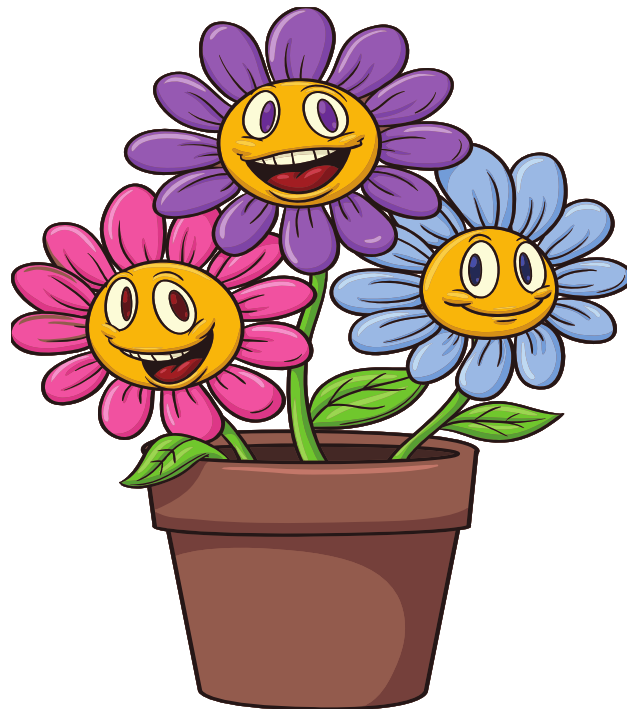




**Garden Grove Unified School District
Special Education Preschool:**

Early Childhood Education Center

🐝 (ECEC) 🐝



Planting seeds for growing minds!

Office of Special Education-Preschool: (714) 663-6177



EARLY CHILDHOOD EDUCATION CENTER (ECEC)

Dear Parents/Guardians,

We would like to welcome all our new and continuing students and parents to the 2014-2015 school year. We all are looking forward to a great year filled with learning and fun!! We are so happy that you have chosen to entrust your child's education to us. Our special education preschool programs offer intensive language-based learning environments to help support academic success and prepare students of all abilities for Kindergarten. All students will receive instruction at their ability level through the implementation of state adopted curriculum that is in alignment with the Preschool Learning Foundations.

Please read over the Early Childhood Education Center (ECEC) handbook as it provides important information regarding our mission, vision, and philosophy, the preschool programs and policies, wellness policy, student calendar, and family resources. If you have any questions, please feel free to contact The Office of Special Education at (714) 663-6177.



Sincerely,

Wendie Wall
Preschool Program Supervisor
714-663-6177

ECEC ~ Mission Statement

Our mission is to support our students in reaching their highest developmental, social and academic potential. We recognize and respect that each child brings a desire to learn, unique rate of development, and diverse cultural and language experiences. We are committed to promoting each child's cognitive, physical, and social-emotional well-being.

ECEC ~ Vision

Early Childhood Education Center is committed to providing high-quality comprehensive programs and services to prepare our young children for life-long learning.

ECEC ~ Philosophy

We believe;



All children are unique individuals



Special Education is a service, not a place



Learning experiences that are meaningful and relevant should be provided in a safe and nurturing environment for every child and reflect his or her developmental, cultural, and individual circumstances.



Purposeful and imaginative-creative play in a literacy and language rich environment is an essential component of early education.



Parents are the child's first teachers. Parent involvement with early education maximizes student achievement.

Special Education Preschool is designed for children, ages 3-5 (until they are age eligible for kindergarten), who qualify based upon an identification process of screening and evaluation and must show significant developmental delays. Multi-age classes are included within our special education classroom. Children who qualify may receive related services such as: speech and language therapy, occupational therapy, physical therapy, vision services, and/or hearing impaired services based on the student's individual needs.

To qualify for special education preschool, a child (3-5 years) must meet eligibility criteria in one of the following categories;

- Autism
- Intellectual disability
- Specific learning disability
- Speech or language in one or more of areas; voice, fluency, language, and/or articulation
- Deaf-Blind
- Deafness
- Emotional disturbance
- Visual impairment
- Hearing impairment
- Multiple disabilities
- Orthopedic impairment
- Other health impairment (includes attention deficit disorder-ADHD)
- Established medical disability
- Traumatic brain injury



**GGUSD Pre-K-12
2014-2015~School Year Calendar**

First Day of Classes
TuesdaySeptember 2, 2014

Legal Holidays, Recess Dates, and School Closure Days

Veterans Day
Monday.....November 11, 2014

Thanksgiving Recess
Monday-Friday..... November 24-28, 2014

Non-Student Day (Pre-K-8)
Monday.....December 1, 2014

Winter Recess (10 days)
Monday-Friday.....December 22, 2014–January 2, 2015

Dr. Martin Luther King Jr. Day
Monday..... January 19, 2015

Non-Student Day (Pre-K-12)
FridayJanuary 30, 2015

Lincoln Day
Friday February 13, 2015

Presidents’ Day
Monday..... February 16, 2015

Spring Recess
Monday-Friday.....April 6-10, 2015

Memorial Day
Monday..... May 25, 2015

Last Day of Classes
Wednesday.....June 17, 2015

Total School Days — 180

Garden Grove Unified School District’s Vision and Mission

Vision:

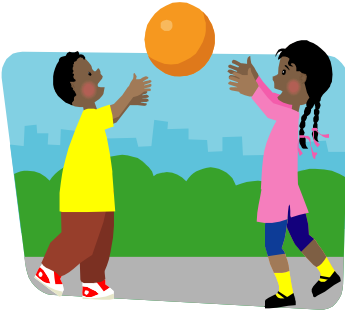
We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

Mission:

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.



A Parent's Guide to Pre-School



Helping you understand what to expect in Pre-K is crucial. More than 85 percent of the brain is developed before the age of 5. The preschool years are the time in which the brain begins to maximize efficiency (1). Children continually build their foundational understanding of concepts through play, interactions, and experiences. Below are typical Pre-K activities with suggestions of what you can do at home to reinforce and extend your child's learning. Working together, we can give your child a great start for school.

Preschool is considered to be a developmental period of growth, expectations for academic skill mastery begin at the end of the Kindergarten year. Your child is **NOT** required to have specific pre-academic skills for Kindergarten entry.

WHOLE GROUP

In Pre-K ~Children come together and become a community of learners, explorers, and friends. They discuss the plan for the day. They build language skills by listening and responding to stories as well as singing songs and reciting nursery rhymes. Students learn about the days of week, the months of the year, the weather, alphabet, counting and explore other math concepts.

At Home ~Sing songs, share stories, and recite poems that you learned as a child. Tell stories about your family and what you did when you were young, even if you question your child's ability to fully understand. Talk about the weather each day and why people wear different clothes depending on the weather.

SMALL GROUP

In Pre-K ~ Working in small groups allows the teacher to work more closely with each student. This is a highly effective way to present new material, monitor comprehension, and give feedback. The small group lesson can last anywhere from 5–20 minutes, depending on the target objective, students' developmental level, and student engagement/interest.

At Home ~Spend time with your child one-on-one whenever possible. Have conversations about what they learned at school. During bath time, talk about the day, favorite activities and friends.

CENTER/CHOICE TIME

In Pre-K ~Children make decisions about what and where they will explore, discover, and learn each day. They learn independence by working by themselves or with other children during center/choice time activities. They are exposed to books, building blocks, cutting, painting, and pretend play. Students practice planning, doing and reviewing what they did in centers. Building these skills is critical in a child's social-emotional development.

At Home ~Allow your child to choose from parent selected activities whenever possible. As they continue to develop, allow your child to make a plan (e.g. decide what equipment they will play on in the playground or which games they want to play with a friend) and execute it. Then, talk with them about how it went.

GROSS AND FINE MOTOR

In Pre-K ~Children work on gross motor skills when playing outside every day, weather permitting. Playing outside helps develop children's muscles, improves coordination, and reinforces healthy habits. The playground is a great place for children to learn social skills such as taking turns, talking to others, making friends, and getting along. Fine motor skills are the foundation children need before they learn

handwriting, including the proper pencil grasp and control of a writing instrument. Our students strengthen their fine motor skills by cutting, coloring, and working with Play-doh.

At Home ~Gross Motor~ Take your child to new and different playgrounds to explore all kinds of movements and sensory input. Play games that you played when you were a child such as, catch, water play, tag, and riding on wheeled vehicles. Fine Motor~ Let your child draw, color and cut with child safe scissors. Let them make cards for friends and family members.

STORY TIME

In Pre-K ~Children listen to stories every day. They are learning to ask and answer questions, learning new words, and are being exposed to parts of a book. During this time, children are developing listening, reading, writing, speaking, and critical thinking skills. They get excited to hear what will happen next and what they will learn each time the teacher turns the page.

At Home ~Read different kinds of books with your child. Please read to your child in English or in the home language. Visit the library and check out picture books, storybooks and non-fiction books about animals, people, places, and things. Let your child take "picture walks" by telling you what the story is about by looking at the pictures. Talk about what may come next or why a person did something in the story.

SNACK TIME

In Pre-K ~Children have a role in getting ready for mealtime. Children should bring their own healthy snacks. This is a great time to work on social skills as they engage in conversation during snack time.

At Home ~Develop routines for meal times. Let your child prepare for mealtime by helping set the table. Sit at the table and allow your child to serve himself and feed himself. Acknowledge that this can be a messy activity but is extremely valuable in developing independence. Let him help with clean up by clearing the table, putting dishes in the sink or placing utensils in drawers.

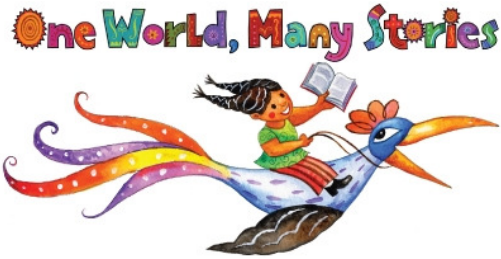


Preschool Curriculum

ECEC- curriculum is delivered through thematic units to facilitate development in the following areas:

- Pre-academics
- Communication
- Social/Emotional Development
- Self-Help Skills
- Gross/Fine Motor Skills
- Individual Exploration and Play

California Department of Education Preschool Learning Foundations and Frameworks: The Preschool Learning Foundations and the Curriculum Framework are similar to the State Standards and Common Core Standards for K-12 instruction. These Foundations and Frameworks enable teachers and parents to have a framework for the teaching and learning in preschool.



- Social-Emotional Development
- Language and Literacy
- English-Language Development
- Mathematic
- Visual and Performing Arts
- Physical Education
- Health

California Department of Education Desired Results Developmental Profile-Access

This is an observation-based assessment instrument used to measure the progress of California's preschool-age children with IEPs. Observational data is collected in the fall, and again in the spring. Teachers use this information to monitor student progress and create goals and objectives.

Houghton Mifflin Pre-K Curriculum. This is a hands-on, curriculum that is based on scientific research. It provides children with the foundational skills they need to succeed as lifelong learners. The curriculum includes ten engaging and child-centered themes:

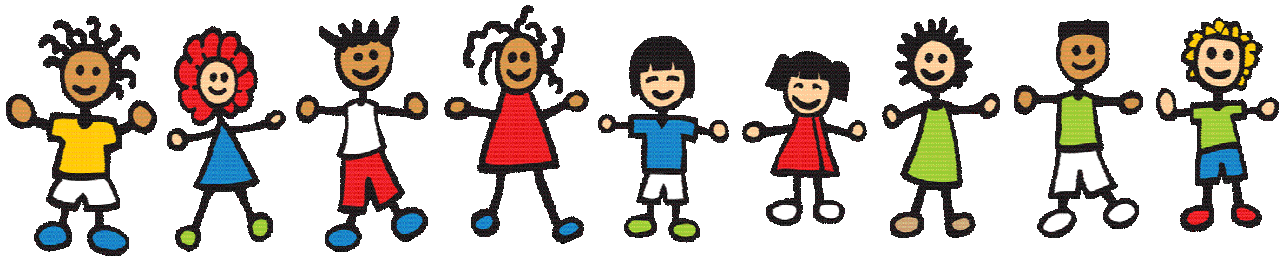
- Welcome to School!
- My Family, My Community
- My Five Senses
- Seasons All Around
- Animals Everywhere
- Construction Zone
- In the City, In the Country
- Let's Move!
- Growing and Changing
- Ready for Kindergarten

In addition, our staff participates in ongoing professional development opportunities and has been trained on a variety of instructional strategies, including language, social emotional and behavioral interventions.

Our preschool program design consists of the following programs:

- **"LEAP"** (Language Enrichment & Articulation Program). This program is designed to help preschool age students (3-5 years) acquire age-appropriate articulation, phonology and receptive and expressive language skills. LEAP is organized by content themes in a preschool routine. It includes floor-time play, circle time, simple crafts, sensory activities and opportunities for storybook interaction. This program is available for children who have been diagnosed with moderate to severe speech and language impairments through the Preschool Assessment Center (PAC). All students in this program have active Individual Education Programs (IEPs).

- "PALS"** (Peer Assisted Learning Support)
 PAL students are typically developing role models for our students with active Individual Education Programs (IEP). Our PALS classes are available to typically developing children with strong language and social skills as members in a classroom designed for children with specific disabilities. Typically developing peers benefit from the structured environment with the primary focus on language and social skill development. Children with IEPs benefit from the daily access to peer language and play models. Screening for program compatibility required. Meets M, T, Th, F. The staff-student ratio is 1:5.
- "STRIDE"** (Students Taking Responsibility In Developing Excellence)
 The emphasis in this program is language development, academics, vocational skills, fine and gross motor skills and social skills development. All students in this program have active Individual Education Programs (IEPs). The staff-student ratio is 1:5. There is a balance of all ability levels in each class.
- "Fun and Functional"**
 The emphasis in this program is learning functional life skills. These important skills enable our students to live in a safe and socially responsible manner. Our students are also working on functional academics, learning through sensory input, self-help skills and communication. All students in this program have active Individual Education Programs (IEPs). The staff-student ratio is 1:3.
- "BLAST"** (Behavior Support, Language/Pragmatics, Academics, Social Skills and Transition). This program utilizes best practices and research in the field, to reach and teach children with autism, such as: strategic use of instructional and behavioral strategies, visual schedules, ABA techniques, and alternative communication. All students in this program have active Individual Education Programs (IEPs). The staff-student ratio is 1:3.
- "Learning to Learn "A" & "B"**
 Learning to Learn skills are the necessary skills needed so a child can benefit from instruction and social experiences. The focus of this setting is attention, behavior, and communication using evidenced-based ABA methodologies. The goal is to build the students' learning to learn skills while eliminating maladaptive behaviors, allowing them to transition to a less restrictive environment. The staff-student ratio is 1:1, 1:2 or 1:3 based on student needs. "A"-5 hour intensive behavioral support program. "B" pairs with "BLAST" program.



Daily Activities

A typical day includes the following components:

- **Whole Group Activities**~ All children in the class will be grouped together for opening group activities, movement games, music, stories, finger plays, songs, and other educational activities.
- **Small Group Activities**~ The children break into small groups for a learning activity (Literacy, Fine Motor Development, Art, Math, etc.).
- **Centers/Free Choice**~ "Make-believe" play centers are set up throughout the room. Centers including books, dramatic play, blocks, science, manipulatives. Through play we are working on language, large and fine motor, intellectual/cognitive development, self-help skills, academic, and social/emotional development.
- **Outside Play**~ Both directed and non-directed activities, including climbing, swinging, riding tricycles, playing tag, running, jumping, parachute play, ball play, etc.
- **Self-Help**~ All students participate in a toileting routine. The goal is to support parents in potty training and encouraging independent participation in the toileting routine, including, adjustment of clothing, use of the toilet, and hand washing.
- **Nutrition**~ Children enjoy a health snack sent from home. This is a great time to work on social interaction, self-help skills and language development.



ECEC- Parent Observation Policy

Families and professionals are welcome to observe instruction or other school activities. In order to protect the privacy of other students, maintain the integrity of our instructional program, and ensure the safety of our students, it is important for you to adhere to the following guidelines. Please read carefully. Your signature below indicates that you understand the guidelines and will adhere to them throughout your visit.

1. A request for an observation shall be made at least 24 hours in advance. Please contact the site administrator directly.
2. Parent observations are typically 20-minutes in our preschool classes. The duration shall not exceed 30 minute.
3. All visitors must sign in at the main office upon arrival and sign out when leaving. Any visitor who fails to comply with school regulations will be asked to leave the school grounds immediately.
4. The number of people scheduled to observe a child or program at one time shall be limited to 2 individuals who are directly involved in the student's education and no children may accompany a parent, advocate, or evaluator.
5. Please respect observation start and end times agreed upon when scheduling your visit. If you are late, your appointment may need to be rescheduled.
6. You will be accompanied by a staff member and should follow her/his direction regarding all matters related to your visit. Given the ongoing responsibility of teachers or therapists to serve students, they will not be available for conversation during or immediately before/after the observation period.
7. Safety and instructional programming require the full attention of staff and students. Please be a silent observer. If you would like to talk with staff after the observation, please see the front office staff to make an appointment with, or leave your contact information for the teacher.
8. For evaluators, observations may occur at greater frequency to complete an assessment. An evaluator must be credentialed/licensed in the area being evaluated. This observation will be scheduled with the district and/or site administrator. The administrator has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff so as to give adequate notice of the impending visits.
9. For evaluators, the length of the observation shall be a reasonable time to address the purpose of the observation and desired outcome. This observation shall be limited to an amount of time agreed upon by the evaluator and administrator or/designee.
10. Visitors observing will be seated in an area that will not disrupt instruction.
11. Visitors shall respect student confidentiality and shall not share any impressions of other students with anyone. School safety procedures will be adhered to at all times. Principals retain the authority to exercise their discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional wellbeing of the children in the school or the program being observed.

Thank you for your cooperation in following these guidelines to help us provide a safe and focused environment for our students.

I understand and agree to adhere to the guidelines above.

Parent/Guardian

Date

(Print) Student's Name

Early Childhood Education Center ~ Office: (714) 663-6177



Wellness Policy

Dear Parents/Guardians,

Although it is important for students to be at school every day, sometimes they get sick. In order to avoid healthy students from being exposed to contagious bacteria and viruses, please review the general guidelines for students coming to school.

School Health Office

Parents and/or guardians and the child's medical providers are responsible for the care of a student who is ill. School health service staff provides support to families in their responsibility of caring for their children. The school health offices are staffed by a health assistant with credentialed school nurse support in the building or on call in the District.

The health assistant:

- attends to children who become ill or injured at school
- contacts parents of sick children
- administers certain prescribed medications as prescribed by physicians
- provides first aid in emergencies
- assists with health screenings, students with chronic health issues, record keeping

Credentialed school nurses:

- perform health assessments
- provide consultation and referral services
- provide health counseling and health education
- prepare individual health plans
- delegate and supervise medication administration
- monitor student health status
- perform health care procedures as needed
- assist with health prevention

Allergies/Health Concerns

Please notify the health assistant/nurse/teacher and the main office of any allergies, especially food allergies. Health conditions your child may have should also be reported such as asthma, seizures, etc. Depending on the concern, it may be necessary to have a health plan signed and in place before your child starts school.

Infectious Diseases

Infectious diseases are caused by viruses, bacteria, fungi or parasites and can be spread from one individual to another. Parents will be notified when a significant communicable illness has been identified in their child's classroom; this will include a list of symptoms and other pertinent information. Please encourage good hygiene and regular hand washing at home.

Parents will be asked to pick up their child from school under the following circumstances:

- The child has had a seizure while at school
- The child has a fever of 100 degrees F or above
- The child is vomiting and/or has diarrhea.
- The child has a persistent cough
- The child has a rash that may be disease related



Students should not be sent to school with the symptoms listed below

- Difficulty breathing/wheezing
- Fever (100 or above)
- Diarrhea
- Persistent cough
- Heavy nasal discharge
- Nausea with or without vomiting
- Infectious Conjunctivitis (Pink eye)-redness, irritation, and itchiness of the eye
- Flu symptoms
- Lice
- Significant rashes of undetermined causes

Students may return to school:

- Fever free for 24 hours
- No diarrhea or vomiting for the last 24 hours
- Infectious Conjunctivitis (pink eye) when antibiotic treatment has been at least 24 hours and symptoms have subsided
- Doctor's note/release to return to school and any recommended activity restrictions/modifications

Prescription Medications

If your child requires a prescription medication, it is best to ask the doctor to schedule the administration times outside of school hours so children can take the medication at home. If your child **must** take a medication at school, authorization forms are available in the school health office and must be signed by the student's physician. All medication is kept in the Health Office and must be given to the student by the health assistant, school nurse or authorized school staff.

Parents are asked to provide:

- The physician or licensed provider's authorization and directions for administration at school
- Parent permission for the medication to be administered at school
- The medication in its original prescription container from the pharmacist or physician (please ask the pharmacist to provide a separate school prescription container).

Over-the-Counter Medications

Over-the-Counter (OTC) medications require the same parental authorization and original, labeled bottle as prescriptive medications. They must be administered in a manner consistent with the instructions on the label. The school nurse may request to receive further information about the medication prior to administration of the substance. Parents are asked to give OTC medications, vitamins and other non-prescriptive agents during off-school hours. All medications should be discussed with the school nurse assigned to the school site. Parent must hand deliver all prescription and non-prescription medications to the school health office.

Injuries

- Emergency and parent contact information must be kept up to date to assist the staff in the event of an emergency.
- Staff members will take care of superficial wounds sustained at school. Minor injuries will be treated with soap and water only, and protected with a bandage. Parents will be notified via the "ouch report."
- If your child is involved in a more serious accident and is injured, the school will attempt to notify the parent(s) immediately. If the parents cannot be reached, appropriate medical treatment will be sought following the information on the emergency card, and continued efforts will be made to reach the parent/guardian. An "ouch report" will be completed, and you will be given a copy.

If your child is seriously injured or ill, the staff will give immediate care and may call the paramedics for the following reasons:

- Difficulty breathing
- Suspected fractures
- First time seizure or a seizure lasting more than 5 minutes/or according to seizure care plan
- Loss of consciousness
- Uncontrolled bleeding
- Suspected neck, head and/or back injury

Please let the school staff know if your child has received an injury at home along with any treatment given and doctor's note regarding restrictions, limitations/modification if applicable.

Due to unexpected illnesses and emergencies, current work, home and cell phone numbers are important to our school. Please take the time to update any changes in your personal phone numbers and emergency contact numbers.



Thank you for helping keep our school and students healthy and safe!

What Every Family Should Know About Head Lice

It can happen to anyone...

Head lice infestations are not life threatening and simply considered nuisance diseases. However, a number of head lice cases in a school take a significant amount of time away from the educational program. By learning the facts about lice and a few simple tips for treating them, you can successfully combat this pesky, little invader.

Facts about Lice:

- Head lice do not discriminate and can affect anyone: rich or poor, young or old, male or female.
- Head lice do not jump or hop or fly. They are mainly transmitted by head to head contact and by sharing objects such as combs, brushes, headbands, hats, hooded coats or sweaters with an infested person.
- Head lice don't thrive on animals. They're human parasites.
- Head lice don't infest environments. They require human blood to live. However, lice can survive off the scalp for several hours, and the eggs can last longer.
- Head lice aren't seasonal, they can be contracted year-round in any climate.
- Heat from a hair dryer won't kill head lice. Extreme temperatures (too hot for a person's scalp) are needed to successfully kill them.

Here are things you can do to keep head lice out of your child's hair:

- Watch for signs of head lice, such as frequent head scratching.
- Only those infected should be treated. Treatments should not be used to **prevent** infestation.
- Remove all nits. Separate hair in sections and remove all attached nits with a lice removal comb.
- Wash bedding, towels, and recently worn clothing in HOT water and dry in a HOT dryer for at least 20 minutes, Combs and brushes should be soaked in HOT water for at least 10 minutes, Vacuum all carpets, rugs, upholstered furniture, mattresses, non-washable bedding, fuzzy toys and car interiors (car seats and headrests) thoroughly. Dispose of the vacuum cleaner bag outside after each use
- Notify your child's school
- For more information, visit the following websites: www.headlice.org or www.KidsHealth.org

If your child has lice:

- He or she will NOT be sent home early from school. The child is sent home at the end of the school day.
- You will be contacted by your child's teacher or the office staff. Written instructions will be sent home with you.
- Upon returning to school, students must bring the empty lice shampoo bottle, and have all nits removed. A designated individual will check the child before he/she is allowed to stay at school.
- The child will be rechecked in 7-10 days and weekly thereafter for four (4) weeks to observe for signs of re-infestation. Head checks are made discretely.



School Procedures

Clothing

Keep in mind that preschool children have a very active day. Shoes must be sneakers or shoes with low, flat soles (for safety reasons, especially on the playground). Warm clothing is necessary for outdoor play during the winter.

- Label all clothing. Many jackets and sweaters look alike to children as well as to parents.
- Provide outer garments that are easy to put on and take off.
- Choose clothing that allows for active play and is appropriate for the weather.
- Send one complete set of clothing (labeled with student's name) to be kept in your child's backpack in case of accidents.

Toilet Training

We support families who are currently toilet training their child. All students follow a toileting routine and schedule. It is often helpful for families to replicate the routine at home for greater success in training your child. If you make the routine at home as similar as possible to the routine at school, you are less likely to confuse your child while he/she learns in two different environments. For our students that are not yet toilet trained, we ask that parents provide diapers and wipes for your child's day.

Snacks

Snack is not provided by the school so please pack a healthy snack each day for your child. Please be sure that you have listed all food allergies in the health section of the enrollment packet. Some of our preschool campuses are nut-free schools. This is to ensure the health and safety of our students who are allergic to peanuts, tree nuts, or nut products of any kind. PLEASE DO NOT send any food to school that contain any kind of nuts and please remind your child that there is no sharing of food or drinks at school. Snack time is part of the instructional program in both the AM and PM classrooms. This is a great time to work on self-help skills, language development and social skills.

Attendance

It is important that your child arrives on time each morning and is picked up on time every day. This will set good habits that support regular and on-time participation. Arriving late, once class is in progress, disrupts the scheduled activities, robbing both your child and those in attendance of quality learning time. Removing your child **early** has a similar consequence and does not allow her/him to have closure of the day. Please schedule doctor's appointments, errands and shopping **before** or **after** class time whenever possible. Parents prompt pickup of the child after class promotes a feeling of security.

Late pick-up

Please make every effort to pick your child up on time. When parents are late, it can be very upsetting to a young child. We are not a daycare and are unable to accommodate late pickups. If a child has not been picked up at the end of the preschool session, the office will immediately call the parents/authorized person to pick up the student. If no one is reached, the Garden Grove Police Department will be contacted.



Bus Riders

The authorized person must be present to meet each preschool student at the designated bus stops when your child is dropped off. Students not met by an authorized person will be returned to school and the parent or guardian will be contacted by the school. He/She will be expected to come immediately to the school to pick up the student. If no one is reached, the Garden Grove Police Department will be contacted.



Non-Bus Riders-Parking Lot Safety

Do not leave unattended children in your car. Please hold your child's hand while crossing the street. Little people darting between parked cars are very hard to see. **Please drive slowly.**

Picture/Video

To protect the privacy of our students, ECEC asks parents not to video tape or photograph students on our campus. Teachers need your consent before taking pictures or video recording your student to be used by the media in the district, school publications and district and/or school websites.

Child Abuse

The state of CA requires (Section 11166 of the Penal Code) all employees working in child development programs to report all "suspected/possible" physical, emotional, neglect, and/or sexual abuse to the Child Abuse Registry. If your child has had an accident away from any of our preschool programs, which resulted in an injury, please notify the teaching staff. If you are having serious or challenging behavior problems with your child, the staff can direct you to appropriate supports/resources in the community. The Department or licensing agency has the authority to interview children, staff and to inspect and audit child or child-care center records, without prior consent.

Emergency Procedures

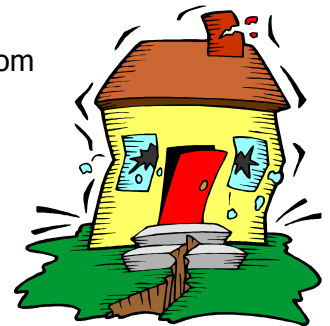
FIRE

Fire drills are conducted regularly. Evacuation plans are posted in all classrooms. Proper order must be maintained during classroom fire/emergency evacuation. There are periodic fire and earthquakes drills each year. All students and parents must evacuate the building. There is a map posted in each of the classrooms. The district has a disaster plan that each site has been instructed to follow.

EARTHQUAKE

In case of an earthquake:

- Students inside the classroom will remain inside the classroom, away from windows and will take cover under a table. The teacher will take all students outside when s/he feels it is safe to do so.
- Students outside the school building will remain outside, away from the buildings and playground equipment and will move to the open field with their teacher.
- The principal or other staff will direct students to the safest areas in hallways or other areas of the building.



Parent's Back To School Night

We encourage both parents to attend this informative evening in the fall. Your child's teacher will present highlights of a typical preschool day, including everything from circle and story time, to finger painting, block play, motor development and dramatic play. This is an adult only evening; no childcare will be provided. Please speak to your child's teacher for the date and time.

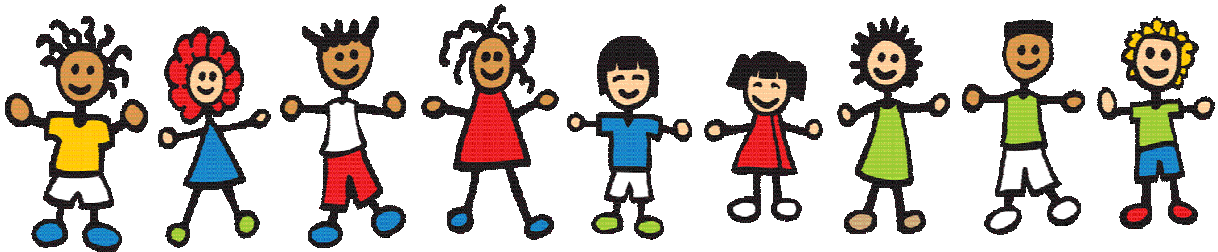
ADJUSTING TO THE FIRST DAYS OF SCHOOL

When you first leave your child it is possible that he/she will cry and protest when you leave. It is part of the normal development process of establishing independence. The intensity of a child's distress seems to depend mainly on the child's personality and temperament. It also depends on the way both the parent and teacher handle the anxiety as well as the way in which parents leave. This is not something you should feel guilty or embarrassed about. Normal, healthy children show this kind of behavior upon initial separation. As they become familiar with the teachers in the classroom, their protest will taper off.

It is often helpful when children sense their parent's trust in the staff and the school as a safe and fun place to be. An overly long goodbye when a child is protesting often makes it more difficult for the child, parent and teacher. Your child may cry again when you pick him/her up at the end of the day. Some things you can do to help the child adjust are: help him/her become involved in activities, explain where you are going and when you will return, then calmly and positively say goodbye. Please do not sneak out or disappear! Be sure to leave your child with a positive statements such as "Have fun!" or "I want to hear all about your day when I pick you up!" Avoid statements such as "Be good today" or "Behave yourself and listen to the teacher."



Again, welcome! We look forward to working with you and your child. Please do not hesitate to discuss with the teacher or administrator any questions or concerns you may have regarding your child.



Community Resources

Private Pre-School:

- These preschool programs are numerous and are located throughout the community as either independent businesses, or in association with a church. These programs are funded by the child's family
- These programs typically run 3 hours per day for 2, 3, or 5 days per week.
- These programs are usually open to children 2 years and older.
- Following registration and fees, enrollment and subsequent attendance is immediate.

Head Start Preschool:

- This preschool program is offered at a limited number of locations that are typically housed on an elementary school site, or other facility that serves children. *Main office: (714) 241-8920.* Located at 2501 S. Pullman Street, Ste. 100 Santa Ana, CA 92705
- This preschool program is funded by the federal government and is only available to those children who meet the low-income financial criteria, or those children who are deemed to have special education needs.
- This program runs 3.5 hours per day, 5 days a week.
- This program is available to typically developing children 4 years and older and 3 years and older with special education needs.
- Following registration, there may be a waiting period.

State Preschool:

- This preschool program is offered at a limited number of locations that are housed on an elementary school site within G.G.U.S.D. *Clinton Corner Family Campus (714) 663-6298.* Located at 13581 Clinton Garden Grove, CA 92843
- This program is currently funded by the state government and other funding sources and is only available to those families who meet the low- income financial criteria.
- This program runs 3 hours per day for 5 days per week.
- This program is available to children 4 year of age and older.

Behavior Support:



Child Behavior Pathways (formerly CUIDAR) offers support to families who are facing challenges with behavior. The program consists of 8-10 weeks of parent meetings led by experts from both CHOC and UCI who specialize in behavior issues and early childhood education. Given this intervention, along with parent involvement, your child is more likely to have success at home and school. This program does have a cost attached, however, for those families experiencing financial hardship, waivers are available. Enroll on line at: www.childbehaviorpathways.com Phone: (949) –UCI-CHOC.



Regional Center is a nonprofit organization that assists with lifelong services and supports for individuals with developmental disabilities and their families.

Main Headquarters Office

1525 North Tustin Avenue
Santa Ana, CA 92705
Telephone: (714) 796-5100