FAMILY HANDBOOK

2026-2027

WELCOME TO CORONADO UNIFIED SCHOOL DISTRICT PRESCHOOL PROGRAM

Dear Families:

The Coronado Unified School District (CUSD) Preschool Program welcomes you and your child to our district. The program offers students the opportunity to learn in an environment that teaches classroom expectations, daily schedules, purposeful activities, and meaningful conversations that occur during play.

All preschool classrooms use a research-based curriculum that supports cognition, literacy, fine and gross motor, hygiene, and social and emotional development. Teaching objectives are aimed to promote optimum growth toward mastering California's Preschool Learning Foundations, as known as standards. We encourage learning through play and provide enriching opportunities for students' preparation for kindergarten.

Partnerships with parents is also an important component of the program. Our mutual goal in early childhood education is providing the highest possible quality care.

Thank you for choosing our preschool program as the roots for your child's education.

Director of Preschool

CUSD GOVERNING BOARD MEMBERS

Alexia Palacios-Peters, Board President
Malachy Sandie, Board Vice President
Dr. Scot Youngblood, Board Clerk
Fitzhugh Lee, Board Member
Renee Cavanaugh, Board Member

CUSD SUPERINTENDENT

Karl Mueller

PRESCHOOL CONTACT INFORMATION

Village Preschool: Amanda Ellison amanda.ellison@coronadoud.net
Strand Preschool: Frankie Guillen frankie.guillen@coronadousd.net

Website

www.CoronadoPreschool.com

CALENDAR

- All preschool sites follow the CUSD School Year Calendar and Holidays

2026-2027 Family School Calendar

Village Preschool

School Hours: 8:15 a.m. – 3:05 p.m.
600 Sixth Street
Coronado, CA 92118
(619) 522-8915 ext. 5096
License # 376701527

Silver Strand Preschool

School Hours: 8:15 a.m. – 3:05 p.m.
1350 Leyte Road
Coronado, CA 92118
(619) 522-8934 ext. 4096
License # 3766000237

Licensed Centers

CUSD Preschool Centers are licensed through the California Department of Social Services, Community Care Licensing Division.

Index

.....1
WELCOME TO CORONADO UNIFIED SCHOOL DISTRICT PRESCHOOL PROGRAM.....2
CUSD GOVERNING BOARD MEMBERS.....3
CUSD SUPERINTENDENT..... 3
PRESCHOOL CONTACT INFORMATION.....3
CUSD PRESCHOOL MISSION STATEMENT.....5
PHILOSOPHY.....5
FUNDING SOURCES.....5
ELIGIBILITY & ENROLLMENT..... 5
CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) ELIGIBILITY/PRIORITY5
BI-ANNUAL CERTIFICATION (CSPP).....7
POLICIES & PROCEDURES..... 9
PROGRAM STAFF.....16
EMERGENCY PROCEDURES..... 16
CLASSROOM EXPECTATIONS..... 17
EARLY CHILDHOOD EDUCATION – CURRICULUM.....18
DESIRED RESULTS FOR FAMILIES & CHILDREN.....19
MEDICAL & HEALTH INFORMATION..... 20
PARENT INVOLVEMENT.....23
RESOURCES..... 24
NON-DISCRIMINATION STATEMENT.....26
UNIFORM COMPLAINT PROCEDURE.....26
PRESCHOOL LANGUAGE INFORMATION SYSTEM (PLIS).....26
LEAD SAFETY INFORMATION.....27
DEPARTMENT OF SOCIAL SERVICE RIGHTS:.....27
EXTENDED CARE INFORMATION..... 27
DISCIPLINE POLICY:..... 27
CUSD PRESCHOOL AGREEMENT - Private Pay Preschool.....32
Additional Attached Required Forms 32
Acknowledgement of Receipt of the CUSD Preschool Family Handbook.....33

CUSD PRESCHOOL MISSION STATEMENT

Our mission is to inspire, innovate, and create limitless opportunities for young learners to grow and thrive in a high quality, all-inclusive environment with a supportive, nurturing, and developmentally appropriate focus on the whole child.

Every Child - Every Day **Connect*Challenge*Champion**

PHILOSOPHY

We believe that each child is a unique and capable individual. We strive to provide programs that foster creativity, encourage curiosity, invite family collaboration, and encourage students to develop a love for learning through play.

FUNDING SOURCES

Coronado Unified School District (CUSD) provides families in the community with educational opportunities for preschool aged children.

Various funding sources support our preschool programs including:

- The Coronado Unified School District
- The California Department of Education, California State Preschool Program (CSPP) for eligible families.
- The San Diego County Office of Education's Quality Preschool Initiative (QPI) partially subsidizes the preschool program to enhance the program through staff training, professional development, and instructional materials.
- Private Pay tuition - Families will receive 30 days notice of any rate increase. CSPP students have first priority. Private Pay families will receive spaces based on space availability.

2026/2027 Private Pay Preschool Cost: The monthly tuition is based on $42 a day x 180 school days, totaling $7,560. You have 7 days before a $35 late fee will be charged. Refunds will be available for partial months if the child is disenrolled from the program. Payment is made through the Square app to Coronado Unified School District. There are no fees for other basic services, for example: Lunch is free for all students.

ELIGIBILITY & ENROLLMENT

All families re-enrolling a child for a second year are required to complete the enrollment process every year. State funded students are approved for 2 years from the date of NOA signature, so in most cases will not need to submit income information for year 2.

CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) 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. Families have 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. A 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.

For full documentation requirements see section on the *Family Data File.*
Contractors enrolling families for part-day services shall establish a family's eligibility once at the time of enrollment.

CSPP priority is determined according to a family gross monthly income that is current and ongoing. A variety of documentation is necessary to determine eligibility including but not limited to:

- Current monthly income
- Proof of California address
- Child's birth certificate
    - A child must be 3 on or before December 1st to start preschool at the beginning of the school year or can start anytime on or after the child's 3rd birthday (example: Dec. 2nd birthday, can enroll on Dec. 2nd). CSPP enrollment is based upon the criteria and priorities established by Department of Education, Title 5, Division 1, California Department of Education, Chapter 19, Child Care and Development Programs.

BI-ANNUAL CERTIFICATION (CSPP)

A family is considered to meet all eligibility requirements for those services for not less than 24-months before having their eligibility recertified. The program will conduct biannual certifications when applicable.

At certification, families are required to provide documentation to support continued eligibility for services. Center staff will notify the family no later than 30 days before the family's 24-month certification date of the required documentation necessary.

Reasons to end services before the Annual Certification (CSPP)

A family is considered to have met all eligibility requirements for those services for not less than 24-months unless one of the following occurs:

- the family income exceeds the income threshold set forth by the State Superintendent of Public Instruction (SSPI)
- the parent changes residency outside of California as reported by the parent.
- there is substantiated evidence of fraud that invalidates the initial certification, and the family is not otherwise eligible.
- when the family has "abandoned care"
- families disenrolled prior to the last day of the 24-month certification period

Family Required Reporting (CSPP)

If income exceeds the State Superintendent of Public Instruction (SSPI), during the family's 24-month certification, it must be reported to the Center within 30 days, at which time Center Staff will reevaluate eligibility.

Notice of Actions (NOA) (CSPP)

Notice of Actions (NOA) are required by the Department of Education, Early Education Division to communicate and document changes to the family services including; approving services, denying services, dis-enrollment from the program, change of schedule, change of family size, change in family fees, and annual certification. The Center maintains copies of all NOA's provided to parents in the child's file

Types of NOA's required by Title 5

- NOA, Application for Services
  - The Center's decision to approve or deny services will be communicated to the parent through a written statement referred to as a NOA within thirty (30) calendar days from the date the Application for Services (Form 9600) is signed by the parent(s).
- NOA, Recipient of Services
  - If upon bi-annual certification or update of the Application for Services (Form 9600), the Center determines that the eligibility requirements are no longer being met, the Center will notify the family though a written NOA, Recipient of Services.
- NOA, Changes to the Service Agreement
  - The Centers will complete a NOA, Recipient of Services when changes are made to the service agreement. Such changes may include but are not limited to:
    - A change of childcare hours.
    - Annual certification of eligibility.
    - Dis-enrollment / Termination of service.

Parent Rights to Appeal an NOA (CSPP)

If the parent(s) disagrees with an action, the parent(s) must complete the appeal information on the back of the Notice of Action (NOA). The parent(s) may file a request for a hearing with the Center within fourteen (14) calendar days of the date the NOA was given to the parent(s) or 19 days if mailed by the U.S. Postal Service. Upon the filing of a request for a hearing, the intended action shall be suspended until the review process has been completed.

Children's and Parents' Right:

See LIC 613A and LIC 995 on the attachments page (last page of this handbook).

Private Pay

Enrollment for private pay families gives Coronado families first priority during the first 30 days of enrolling for the incoming school year. After, it becomes a first-come, first serve basis and includes an assortment of documentation as required by Department of Social Services, Title 22, Division 12, Chapter 1, Childcare Centers.

Note: Families may pay tuition using MCCYN, Child Development Associates (CDA), and the YMCA with Alternative Payments; and are also considered as Private Pay.

Interest List

All families interested in the programs must complete an Interest Application. The application is used to maintain a list of families who will be notified once an opening occurs for their child.

A child's assigned classroom (AM or PM) is based on the child's age, developmental appropriateness, and space availability.

POLICIES & PROCEDURES

Parent Orientation

Preschool parents are encouraged to attend an orientation meeting prior to the first day of school. At this meeting, parents will receive information about preschool policies and procedures.

Attendance Policy

It is important that your child attend class every day so that they may take full advantage of what our program has to offer. Regular attendance teaches your child the importance of school and will help them develop good habits for future school years.

If your child will be absent, please notify your child's school office:

- Village Preschool (619) 522-8915 ext. 5096
- Silver Strand Preschool (619) 522-8934 ext. 4096

If a child is absent, parents must provide a specific reason for the absence.

A doctor's clearance may be required when a child's illness is greater than 5 consecutive days.

Excused Absences

Excused Absences include:

- Illness or quarantine of the child
- Illness or quarantine of the parent
- Court ordered visitation (must provide a copy of the Court Order Visitation)
- Family Emergency (provide foundational information to office staff using a confidential form of communication to receive approval for excused absence)
- Best Interest Day (BID) – see section below for more information on BID

Best Interest Days (BID)

Every family receives 10 Best Interest Days per year. Examples are "special days" such as:

- vacation
- severe weather conditions
- transportation problems
- work/school holiday for parent scheduled on a day which differs from the district's observance.
- other family emergency that requires traveling away from home

Unexcused Absences

An Unexcused Absences are any absence not defined as listed under Excused Absences or Best Interest Day (BID).

Abandonment of Care (CSPP)

When a family has not been in communication for seven consecutive calendar days and has not notified the reason why they are not using services, we will 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.

We will inform the parent in these communications that failure to communicate may result in termination of CSPP services.

We will issue a Notice of Action (NOA) to disenroll the family based on "abandonment of care" when there has been no communication for a total of 30 consecutive calendar days.

Withdrawing from the Program/Center
If you need to withdraw from the preschool program, please notify the preschool office with at least 14 days advance notice.

Upon request, we will be happy to forward records to your child's new school of residence.

Sign In/Out Procedure
The State of California requires that you (or a designated adult 18 years or older) sign in/out your child using your legal signature (no initials). The family will use Learning Genie via personal cell phone or CUSD employee iPad at the time of drop off and pick up. Time will be recorded, and signature will be recorded as required by Community Care Licensing. Parent (s)/Guardian (s) using childcare via Champions are required to sign in/out with both organizations. For Preschool, via phone app, teacher's device or front office.

Failure to properly sign in/out your child can result in our program receiving a state licensing citation.

Staff cannot be liable for your child until they are legally signed in. Please be prepared to return to your child's school immediately if this occurs.

Please plan to pick up your child a little earlier than the official dismissal time and keep a close eye on them after you sign them out. Keep in mind children get anxious when their friends have gone home, and no one has come for them. Also, be sure the teacher acknowledges your departure from the check in/out area.

Written permission is required in advance for all non-authorized adults coming to pick up a child. Adults who have never picked up a child before or who staff are not familiar with, must show proper identification when picking up a child.

The Emergency Release Form that parents fill-out has a list of authorized adults who can pick up a child, therefore, it is critical to keep it updated.

See Attachments at the end for: Identification and Emergency Information Childcare Centers/Family Child Care Homes (LIC 700)

Late Arrival or Late Pick Up
If your child will be dropped off late or picked up late, please notify:
- Village Preschool (619) 522-8915 ext. 5096
- Silver Strand Preschool (619) 522-8934 ext. 4096

Please ensure your child arrives and departs preschool on time. Dropping off or picking up children late can be stressful or a traumatic experience for children. Parent/guardian will receive a notice for late pick-ups beyond 5 minutes.

Three late pickups may result in a meeting with the Preschool Director. Five or more late pickups may result in termination from the program.

Transportation

Silver Strand State and Village Preschool is not provided by CUSD unless as required per the students Individualized Education Plan (IEP).

Unclaimed Children After Closing Time

If staff have exhausted all known means to locate you or an authorized emergency contact to pick up your child, and the time is a half an hour or longer after the program's closing time, the school district police liaison officer will be called for assistance and/or Child Protective Services (CPS).

Please help us avoid this by ensuring alternative arrangements are made to pick up your child when you cannot ensure the Emergency Release Form is updated.

Court Orders & Custody Arrangements

Our Program recognizes that in most situations both parents have a legal right to be part of their child's life. We will deny parents access to their child only if there is a legal document that addresses those restrictions.

Dress Code

Children should wear closed toe shoes. For safety reasons, all shoes must have a back strap, no flip-flops or heels will be permitted.

We ask you to provide your child with an extra set of clothing (shirt, pants, underwear, and socks) to keep at school in case of an "accident" or messy art and/or outdoor play activities.

Please put your child's name on all items sent to school.

Parking

Each child is to be escorted to and from the preschool gate by an authorized adult, 18 years of age or older.

Please do not leave children of any age unattended in a parked vehicle. Children must be placed in a proper car/booster seat before transporting children from the premises and never left alone in a car.

Teachers and preschool assistants are mandated reporters and will notify authorities if they see any violations of the law relating to transporting children. Use precautions when driving around the schools, young children are hard to see. Park your vehicle in a marked stall.

- Do not double park or block other vehicles.
- Do not park in red emergency zones.

Gate and Door Safety

Please help us teach your child it is not safe to open doors or points of entrance at school. We do not want children running into the parking lot or street. This is for the safety of all children. Please help us protect the children and prevent accidents.

No Religious Worship or Instruction

No program is used in whole or in part for religious worship or instruction.

Classroom Visit/Tour
We welcome parents to visit our campus by scheduling an appointment with eileen.rodriguez@coronadousd.net for Village Preschool or kimberly.carrillo@coronadousd.net for Silver Strand Preschool. Visits are typically scheduled at 8 am or 3:15 pm.

At any time, the centers are subject to inspections by authorized representatives from the Department of Social Services, Community Care Licensing, and the California Department of Education. These inspections include walking through all parts of the Centers, and verbal communication with enrolled children, staff, and volunteers.

Communication Between the Program & Parents
We value keeping our lines of communication open between home and school. To keep you informed, we ask that you follow these procedures:

- Read your email. The program will keep you informed of school activities and events in our monthly newsletter sent electronically.
- It is important to notify the teacher of whether you celebrate holidays or celebrations, and the teacher will adjust to ensure inclusion of all children. We want to be sensitive to you and your child's culture and home values.
- When appropriate, let your teacher know whether anything "traumatic" occurs in your family (moving, death of a family relative, friend or pet, changes in the household or a new baby). We will work as a team to give you feedback/or referrals if necessary.

Toys/Share Items
Please do not allow your child to bring toys, jewelry, tablets, or other items not requested. Your child's teacher will let you know when your child may need to bring a special item to share.

Celebrations (birthday or special celebration)
Equal recognition is given to all children on each child's birthday or special celebration. The CUSD has a wellness policy in place that states no food items may be brought to school for birthday celebrations.

Parents may bring a non-food treat (examples are arts and crafts, goodie bags, stickers, bubbles, playdough, etc.) for all children on your child's birthday.

We ask you to notify the teacher in advance and ask for the number of children in the classroom.

Note: we cannot accommodate party-like items/activities such as balloons, party favors, or any food items.

Nutrition for Preschoolers
Research shows all children need a variety of nutrient-dense foods that include protein, carbohydrates, oils, vitamins, and minerals, with an amount of calories that prevents hunger, posters healthy growth, and prevents obesity.

All meals (1 lunch a day for both AM and PM Preschool classrooms, served at 10:50 AM for the AM classes and 12:15pm for the PM classes) served are tailored to the ages of students and exceed the nutrition standards of the USDA Childcare Food Program. Preschool children will be served healthy diverse food that meets the requirements for the Child and Adult Care Food Program (CACFP), the Dietary Guidelines of Americans and the California Department of Education Nutrition Services.

The program menu will offer a variety of fresh fruits and vegetables, whole grains, lean meats, poultry, fish, legumes, and low-fat or fat-free non flavored milk, and no sugar sweetened beverages. Menus are posted and made available upon request.

- The district provided meals are free. Please visit: https://coronadousd.net/Departments/Child-Nutrition-Services/index.html for online information.

- All families receiving school lunches will be required to report child absences no later than 9:00 a.m. the day of to avoid any food waste.

Coronado Unified School District

Monday	Tuesday	Wednesday	Thursday	Friday
Mozzarella Stuffed Breadstick Crispy Chicken Sandwich	Papa John's Cheese Pizza	100% Beef Hamburger Cheese Quesadilla	Pizza Cheese Crunchers Bean & Cheese Burrito	Brunch 4 Lunch (French Toast Sticks & Sausage) Macaroni & Cheese

Food components and food items[1]	**Ages 1-2**	**Ages 3-5**
Fluid Milk[3]	4 fluid ounces	6 fluid ounces
Meat/meat alternates (edible portion as served):		
Lean meat, poultry, or fish	1 ounce	1 ½ ounces
Tofu, soy products, or alternate protein products[5]	1 ounce	1 ½ ounces
Cheese	1 ounce	1 ½ ounces
Large egg	½	¾
Cooked dry beans or peas	¼ cup	⅜ cup
Peanut butter or soy nut butter or other nut or seed butters	2 Tbsp	3 Tbsp
Yogurt, plain or flavored unsweetened or sweetened[6]	4 ounces or ½ cup	6 ounces or ¾ cup

The following may be used to meet no more than 50% of the requirement:		
Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%
Vegetables[7 8]	⅛ cup	¼ cup
Fruits[7 8]	⅛ cup	¼ cup
Grains (oz eq)[9 10 11]	½ ounce equivalent	½ ounce equivalent

The preschool will offer one meal setting per day. In preschool, meals are served family style in the classroom (except for extenuating circumstances). Staff will encourage children to serve themselves under their supervision and will act as role models to promote healthy eating behaviors by sitting down and consuming the same healthy foods offered to the children. Staff observe and support children's eating habits and hunger/fullness cues.

Our program does not use food and/or beverages as a reward or a punishment and does not offer food to calm children or encourage appropriate behavior.

Physical Activity

All children need enough active play time throughout each day to develop and practice gross motor and movement skills appropriate for their age. Active play includes moderate to vigorous activities such as rolling, crawling, scooting, running, climbing, dancing, hopping, galloping, skipping, and jumping. Staff should model healthy, active behaviors by participating in physical activity as much as possible.

Each day children will accumulate at least 30 minutes of unstructured physical activity. Other than mealtimes, small group activities, and nap (not provided in a 3 hour classroom), children do not sit for more than 15 minutes at a time. Staff will actively participate in physical activities with children. Children will not be denied scheduled physical education, physical activity or play as a punishment. Physical activity will not be used as a punishment.

Village Preschool Morning (8:15am-11:15am)	**Silver Strand Preschool Morning (8:15am-11:15am)**
8:15-8:25 Arrival (10 min)	8:15-8:25 Arrival (10 min)
8:25- 9:25 Centers (60 min)	8:25- 8:40 Circle (10 min)
9:25-9:35 Circle (10 min)	8:40-8:55 Small groups (10 min)
9:35- 9:55 Small Group (20 min)	8:55- 9:35 Centers/ Free choice (40 min)
9:55-10:40 Outdoor time (45 min)	9:35-9:45 Transition/ clean up (10 min)
10:40-11:10 Lunch (30 min)	9:45-10:45 Outdoor time (30 min)
11:10-11:15 Dismissal (5 min)	10:45-10:55 Clean up/Hand washing (10 min)
	10:55-11:15 Lunch/ Dismissal (30 min)
Afternoon (12:05-3:05) 701	**Afternoon (12:05-3:05)**
12:05-12:15 Arrival (10 min)	12:05-12:35 Handwashing/ Lunch (30 min)
12:15- 12:45 Lunch (30 min)	12:35- 1:35 Outside (60 min)
12:45-1:45 Centers (50 min)	1:35- 1:45 Clean up/ Hand washing (10 min)
1:45- 2:30 Outdoor time (45 min)	1:45- 2:00 Circle (15 min)
2:30-2:40 Circle (10 min)	2:00-2:15 Small groups (15 min)
2:40-3:00 Small group (20 min)	2:15-2:55 Centers/ Free choice (40 min)
3:00-3:05 Dismissal (5 min)	2:55-3:00 Clean up/ Movement (5 min)
	3:00-3:05 Dismissal

Media Time
Media time for children will only be used for educational purposes and is limited to 30 minutes per week. Staff and parents will be provided with education on physical activity during parent training and/or workshops, to learn the importance of participation in physical activity with children, including developmentally appropriate activities and role modeling.

Drinking Water
Potable drinking water will be accessible to all children and will be offered both inside and outdoors. In addition, students are encouraged to bring a labeled water bottle each day.

PROGRAM STAFF
Qualifications
Every class is led by at least one qualified teacher and maintains a ratio of 1 adult for every 8 students. Lead Teachers hold a Child Development Permit from the California Commission on Teacher Credentialing.

All instructional assistants have Early Child Development college units and/or Child Development Permit from the California Commission on Teacher Credentialing.

Mandated Reporters
As a state licensed early childhood program, our staff is mandated to report suspected child abuse or neglect to local authorities.

Professional Development
Ongoing professional development is provided to all preschool staff. This includes ongoing training and staff development on:

- curriculum
- instruction
- care and supervision
- best practices for early childhood coaching to meet individual needs, and regular evaluations.

EMERGENCY PROCEDURES
Emergency Preparedness/Response
Each classroom posts information regarding Emergency and Disaster Preparedness and Response (earthquakes, fires, lock-down, etc.). Each preschool site follows the plan that has been developed at the elementary school where they are housed.

The plans are posted, and monthly drills are conducted to familiarize the children with the procedures at each site. In case of an emergency, the staff has emergency kits. Staff will stay with the children in emergency situations until the crisis subsides and will also make efforts to comfort children during these high-stress situations.

Please be reminded that children will only be released to persons on the Emergency Form and present photo identification. Parents/guardians who retrieve children during an emergency crisis will need to sign the child out indicating the time the child was picked up.

Emergency Procedures

Our staff are certified in both First Aid and C.P.R. The health clerk or district nurse, teacher, preschool assistants, Director or office staff will handle minor injuries sustained during the school day. Ice, soap, water, and Band-Aids will be the extent of first aid given.

If your child is hurt while at school, an "Incident Report" will be completed by the staff informing you what happened (these are for minor injuries, bumps, cuts, etc.). Families will be contacted for all head injuries.

It is essential that each child's Emergency Information be kept up-to-date, including numbers, addresses and a list of adults who may be contacted in case of an emergency. You must make changes to the Emergency Information Form located at your child's school office.

The listed procedures will be followed in the event of a medical emergency:

- Emergency contacts will be called.
- Staff will notify the parent by phone immediately.
- If necessary, the district nurse may attempt to contact the child's physician.
- Necessary attempts will be taken to protect the life and health of the child, which include:
    - Use of EMT and ambulance services
    - Use of emergency medical care at a nearby hospital

Agency Plan During an Extended Emergency Closure

The program will continue to provide services to enrolled families and children via "distance learning" during cases of extended emergency closures. When offering State-Subsidized early learning programs, the centers must continue to provide modified qualified program activities to all currently enrolled children and families in compliance with 5 CCR and EC8203.

The agency plan provides districtwide guidance regarding modified program operations to address the needs of children and families who are no longer being served in the physical setting during an emergency closure.

CLASSROOM EXPECTATIONS

All the preschool classes use these three expectations in the classrooms.

1. The children will learn the understanding of specific developmentally appropriate words.
2. Classroom rules and redirection by staff will be stated with positive words, helping children understand the classroom expectations.
3. Procedures for Working with Children who have Challenging Behaviors will be utilized by all staff.

Child Behavior

It is the goal of the preschool program at Coronado Unified School District to provide a safe and secure environment for all children and staff. The Teaching Pyramid Program provides environmental and behavioral support 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-aged children to develop the ability to manage their emotions, relate to adults, relate to peers, and to feel good about themselves.

Throughout the school year, your child's teacher will establish and maintain a classroom environment that supports healthy social and 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 nurturing and responsive relationships with adults.
- Ability to make friends and get along with peers.
- Ability to persist in tasks.
- Ability to follow directions.
- Ability to identify, understand, and communicate own feelings and emotions.
- Develop 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, non-compliance and withdrawal.

The Teaching Pyramid approach is based on a pyramid structure of support.

- The Base of the pyramid emphasizes the development of positive relationships with children and families. It promotes social and emotional competency such as making expectations clear and providing a balance between active and quiet times, and teacher directed, and student directed activities. Parental collaboration is vital in this learning process.
- 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 focus of our program is to prevent challenging behaviors. Sufficient active adult supervision will be provided by staff continuously. If your child may need a more individualized plan to prevent this challenging behavior, the teacher will let you know which strategies at the second level work for him/her.

- If additional support is needed at the third level of the pyramid, the teacher will invite you to participate in the planning and creating a behavior support plan for your child.

EARLY CHILDHOOD EDUCATION – CURRICULUM

California's Preschool Learning Foundations and Framework

The instructional program follows the California Preschool Learning Foundations to cover the following domains:

- Social-Emotional Development
- Language and Literacy
- English-Language Development (for English learners)
- Mathematics

The California Preschool Learning Frameworks offers a curriculum framework that guides the overall approach for teachers to support children's learning through environments and experiences that are:

- developmentally appropriate
- reflective of thoughtful observation and intentional planning
- individually and culturally meaningful
- inclusive of children with disabilities or other special needs

Learning and development activities are presented on themes of interest to preschool children. While attending, your child will be learning with his/her body and senses, memory, perception skills, and thinking skills. Your child's teacher will offer numerous opportunities to make meaningful connections between what is learned at school and family, home and neighborhood.

The teacher will regularly communicate with you regarding the theme/skills being presented and how you can support your child at home.

Curriculum

Our preschool curriculum, The Creative Curriculum, provides a wide variety of activities and techniques that enhance social skills, language development, and general problem solving.

Teaching Strategies of The Creative Curriculum is a whole-child approach to learning is the most developmentally appropriate way to educate children. Why? Because a whole-child approach fosters all areas of children's development and learning – from social-emotional and cognitive skills to literacy, math, and science understanding – and is a powerful approach as preschool children transition to kindergarten.

With The Creative Curriculum, children are immersed in learning through purposeful play-based experiences on topics they're familiar with from their everyday lives. Children find opportunities for rigorous skill development like counting, measurement, and language comprehension while also developing positive relationships, gross-motor skills, and problem-solving abilities.

Ages and Stages Questionnaire

Children participating in State Preschools are required to receive a developmental screening using the Ages and Stages questionnaire, which is completed by the parents. The result of the screening is shared with the parent by the teacher during the parent-teacher conference. The teacher will notify the parent of a child who may have a delay in an area of development, and or may make a referral to the District or outside agency for consultation.

Supplementary Services

Supplementary Services such as, but not limited to, speech, occupational therapy, assistive devices and specialized academic services are provided as written in the IEP on site, in the classroom or in a pullout area (licensed space).

DESIRED RESULTS FOR FAMILIES & CHILDREN

Desired Results Developmental Profile (DRDP) for Children

The California Department of Education CSPP requires all programs to implement a research-based assessment. Desired Results Developmental Profile, (2nd Edition). The DRDP documents your child's progress in achieving desired results and provides information to help staff improve your child's instructional program.

The DRDP (2015) is an observation tool for recording the achievement of desired results for children. It measures how well children are doing in meeting four broad desired results:

1. Children are personally and socially competent.
2. Children are effective learners.
3. Children show physical and motor competence.
4. Children are safe and healthy.

CLASS (Classroom Assessment Scoring System)

The classrooms participate in ratings to measure the classroom and outdoor environments and interactions teachers have with children which impact learning and development. These evaluations/ratings are completed by outside experts.

Parent Survey

Once a year, you will be asked to complete the DRDP Parent Survey in Learning Genie. This survey is very important in providing information to support the improvement of your child's education.

Annual Program Self-Evaluation

The preschool program participates in a self-evaluation process each year to review progress and set program goals for the following year. Student data, along with classroom data and parent survey results are used to identify areas of strength and need, and to identify program goals.

MEDICAL & HEALTH INFORMATION

Children's Immunizations & Physical Exam

SEE LIC 627 on the last page (attachments) for Medical Assessments and T.B. Requirements.

The immunization chart indicates the required vaccinations required to attend the program.
A complete physical exam is required for children at time of enrollment. The program will furnish a form for your child's doctor.

Health

CALIFORNIA IMMUNIZATION REQUIREMENTS FOR

PRE-KINDERGARTEN

CDPH

(any private or public child care center, day nursery, nursery school, family day care home, or development center)

Doses required by age when admitted and at each age checkpoint after entry[1]:

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION[2,3]				
2 through 3 months	1 Polio	1 DTaP	1 Hep B	1 Hib	
4 through 5 months	2 Polio	2 DTaP	2 Hep B	2 Hib	
6 through 14 months	2 Polio	3 DTaP	2 Hep B	2 Hib	
15 through 17 months	3 Polio	3 DTaP	2 Hep B		1 Varicella
		On or after the 1st birthday:		1 Hib[4]	1 MMR
18 months through 5 years	3 Polio	4 DTaP	3 Hep B		1 Varicella
		On or after the 1st birthday:		1 Hib[4]	1 MMR

Our preschool staff continually strive to keep the preschool environment healthy and free of communicable disease. Health checks will be performed daily on each child. Please make your child's teacher aware of any injury or illness your child has. During drop off, we will look for the following:

- Tired, watery or glassy eyes
- Thick mucus from eyes or nose, especially green
- Low energy, fatigue or listlessness
- Lack of appetite or stomach upset
- Red cheeks, itchy scalp, or rashes
- Cuts or bruises

If a child becomes ill at preschool, the health clerk will see your child. If your child has a fever, is vomiting or has diarrhea, the parents/guardians will be contacted, and immediate arrangements must be made to pick up the child. Any communicable disease is a basis to keep your child at home until well.

A child wellness exam is due at time of enrollment or within 30 days of attendance. Services may be interrupted if no exam is received.

Medications

If your child will need medications during their time at school, the following is required:

- A completed medical form with:
  - the child's name.
  - written detailed description of the condition
  - signature of the physician
- Written parent permission:
  - to administer the prescribed medication,
  - signature of the parent
  - signature of the physician
  - dosage and times that medication is to be administered.
    - The medication must be in its original container.

Allergies/Medical Conditions

All diagnosed allergies and medical conditions must be documented in the child's file, and each staff person responsible for supervising the child must be notified. It is the parent's/guardian's responsibility to inform the preschool Director at the time of enrollment, as well as the child's history of all known (potentially harmful) allergies or medical conditions (i.e. asthma, diabetes, seizure, etc.)

Sunscreen

The preschool follows the Sun-Smart Policy, and recommend families:

- apply sunscreen of SPF 15 or higher daily on your child before school;
- send your child with a suitable hat and clothing for outdoors;
- upon request complete and sign a medical release consent form along with a health care provider's signature for sunscreen application;
- model Sun-Smart behaviors

Illnesses

The following is an outline of certain common illnesses and the approximate length of time a child must be excluded from preschool:.

If I have…	**…with the following symptoms…**	**Please keep me home until…**
A Fever	□ Temperature of 100° or higher	The child has been fever-free for 24 hours without medication to reduce the fever.
Diarrhea	□ Loose stools	I have been diarrhea free without medication to stop the diarrhea.
Vomiting	□ Throwing up □ stomach pain	I have not thrown up for 24 hours without medication to stop my vomiting.

Cold	□ Sneezing □ nasal discharge □ coughing	My nasal discharge is clear. I feel well enough to attend school and learn. I am not coughing so much that others cannot learn.
Pink Eye (Conjunctivitis)	□ Eye is pink, reddened □ May have discharge □ May be itchy □ May be crusted in the morning	I have been seen by a doctor and on medication for 24 hours.
Hand, Foot & Mouth Disease	□ Itchy red spots/blisters on the palms of hands/feet, inside of mouth □ May have a fever	I am free of a fever for over 24 hours without fever reducing medication. My blisters are dried, and I feel well enough to come to school.
Head Lice	□ Itchy scalp □ Nits or adult louse is present	I can come to school with nits but not with lice. After my treatment, I need to be checked at the health office before attending school.
Impetigo	□ Small red fluid filled blisters with honey colored crusted scabs □ Frequently found on the face around the mouth area	I have been seen by my doctor and treated for 24 hours.

PLAN OF OPERATIONS

I. Incidental Medical Services To Be Provided/Available

Classroom staff, in collaboration with a District RN, provide as needed:

- basic emergency treatment for anaphylaxis and asthma (utilization of EpiPen, nebulizer or inhaler)
- diabetes-related care; checking blood glucose levels, administering insulin as ordered by doctor.
- medication distribution
- health screenings (including screening for head lice)
- basic first aid and communication with parents related to injuries and illness
- ensures that medication, emergency medical supplies, and student information accompanies students on field trips, and any other reason that students are removed from the site including in case of a disaster (natural or otherwise). As well, ensures that an adult trained in use of EpiPens, medication administration, asthma-related care, and diabetic care (including administration of glucagon if necessary) accompanies any students requiring those services.

The classroom staff is also responsible for maintaining medical records including: written orders from doctors, medication distribution logs, health concern lists, injuries, services provided related to a child's health and well-being, records of staff training, immunization records.

The classroom staff is responsible for informing the parents/guardians the same day that a child receives services in the classroom due to injury, illness, medical procedure, or medication distribution. Parents/ guardians are to be informed in writing and by phone if parents have difficulty with written communication or if the situation requires emergent/rapid notification.

Medical documentation and records must be maintained in a way that respects HIPPA and FERPA regulations. All staff will annually review Bloodborne Pathogen safety, including ensuring appropriate use of gloves, disposal, and hand-washing.

All medications must be kept out of reach of children and secured by a lock and an AED device is stored in the school's main office. The classroom staff will ensure that an emergency packet of medications and student

information is available for each student for use in case of an emergency. Preschool health-related services follow the same guidelines as health-related services for students in the Coronado Unified School District.

Basic health and first aid supplies are available on all campuses in the classrooms.

All classroom staff that work in the classroom are trained by District RNs in:

- Administration of EpiPen (and other similar epinephrine administration devices)
- Administration of Glucagon (sites where diabetic student spends)
- Administration of inhaled medications (use of nebulizer and/or inhaler)
- Medication administration – (Diastat administration training only if a student requires)

In accordance with the student's individualized education program or written accommodation plan, trained and qualified personnel shall perform these services based on licensed physician's orders and trained by district nurses.

All classroom staff receive annual training from the District on:

- Child Abuse Reporting – via on-line class.
- Bloodborne Pathogens safety – including ensuring appropriate use of gloves, disposal, and handwashing.
- Basic medical training at the beginning of the school year with the District RN, most if not all staff are CPR/ First Aid trained.

Reporting Requirements

The Licensee/Director must report:

- Injury requiring medical attention
- Any unusual incident, such as a child missing for any reason, explosions, fire, etc.
- Death of a child for any reason
- Epidemics

The County Regional Office (DSS) will be notified within 1 business day and a written report will be submitted within 7 days of occurrence (LIC624).

Emergency Medical and Dental will be delivered per the guidance on LIC 627 (see attachments - last page of Parent Handbook).

PARENT INVOLVEMENT

Parent volunteers can help prepare classroom materials at home. If needed or allowed, parents who volunteer onsite must have proof of the following immunizations:

- DTap
- MMR
- Influenza
- Negative TB test or chest x-ray result

A CUSD Volunteer application and forms must also be completed to participate in the classroom.

In addition, volunteers must have a Department of Social Services clearance. Children not enrolled in the program are not permitted to remain in the classroom during class time per licensing regulations.

Parent Workshops and Trainings
Parent education and workshops are offered throughout the school year. Workshops are intended to provide parents with knowledge of parenting and child development, parental resilience, an array of social connections, and concrete support in times of need.

Parent Advisory Council
Parents are asked to convene to advise the CUSD Preschool Administration on issues related to services to families and children. Staff will help communicate the meeting dates/locations per the volunteer, parent lead of the PAC. A representative from the PAC will schedule a meeting with the administration to review input/feedback from the PAC.

Parent Visits
The district requires all parents to check-in at the main school office and obtain a visitor ID to wear for identification purposes. The law authorizes the person in charge of the facility to deny access to a parent/guardian under the following circumstances:

The parent/guardian is behaving in a way which poses a risk to the children in the facility.
The adult is a non-custodial parent, and the facility has a court order to deny access to the non-custodial parent.

Note: Parents do not have the right to threaten, intimidate, or be disrespectful to staff nor the right to engage in disciplinary actions with any child other than their own.

Open-Door Policy
Coronado Preschools have an open-door policy. All parents who have a child enrolled in one of CUSD preschool programs have unlimited access to their child(ren) and to all written records concerning their child(ren) during normal hours of operation and whenever the child(ren) is in the care of CUSD preschool. We welcome parents to visit and participate in daily activities at any time. Please contact the lead teacher, office assistant, and/or Director to request a visit.

Parent Meetings & Conferences
Parent/Teacher conferences are arranged in the Fall and Spring. Parent/Teacher conferences will provide you opportunities to meet with your child's teacher to discuss your child's progress.

The preschool program plans several meetings for parents each year including a parent orientation. Conferences may be arranged at any time with the teacher or Director as requested by parents.

Other Visitors
Visitors are welcome but must follow district procedures. Visitors must register at the school office and receive a Visitor's Badge. To ensure minimum interruptions of the class, the visit must be arranged with the classroom teacher or Director.

If a conference or an observation is desired, an appointment must be made with the teacher or Director before or after school.

RESOURCES
Family Health & Social Support
The preschool program strives to support families as we work together to prepare children for kindergarten and lifelong learning. At times, families may encounter circumstances that affect their

ability to support their child. Upon admission, every family can seek information on how to find support or resources through the school district or community.

If you suspect your child has learning, behavioral, or developmental concerns, the teacher or Director can arrange for you to meet with a school psychologist and or speech and language pathologist to determine a plan to support your child in the classroom.

Emergency Crisis

Police, Fire, Paramedics	911
American Red Cross	(800) 500-6411
CA Missing Children's Hotline	(800) 222-3463
Child Abuse Hotline	(858) 560-2191
Poison Center	(800) 222-1222
San Diego County Psychiatric Hospital	(619) 692-8200
Suicide Intervention	988
Women's Resource Center	(760) 757-3500

Additional Resources

2-1-1 San Diego or https://211sandiego.org/ 211 or (858) 300-1211
211 is a free, 24-hour confidential phone service and searchable online database.

YMCA Childcare Resource Service (CRS) (800) 481-2151
Supports families in their search for quality, affordable and convenient child care options.

YMCA CRS Healthline (800) 908-8883
Offers free telephone consultations and resource referrals to parents and child care providers about physical and behavioral health concerns for children ages 0 to 5 years.

Community Care Licensing (619) 767-2200
State government office that promotes the health, safety, and quality of life of each person in community care through the administration of a collaborative regulatory enforcement system. Provides licenses to operate a child care center.

Exceptional Family Resource Center (619) 594-7416
Provide support, information and education for families of children with disabilities and the professionals who assist these families.

Family Health Centers of San Diego (619) 515-2300
Provides affordable, high-quality health care and support services to all people, with a special commitment to the uninsured, low-income and medically underserved.

Food Bank (858) 527-1419
Provides nutritious food to individuals and families in need in communities throughout.

County of San Diego Information Line (858) 694-3900
Provides services for passports, birth certificates, marriage certificates, employment.
www.sandiegocounty.gov

San Diego Housing Commission (619) 231-9400
Provides rent subsidies for low-income households in the City of San Diego.

San Diego Regional Center (858) 576-2996

Offers services for persons with developmental disabilities and their families. SDRC is a private nonprofit organization and works for the California state government Department of Developmental Services.

California Early Childhood Special Education (CalECSE)
ECSE is a state and federally mandated program for children under 5 years old who meet state eligibility criteria because they are experiencing developmental delays. Must live in the San Diego Unified School District to be eligible for services.
https://calecse.org/

WIC - Women, Infants & Children (800) 500-6411
Provides nutritious foods, education on healthy living, and breastfeeding support.
www.sandiegowic.org

NON-DISCRIMINATION STATEMENT

Discrimination in education programs is prohibited by state and federal law. Education Code section 200, et seq. requires school district to afford all pupils regardless of gender, gender identity, gender expression, sex, race, color, religion, natural origin, immigration status, ethnic 19 group identification, mental or physical disability, sexual orientation, or the perception of one or more of such characteristics, equal rights and opportunities in accessing educational programs, activities and facilities.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin. Title IX prohibits discrimination on the basis of sex. The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination based on disability.

CUSD will take the required steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging non-compliance with this policy are investigated through the Uniform Complaint Process.

UNIFORM COMPLAINT PROCEDURE

CUSD has adopted a Uniform Complaint Procedure. CUSD shall follow uniform complaint procedures when addressing complaints involving adult education programs, categorical aid programs, migrant child education, career technical education training programs, child care and development programs, allegations of unlawful discrimination, harassment, intimidation, or bullying, lactation accommodations, non-compliance with school safety planning requirements, pupil fees, courses of study, instructional minutes for physical education, local control accountability plans, any deficiencies related to preschool health and safety issues for a California state preschool program, and matters pertaining to the right of foster youth, homeless youth, former juvenile court school pupils, and children of military families.

Information regarding the Uniform Complaint Procedure, including the individual responsible for processing a Uniform Complaint can be found online at http://gamutonline.net/district/coronado/displayPolicy/644488/.

DEPARTMENT OF SOCIAL SERVICES COMPLAINT RESOURCE:
https://cdss.ca.gov/inforesources/ccld-complaint-hotline

PRESCHOOL LANGUAGE INFORMATION SYSTEM (PLIS)

In August 2022, the Early Education Division (EED) at the California Department of Education (CDE) informed California State Preschool Program (CSPP) contractors of new requirements for identifying and collecting data on dual language learners, language characteristics of preschool programs, and language composition of program staff.

The parent or guardian of each child enrolled in CSPP must complete the Family Language Instrument no later than upon enrollment.

LEAD SAFETY INFORMATION

Effective January 1, 2019, AB 2370, Chapter 676, Statutes of 2018, requires all child care providers, upon enrolling or re-enrolling any child, to provide the parent or guardian with written information including the following:

- Risks and effects of lead exposure.
- Blood lead testing recommendations and requirements.
- Options for obtaining blood lead testing, including any programs that offer free or discounted tests.

A two-page flyer, written in partnership with the California Department of Public Health, has been added as an attachment at the end of the parent handbook.

DEPARTMENT OF SOCIAL SERVICE RIGHTS:

(b) The Department has the authority to interview children or staff without prior consent. (1) The licensee shall ensure that provisions are made for private interviews with any children or staff members.
(c) The Department has the authority to inspect, audit, and copy child or child care center records upon demand during normal business hours. Records may be removed if necessary for copying. Removal of records shall be subject to the requirements in Sections 101217(c) and 101221(d). (1) The licensee shall ensure that provisions are made for the examination of all records relating to the operation of the child care center.
(d) The Department has the authority to observe the physical condition of the children, including conditions that could indicate abuse, neglect or inappropriate placement.
NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73, 1596.852, 1596.853, and 1596.8535, Health and Safety Code.

EXTENDED CARE INFORMATION

(Provided by Champions, see their website for more information): https://www.discoverchampions.com/

DISCIPLINE POLICY:

Discipline provides an opportunity for growth and learning. CUSD Preschools use a variety of techniques to help the children resolve conflicts. These methods vary depending on the age of the child and the situation. All of the teachers will stress problem solving skills and instill an intrinsically motivated sense of right and wrong. Teachers use the following techniques when dealing with conflict situations. The parents, teacher and center Director all agree that they will communicate and resolve any problems and or concerns that may arise. All parties will keep in mind that the best interest of the child will be the most important factor when making decisions.

Positive Actions:

- Praise, reward, and encourage the children.
- Safety first
- Reason with and set limits for the children, the children are given basic clear and concise limits to guide their behavior. Boundaries and expectations expand with the children as they develop in their emotional maturity.
- Consistency / setting limits and expectations that are consistent across all classes and all adults respond in a similar way to conflict situations.
- Tone / firm yet kind to be delivered by intervening adults reinforcing the child's sense of security letting the children know that the situation is under control.
- Model appropriate behavior for the children. Teachers and Staff clearly demonstrate compassionate, caring behaviors that set an example for the children to follow.
- Redirection, a request to stop negative behavior is accompanied by a suggestion for appropriate behavior to replace it. We show the children that we can accept, control and express feelings in a direct and non-aggressive way. We help the children deal with their intense emotions; we will not punish, threaten or withdraw from them.
- Modify the classroom environment in an attempt to prevent problems before they occur.
- Listen to the children.
- Provide the children with natural and logical consequences of their behaviors
- Treat the children as unique individuals with respect for their needs, desires and feelings.
- Explaining and teaching in a conversation with the children on their developmental age-appropriate level.

Teachers will design the physical environment to minimize conflict with the children. There will be a variety of toys and materials for groups of children. We will define classroom and outdoor areas clearly so that the children can be involved in active and quiet play. We will strive to maintain an appropriately calm level of stimulation.

Teachers will maintain developmental age-appropriate expectations for the children's behavior. The teachers will attempt to minimize unreasonable waiting and transition times. We will strive to limit the length of large group and teacher-directed activity times according to children's developmental levels. We will give the children blocks of uninterrupted time during the day in which they can make their own activity choices.

Teachers will closely monitor and observe the children, supervising the children's activities. The teachers will often intervene and guide children before situations escalate. Teachers will help the children verbalize their feelings, frustrations and concerns. The teachers will help the child describe problems, generate possible solutions, and think through logical consequences of their actions. The teacher is to be a helper in positive problem solving. We want to teach the children to value cooperation and teamwork. We want to help the children learn peaceful approaches to interactions with each other.

Children whose behavior endangers others will be supervised away from the other children. (This is not time-out) A teacher will help the child move away from the group and then help the child process the problem verbally. A teacher will stay close to the child that is emotionally out of control and needs private time to regain composure.

Discipline, guidance, will always be positive, productive and immediate when the child's behavior is inappropriate. No child will be humiliated, shamed, frightened, or subjected to physical punishment or physical or verbal abuse by any staff member.

When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with a child's family to find solutions. This could possibly include referral for outside services or being dismissed from the program.

Behaviors/Actions staff do not use:

- Corporal punishment (no corporal punishment)
- Spank, shake, bite, pinch, push, pull, or otherwise physically punish a child.
- Make fun of, yell, threaten, make sarcastic remarks, use profanity or otherwise verbally abuse the children.
- We do not shame or punish for bathroom accidents.
- We do not deny food or rest as punishment.
- Relate discipline to eating, resting or playing outside.
- Leave the children alone, unattended or without supervision.
- Allow any discipline by another child.
- Allow any criticism of the child's parents, families or any ethnic groups.

EXPULSION/UNENROLLMENT AND SUSPENSION BASED ON BEHAVIOR

Except in specific circumstances listed below in the "Directives for Implementation" section, per Education Code (EC) Section 8489.1(a) and (b), a program must not:

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

The district's child care and development program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily disenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: ***In writing, inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher, and if available engage an early childhood mental health consultant, in an effort to maintain the child's safe participation in the program.***

1. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), contact, with written parent/guardian consent, the agency or district employee responsible

for such plan or program to seek consultation in regard to serving the child

2. If appropriate, consider 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 parents/guardians to community resources, and implementing behavior supports within the program.

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/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 district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Assembly Bill (AB) 2806 (Chapter 915, Statutes of 2022); California *Education Code* (*EC*) sections 8243, 8489, and 8489.1)

A child shall not be suspended from the district's child care and development program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing all of the following:
Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources

1. Developing a written plan to document the action and supports needed

2. Providing referrals to appropriate community resources

3. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child.

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CSPP in the event of expulsion or suspension. If the district suspends or expels a child from the child care and development program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 18095, informing the parents/guardians of the right to file an appeal of the action directly with CSPP no later than 14 calendar days after receiving the notice by submitting a written request for an appeal hearing to EEDappeals@cde.ca.gov.

If a child is suspected of having a developmental delay, disability, or mental health issue, the child's parent/guardian shall be referred, if appropriate, to the mental health system, the state's early intervention program, or the district's special education program regarding evaluation for services under the Individuals with Disabilities Education Act (IDEA). Children identified as having exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the IDEA.

Biting:

We realize that biting can be a big concern, and we strive to minimize the biting behavior at all times. Teachers and staff are trained to recognize triggers and how to prevent and decrease incidents. Biting is common among young children, during early childhood. While we feel that biting is never the right thing for toddlers to do, we know that they bite for a variety of reasons. Children are sensory learners and often explore orally. Children at a young age often become frustrated because of not being able to communicate. Impulse control can also lead children to bite as a way of making their needs known. If your child is bitten or bites; you and the parents of the other child will receive a report of the incident. Office staff will discuss the incident report with you while keeping information confidential.

No matter what the cause, biting in a group situation causes strong feelings with all involved. It does help, however, to be aware of the potential problem before it happens, and to form a plan of action if it does occur.

Before biting occurs:

- Discuss the issue of biting with all parents at the time of enrollment.
- Distribute written policy to all families and include it in the enrollment packet.
- Care and comfort the child who was bitten.
- Assess and clean the wound (soap, water etc.) using universal precautions.
- The teacher, Director and parents will have a conference to discuss possible changes in the child's routine and or family. Schedule follow-up meetings and telephone conversations as needed. The teacher will provide the parents with a handout with strategies to reduce biting. If necessary, parents will be referred to local experts for further assistance/evaluation such as a pediatrician or local health department.
- Help the child who bit learn other appropriate behavior. The teacher will shadow the child that is exhibiting biting behavior until the parents pick up the child.
- Parent(s)/Guardian(s) will be notified of the incident, the biter and the child bitten. The staff will document each biting incident. A copy of the biting incident will be given to each parent; the child's name that is biting will be kept confidential.
- The child that is biting will be picked up by the parents and taken home the day of the biting incident. A written plan will be put into place that is agreed upon between the parents, child's teacher and Director before the child is allowed to return to the center.

CUSD PRESCHOOL AGREEMENT - Private Pay Preschool

2026-2027 Private Pay Preschool Cost:

- $42 a day x 180 days, totaling $7,560
- Due the 1st of each month
- A $35 late fee will be charged if not paid within the first 10 days of the month.
- Refunds will be available for partial months if the child is unenrolled from the program with at least 10 business day notification of withdrawal from the program.
- Payment is made to Coronado Unified School District through the Square app
- There are no fees for other basic services, for example: Lunch is free for all students.
- If there is any change in the monthly cost of preschool, you will receive 30 days notice of such change.

Private Pay
Families may pay tuition using MCCYN, Child Development Associates (CDA), and the YMCA with Alternative Payments; those are also considered as Private Pay.

Additional Attached Required Forms:

LIC 995 Notification of Parents' Rights
https://drive.google.com/file/d/1Fnp3dY1gFqJCqoYeTorzyuN2ORiRqS3D/view?usp=sharing

LIC 613A - Personal Rights
https://drive.google.com/file/d/1xDAnGvmCgglBJ57b6-Zbj04EuCf8zdfB/view?usp=sharing

LIC 700 - Identification and Emergency Information Child Care Centers/Family Child Care Homes
https://drive.google.com/file/d/1g7vyLLCq1b6DyFTiWQrMzjsGY6vuszN4/view?usp=sharing

LIC 627 - Consent for Emergency Medical Treatment
https://drive.google.com/file/d/112Ny8RxOzUdW48gbYT9z_x1bvdIHdpzF/view?usp=sharing

LIC 702 - Child's Preadmission Health History
https://drive.google.com/file/d/155UUWJR-PNMg_mAk29fRx1p3xIEewZCn/view?usp=sharing

LIC 701A - Physician's Report
https://drive.google.com/file/d/1wFZ0Bf3jP7W0iKvbLz5Tizs228Uwt8Ma/view?usp=sharing

Effects of Lead Exposure Pamphlet.
https://drive.google.com/drive/folders/1iyScZCMs2SktvrOV49MzHEMMTB2zqBvE

LIC 995E - Caregiver background c
https://www.cdss.ca.gov/cdssweb/e 95e.pd

This page is also part of the application package.

Acknowledgement of Receipt of the CUSD Preschool Family Handbook 2026-2027

I, as the parent/legal guardian of _____, currently attending or newly enrolled in a Coronado Unified School District Preschool site, acknowledge I have received a Family Handbook that incorporates all necessary and required information for the Preschool program.

_____ _____

Parent/Legal Guardian Signature Date

_____ _____

Parent/Legal Guardian Signature Date

_____ _____

Director Signature Date

PLEASE SIGN & RETURN THIS FORM TO THE OFFICE
PRIOR TO YOUR CHILD'S FIRST DAY

By signing this acknowledgement of agreement you agree to the terms and conditions, including financial obligations for private pay preschool services.