direction of our programs. See supplemental Kern Child Development Foundation.

PERSONAL RIGHTS & PARENT RIGHTS

All children in our care are to be free from corporal or unusual punishment. It is never okay for adults to threaten, intimidate, bully or harshly treat children, physically or verbally. Any witness to the violation of personal rights has a legal obligation to bring it to the attention of their supervisor and/or director.

MEGANS LAW

Effective on January 1, 2007, each child care facility shall permanently post, in a prominent location, information about the registered sex offender database that is available on the Megan's Law Web site www.meganslaw.ca.gov and give families one of the two licensing forms (LIC 995 or 995A, Notification of Parents' Rights) provided by the State Department of Social Services.

Nutritional Program

Full day classrooms are required to provide & serve breakfast, lunch and a snack. The 3-hour preschool class serves lunch or snack once per day. All meals are to be served family style. Children are to make choices, learn fine motor skills, and be responsible for what they choose to eat. Please note that all food items must be plated by or for the child. Staff is to encourage child to try new food, food is not to be taken away as a means of discipline.

Staff is to be actively engaged with children during meal time. This is a wonderful opportunity to build language, math, science, social skills and promote good eating habits. Please remember that no food may be taken home from our centers. Menus and serving amounts are to be posted in each classroom. If you have a concern regarding a meal or item of a meal please bring it to the attention of your supervisor.

Daily counts for each meal, are to be completed by the staff while children are at the table eating. Lunch counts are to be called in by the assigned person at your site

- Snack food such as candy and gum will not be served as part of the nutrition program.
- Food items served for class celebrations may not be combined and served with any meal or snack provide by Central Kitchen.
- Food from home should not be brought to the centers.
- Staff is to inform parents that the child needs to finish any food items before arriving to class.

School Closures for Holidays

MONTH	DATE / HOLIDAY
July	July 4 th (Independence Day)
September	Labor Day (1 st Monday in September)
November *Half Day Preschool	November 12 th (Veterans Day) & *November 22 – 23 rd for Thanksgiving Half Day Preschool will be closed for the full week of Thanksgiving
December	December 24 th & 25 th (Christmas)
* Winter Break Half Day Preschool	Closed for 2 Weeks for Winter Break (typically falls the last week of December and first week of January – Exact date depends on Center)
January	December 31 st & January 1 st (New Year's Day) January 21 st Martin Luther King Day
February	Lincoln's & Washington's Birthday (2 nd & 3 rd Monday in February)
March / April	Good Friday (Friday before Easter)
* Spring Break Half Day Preschool	Closed for 1 Week for Spring Break (Exact date depends on Center)
May	Memorial Day (Last Monday in May)

Staff Rights

All staff are provided with LIC9052 (3/03) Notice of Employee Rights at the time of hire.

Worship and Teaching of Religion

In accordance with the Constitution of California, Article XVI, Section 5, religion is not taught in any state child development program administered by CDE funded programs.

Staff is to refrain from religious worship and or teaching children about religion.

References of program web site addresses

Funding Terms and Conditions for General Child Care (CCTR)

<http://www.cde.ca.gov/fg/aa/cd/documents/cctr14.doc>

Funding Terms and Conditions for California State Preschool (CSPP)

<http://www.cde.ca.gov/fg/aa/cd/ftc2015.asp>

Preschool Learning Foundations

<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

California Commission on Teacher Credentialing

<http://www.ctc.ca.gov/>

Kern County Superintendent of Schools

<http://kern.org/>

Community Care Licensing

<http://www.cdss.ca.gov/inforesources/Community-Care-Licensing>

Information regarding Title 5; Eligibility Criteria, Recertification, Need Criteria & Service Limitations can be found in Parent Handbook and on the CDE website.

Employee Handbook Certification

I have been given a review of the ECE Handbook and understand it is my responsibility to read and understand its contents.

I have been given an opportunity to discuss any concerns or questions regarding its contents.

I have been informed that I can, at any time, ask my supervisor to clarify program requirements.

I acknowledge that it is my responsibility to understand and or inquire about the requirements contained in the handbook.

I have also been given additional resources, which I can access through the internet.

Staff Signature _____ Date _____

Additional staff feedback to assist with program training needs....

At this time I would like to suggest the following:

At this time I would like to request the following:

At this time I am in need of:

At this time I would like to share my concern about:

At this time I have no suggestion, request, need or concerns.

One Hundred Years
From now...
it will not matter what,
my bank account was,
the sort of house I lived in,
or the kind of car I drove...
but the world may be different
because I was important in the
life of a CHILD...



Dentro de
Cien años....
ya no importara que,
tenga mi cuenta,
que tipo de casa tenga,
ó que clase de carro maneje....
pero que el mundo sea diferente
porque yo fuí importante
en la vida de un NIÑO...