

ONTARIO-MONTCLAIR SCHOOL DISTRICT

PRESCHOOL PARENT HANDBOOK

2025 – 2026



1556 South Sultana Avenue
Ontario, California 91761
Office: 909.418.6898 | Fax: 909.459.2877
8:00 am to 3:00 pm

BOARD OF TRUSTEES

Sonia Alvarado
Kristen “Kris” Brake
Sarah S. Galvez
Flora Martinez
Elvia M. Rivas



Superintendent

James Q. Hammond, Ed.D.

Superintendent’s Cabinet

Hector Macias, Ph.D., Deputy Superintendent
Robert F. Gallagher, Assistant Superintendent, Learning and Teaching
Phil Hillman, Chief Business Official
Alana Hughes-Hunter, Ed.D., Assistant Superintendent, SELPA & Equity
Irma Sanchez, Executive Assistant to the Superintendent

Regional Directors

Christiane Ayoub-Garcia, Director I, West Learning Region
Kristie Bennett, Director I, East Learning Region
Kim Medeiros-Tovar, Director I, Secondary Education

Early Intervention, Preschool, and Family and Community Engagement

Yesenia Arvizu, Director I
SELPA & Equity

Preschool/Child Development Office

Gianna Roca, Program Administrator
SELPA & Equity



Dear Families,

Welcome to our preschool community!

We are excited to begin this educational adventure with you and your child. Our shared goal is to build a caring and stimulating learning environment where every child feels valued and supported as they grow.

At the heart of our program is a commitment to providing a joyful and meaningful learning experience in a safe, inclusive setting. We understand that true education goes beyond academics—it nurtures the whole child. That is why we emphasize strong partnerships between our staff, families, and the broader community to support every child's journey.

This handbook contains important information designed to guide you through your child's preschool experience. You will find essential policies aligned with the California Department of Early Education and Care Division and the Department of Social Services Community Care Licensing Division. It also includes specific practices and procedures unique to the Ontario-Montclair School District, developed to serve the needs of our local families.

We invite you to take the time to read through this handbook and contact the preschool office with any questions. Open communication is an essential part of our collaboration, and we are here to support you every step of the way.

Thank you for joining our learning family. Together, we can build a bright, promising future filled with discovery, growth, and success!

Warm regards,

Gianna Roca
Program Administrator

Table of Contents

OUR PRESCHOOL PROGRAMS	6
PROGRAM OVERVIEW	7
MISSION	7
PHILOSOPHY	7
GOALS	8
NON-DISCRIMINATION POLICY	8
ENROLLMENT PROCESS.....	8
ELIGIBILITY DOCUMENTATION	10
IDENTIFICATION OF DUAL LANGUAGE LEARNERS	12
HOW FAMILIES ARE SELECTED	12
TWENTY-FOUR MONTH CERTIFICATION	13
COMMUNITY CARE LICENSING	13
TEACHER/ADULT-CHILD RATIOS	13
PROGRAM SELF-EVALUATION PROCESS.....	13
REPORTING SUSPECTED CHILD ABUSE	13
CONFIDENTIALITY OF RECORDS	14
PARENTS' RIGHTS.....	14
OPEN DOOR POLICY	14
RELIGIOUS INSTRUCTION	14
DISCIPLINE POLICY	15
SUSPENSION	16
FAMILY PARTNERSHIPS	16
HEALTH POLICIES	17
HEALTH AND SOCIAL SERVICES.....	19
ATTENDANCE.....	20
SIGN-IN/SIGN-OUT SHEETS.....	21
RELEASE OF CHILDREN	21
RIGHT TO REFUSE CHILD RELEASE	22
ARRIVAL/DISMISSAL POLICY	22
LATE DROP-OFF/PICK-UP POLICY	22

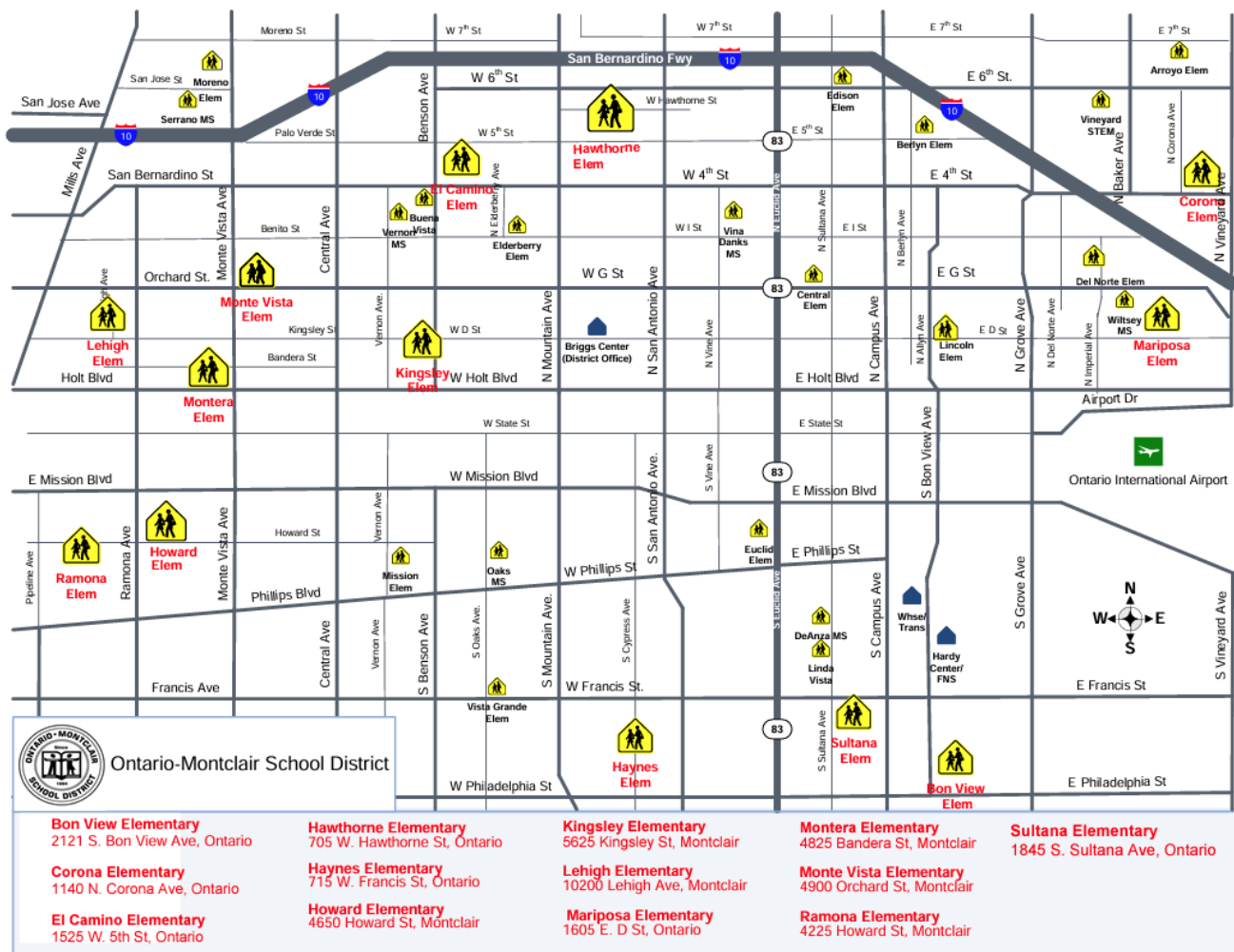
EMERGENCY AND SAFETY DRILLS	22
EMERGENCIES AND ACCIDENTS	22
CURRICULUM AND ASSESSMENTS	23
FIELD TRIPS ED CODE 8263.....	24
UNIFORM COMPLIANT PROCEDURE	24
NOTICE OF ACTION	25
RIGHT TO APPEAL	25
PARENT CONCERN	26
TERMINATION POLICIES	26
IMPORTANT PHONE NUMBERS	28

OUR PRESCHOOL PROGRAMS

The Early Education and Care Division of the California Department of Education provides funding that allows Ontario-Montclair School District to operate its half-day subsidized childcare and development programs for preschool-aged children. The program is three hours and 15 minutes per day **Monday through Friday** for 175 school days each year and includes a snack or meal (CCR Title 5). **Transportation is to be provided by parent or guardian.** Morning and/or afternoon classes are held at the following school sites:

Bon View	Hawthorne	Kingsley	Montera	Sultana
Corona	Haynes	Lehigh	Monte Vista	
El Camino	Howard	Mariposa	Ramona	

Ontario-Montclair School District Child Development classrooms are licensed and follow all State of California Department of Social Services Community Care Licensing Division regulations (CCR Title 22). The preschool programs undergo periodic inspection to ensure continual compliance with all licensing regulations.



PROGRAM OVERVIEW

Education Program CCR Title 5 - 17701

The comprehensive preschool curriculum is based on the California Preschool/Transitional Kindergarten Learning Foundations and incorporates aspects of the High/Scope approach to early childhood education, which stresses principles of the child's initiative, active learning, problem solving, and decision-making by both the child and adult.

The Ontario-Montclair School District's Preschool Program:

- is developmentally, linguistically, and culturally appropriate;
- is inclusive of children with special needs;
- encourages respect for the feelings and rights of others;
- supports children's social and emotional development by building trust, planning routines and transitions so they occur in a timely, predictable, and unhurried manner;
- helps children develop emotional security and facility in social relationships;
- provides for the development of each child's cognitive and language skills; and
- promotes each child's physical development, promotes, and maintains practices that are healthy and safe.

MISSION

The **mission** of the Ontario-Montclair School District's state-funded preschool program is to provide quality child development services to children of income-eligible families and foster transitional-kindergarten and kindergarten readiness skills.

PHILOSOPHY

At our preschool, we believe in the power of hands-on experience through activity and play as the cornerstone of early childhood education. Our dedicated teachers are committed to providing developmentally appropriate learning opportunities that support your child in exploring the world around them.

Our comprehensive curriculum is designed to enhance each child's inherent as well as learned strengths and problem-solving skills. The curriculum encompasses the **California State Standards, California Preschool/Transitional Kindergarten Learning Foundations** and **California Department of Education Desired Results System for Children and Families**. We carefully balance activities that develop cognitive skills with those that promote creativity and imagination, such as painting, block play, and dramatic play to enhance social and emotional development.

We understand the importance of offering a wide range of activities to cater to the diverse interests and needs of each child. From music and art to free play, math, science, and exploration of the natural world, our curriculum encompasses a variety of engaging experiences.

Outdoor play is integral to our program, providing children with opportunities to connect with nature, develop gross motor skills, and foster a sense of wonder and curiosity about the world around them. Additionally, drama and games are incorporated to support fine and gross motor skills, as well as social communication and speech and language development.

We believe that every child is unique and capable of incredible growth. By providing a nurturing environment that encourages exploration, creativity, and social interaction, we aim to instill a lifelong love for learning and set the foundation for success in school and beyond.

GOALS

We strive to:

- provide a safe, high-quality, nurturing, and stimulating environment for all children to learn and develop;
- prepare children to enter transitional kindergarten/kindergarten with all of the skills necessary to be successful lifelong learners by providing a balance of educational, social, and physical learning opportunities;
- establish partnerships with families, which include opportunities for parents/guardians to provide input and feedback, volunteer, and actively participate in all aspects of the program;
- identify and refer children and families to appropriate agencies in the community based on health or social service needs;
- provide a developmentally, culturally, and linguistically appropriate educational program that is inclusive of all children, including those with special needs;
- assess and evaluate children routinely to plan and conduct age- and developmentally-appropriate lesson plans and activities;
- complete a self-review and make necessary improvements of each classroom and outdoor space; and
- invest in staff by identifying and providing training and professional development opportunities.

NON-DISCRIMINATION POLICY

The Ontario-Montclair School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. (Board Policy 0410: Nondiscrimination in District Programs and Activities; PL 101-336, 104 Stat. 327 ADA of 1990; 42 USC 12101 et seq. [2000], Title 5 Section 4900 et seq.)

ENROLLMENT PROCESS

The number of children who can be enrolled into the Ontario-Montclair School District State Preschool Program is based upon the licensing capacity of each individual preschool classroom. Children are enrolled into the program according to enrollment criteria and priorities established and monitored by the California Department of Education.

Parents/guardians must complete preschool registration forms to include required supplemental documents. To ensure confidentiality, parents are given an appointment to meet with an eligibility specialist to review their completed forms in the Preschool/Child Development Office. Due to strict state guidelines, only completed applications can be processed. Program is subject to change without prior notice and updates may occur annually.

SUPPLEMENTAL DOCUMENTATION

- Child's birth certificate
- Child's immunization records:
 - 4 doses of diphtheria-tetanus-pertussis (DTaP) vaccine
 - 3 doses of polio vaccine
 - 3 doses of hepatitis B vaccine
 - 1 dose of measles, mumps, rubella (MMR) vaccine on or after 1st birthday
 - 1 dose of varicella vaccine on or after 1st birthday
 - 1 dose of Haemophilus influenza type b (Hib) vaccine on or after 1st birthday
- Preschool physical: must be completed and stamped by child's physician and must be dated within a year or provide proof of an appointment
- Proof of address: examples include correspondence with current address or any postmarked document
- Proof of family size: provide supporting documentation regarding the number of children under the age of 18 in the family and the number of children shall be documented by providing one of the following:
 - Birth certificates
 - Adoption documents
 - Records of foster care placements
 - Other reliable documentation indicating the relationship of the child to the parent
- Proof of income: verification of household income for one month
 - When both parents are working, proof for both parents is required and must be dated **within 60** days prior to the registration appointment in the preschool office.
 - Income includes, but is not limited to, pay stubs, Cash Aid letter, child support, unemployment/disability pay stubs, and income from self-employment (taxes from last year with profit and loss from business (Schedule C).

- Child with an Individualized Education Plan (IEP): provide the most recent copy of the IEP. The IEP will be reviewed by the Special Education Department to determine next steps including placement.
- Legal documentation
 - Official court documents
 - Official restraining order
 - Foster placement documents
- Parent volunteer/classroom participation vaccination requirements:
 - Negative tuberculin test (results must be dated within one year)
 - MMR vaccine
 - Tdap vaccine
 - Influenza (flu) vaccine or letter from parent declining flu vaccine

ELIGIBILITY DOCUMENTATION

Employed

- A release authorizing the contractor to contact the employer(s), to the extent known, that includes the employer's name, address, telephone number, and usual business hours; and
- Payroll check stubs, an independently drafted a letter from the employer, or other record of wages issued by the employer from either month of the two-month window immediately preceding the initial certification, or the recertification of eligibility for ongoing services.

Self-Employed

- An independently drafted letter from the source of the income; (Business name, address, phone number and business hours) stating what you do and what your monthly income was, signed and dated
- A copy of the most recently signed and completed tax returns with a statement of current estimated income for tax purposes; or
- Other business records, such as ledgers, receipts, or business logs.
- Independent verification of income is made through contacting clients, reviewing bank statements, or confirming the information found in the parent's advertisements or Web sites

Child with Exceptional Needs

- A copy of the portion of the active individual family service plan (IFSP) or the individualized education program (IEP) that includes the information as specified in EC 56026 and 5 CCR 3030 and 3031; and
- A statement signed by a legally qualified professional that:
 - The child requires the special attention of adults in a child care setting; and
 - Includes the name, address, license number, and telephone number of the legally qualified professional who is rendering the opinion.

Experiencing Homelessness

- A written referral, dated within three months prior to the application for services, from an emergency or transitional shelter; other legal, medical, or social service agency local educational agency liaison for children and youth experiencing homelessness; or
- A written parental declaration, signed under penalty of perjury, that the family is experiencing homelessness.

Child Protective Services

- A statement from the local county welfare department, child protective services unit certifying that the child is receiving child protective services and the early learning and care services are a necessary component of the child protective services plan; or
- The probable duration of the child protective services plan or the at-risk situation; and
- The name, address, telephone number, and signature of the legally qualified professional who is making the referral.

Free and Reduced-Price Meal Eligibility

- Families that are eligible for services pursuant to EC 8208(a)(4) or 8208(c)(3) must provide proof of residency within the attendance boundaries of the same qualified Free and Reduced-Price Meal (FRPM) elementary school as the preschool program to be eligible for enrollment at the CA State Preschool Program FRPM site.

Governmental Programs

- When a member of the family is receiving 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, Early Head Start, or any other designated means-tested government program, as determined by the department, will be categorically eligible.

IDENTIFICATION OF DUAL LANGUAGE LEARNERS

Dual Language Learners (DLLs) are children whose first language is a language other than English or children who are developing two or more languages, one of which may be English. To tailor services effectively for these children, California State Preschool Programs are required to identify DLLs during the enrollment process.

Children whose parents/guardians identify them as DLLs will be given higher priority during enrollment, and once enrolled, they will benefit from additional support while in the preschool program with the goal of helping them develop their home language and English language skills. This identification will serve them only in preschool and is different from any identification process or program supports a child might receive as an English learner in transitional kindergarten or kindergarten.

HOW FAMILIES ARE SELECTED

The California Department of Education mandates contractors to create an eligibility waiting list that ranks the applications for the children by order according to income. Contractors must determine eligibility for enrollment and must enroll age-eligible children in the following admission order:

Enrollment Priorities

First Priority: Three- and four-year-old children who are recipients of Child Protective Services or at-risk of abuse, neglect, or exploitation, and for whom there is written referral from a legal, medical, or social service agency.

Second Priority: Income-eligible three- and four-year-old children with exceptional needs. Prioritize based on income ranking order.

Third Priority: Income-eligible three- and four-year-old children who are not enrolled in a transitional kindergarten (TK). Prioritize children with the lowest income ranking first. If two or more children are within the same ranking, prioritize dual language learners. Then prioritize based on the child who has been on the waiting list for the longest time.

Fourth Priority: After all, otherwise eligible children have been enrolled, it shall be the children from families whose income is no more than 15% above the eligibility income threshold. Prioritize exceptional needs children and then three- and four-year-old children (limited to 10% of funded enrollment).

Fifth Priority: A California preschool program site operating within the attendance boundaries of qualified free and reduced priced meals school may enroll any three and four-year-old children whose families reside within the attendance boundary of a qualified elementary school. Prioritize based on income ranking order.

Sixth Priority: Children enrolling in state preschool to provide extended learning and care to transitional kindergarten or kindergarten pupils. Must meet an eligibility criterion.

Enrollment is contingent on completed registration paperwork, registration processing, and approval. When a child is accepted into the program, parents are notified and provided with a Notice of Action.

TWENTY-FOUR MONTH CERTIFICATION

Once a family establishes eligibility, they will remain eligible and receive services for the remainder of the **program year AND for the following program year**, as long as the child is age-eligible.

COMMUNITY CARE LICENSING

Our preschool facilities are licensed by the State of California, Department of Social Services, Community Care Licensing Child Care Division. Annual Licensing Reports and Complaint Investigation Reports are a matter of public record and copies are available to parents/guardians upon request.

CCR Title 22 - 101200 - INSPECTION AUTHORITY

- Any duly authorized officer, employee, or agent of the department may, upon presentation of proper identification, enter and inspect any place providing personal care, supervision, and services at any time, with or without advance notice, to secure compliance with, or to prevent a violation of, this act or the regulations adopted by the department pursuant to the act.
- The Department has the authority to interview children or staff, and to inspect and audit child or Child Care Center records without prior consent.

CCR Title 22 - 101229 – RESPONSIBILITY FOR PROVIDING CARE AND SUPERVISION

- The program shall provide care and supervision as necessary to meet the children's needs. No child shall be left without the supervision of staff at any time. Supervision includes visual observation.

TEACHER/ADULT-CHILD RATIOS

Our state preschool classrooms are licensed to serve a maximum of 24 children and must not exceed that capacity. Staffing ratios are set to the maximum of 8 children to every one teacher/adult.

PROGRAM SELF-EVALUATION PROCESS CCR TITLE 5 - 18279

Our annual program self-evaluation includes:

- An assessment of the program by parents/guardians using the Desired Results Parent Survey.
- An assessment of the program by staff and board members as evidenced by written documentation.
- An analysis of the results of the Desired Results Developmental Profiles, Desired Results Parent Surveys, and Classroom Assessment Scoring System.

The program is modified to address any areas identified during the self-evaluation as needing improvements.

REPORTING SUSPECTED CHILD ABUSE

As designated mandated reporters, all Ontario-Montclair employees are required by law to report suspected incidences of child abuse or neglect. This includes suspected sexual, physical, or emotional abuse and/or neglect. Reported suspected child abuse or neglect is to protect the child and provide the family with counseling resources and support to prevent further abuse. To ensure confidentiality and safety of the children and staff,

staff is directed not to disclose to parents/guardians when a suspected child abuse or neglect report has been filed.

CONFIDENTIALITY OF RECORDS CCR TITLE 5 - 18117

The use or disclosure of all information pertaining to the child and his/her family shall be restricted to purposes directly connected with the administration of the program. The district shall permit the review of the basic data file by the child's parent(s) or parent's authorized representative, upon request and at reasonable times and places. Records are subject to onsite review by officials representing Community care Licensing and California Department of Education, the California Department of Public Health or local police authorities.

PARENTS' RIGHTS

- Parents/guardians have the right to be involved in decisions regarding their child's education, including selecting the preschool program, participating in parent-teacher conferences, and being informed about their child's progress and any concerns.
- Parents/guardians have the right to access information about the preschool's curriculum, policies, and procedures, as well as information about their child's activities, development, and behavior while at preschool.
- Parents/guardians have the right to regular communication from the preschool, including updates on their child's activities, achievements, and any issues or concerns that may arise. This communication can take the form of newsletters, emails, phone calls, or face-to-face meetings.
- Parents/guardians have the right to participate in preschool activities and events, such as parent workshops, volunteer opportunities, and special celebrations. This involvement helps parents/guardians stay engaged with their child's education and build a sense of community within the preschool.
- Parents/guardians have the right to expect that their child's privacy will be respected by the preschool staff and other parents/guardians. This includes safeguarding personal information and ensuring that any photos or videos of their child are used appropriately and with consent.

OPEN DOOR POLICY

OMSD has an **open-door policy**. Parents/guardians are welcome to visit the preschool classroom at any time during the school day to observe and participate in their child's development. To do so, state law requires that you sign in with the elementary school office so there is a record of your presence on campus. For security reasons, our preschool classrooms are locked. The school staff will facilitate your visit.

RELIGIOUS INSTRUCTION

The program **refrains from religious instruction or worship (Constitution of California, Article XVI, Sec. 5; 5 CCR 18017)**.

DISCIPLINE POLICY

We believe that every child deserves a nurturing and supportive environment where they can learn, grow, and thrive. As partners in your child's education and development, we wanted to take a moment to share our approach to discipline in our preschool program.

First and foremost, our goal is to foster a positive and inclusive atmosphere where each child feels valued, respected, and safe. We understand that young children are still learning how to navigate their emotions and behaviors, and our role as educators is to guide them with patience, empathy, and understanding.

The preschool staff implements Conscious Discipline and Positive Behavior Interventions and Supports (PBIS). We strive to create teachable moments where children can learn from their experiences and develop essential social and emotional skills. Our teachers and staff are trained to respond to behavior issues calmly and consistently, using strategies that promote self-regulation and problem-solving. We believe in proactive communication with parents/guardians, and we will keep you informed if there are any concerns regarding your child's behavior.

As parents/guardians, your involvement is crucial in supporting your child's behavior development. We encourage open dialogue and collaboration between home and school, and we welcome your insights and feedback. Together, we can work as a team to help your child thrive in our preschool environment.

All staff is forbidden by Education Code 49000-49001 from using any corporal punishment that is defined as the use of negative physical touching. Some examples are spanking, slapping, tapping, pulling ears, arms or hair, pinching, and lifting by one arm against the child's will if for a punitive reason. This list is not all-inclusive. Any infraction of this requirement will result in the immediate discipline of the staff member using the punishment.

In addition, staff are also not allowed to use any child-handling technique which results in unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other action of a punitive nature. This includes, but is not limited to, interference with the daily living functions, including eating, sleeping, or toileting, or withholding of shelter, clothing, medication, or aids to physical functioning. **"Time Out" is not used as a disciplinary technique.**

If behavior is concerning, the school site team will convene a meeting with the parents/guardians, site administrator, classroom teacher, and/or other support staff to hold a Student Success Team (SST) meeting. During the SST meeting, a Classroom Behavior Support Plan will be created to include strategies and supports to help reshape behaviors. Follow-up meetings will be scheduled every 4-6 weeks to monitor progress.

SUSPENSION

If suspension is deemed necessary, families will be provided a notice of action, and the school team must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by doing at least all the following per California Education Code sections 8243, 8489, and 8489.1:

- Continuing to engage with the parents/guardians and provide referrals to appropriate district and community resources;
- Developing and reviewing a written plan with the SST members to document actions and supports needed which may include revising the Classroom Behavior Support Plan;
- Providing the parents/guardians a description of the child's behaviors, and
- If the child has an individualized education program (IEP), meeting with parents and IEP team members to review and discuss the child's program plan and areas of need and create/revise plan of support.

FAMILY PARTNERSHIPS

Parent Involvement and Education CCR Title 5 - 18275

Parent involvement and education activities are specifically designed to include parents/guardians in the education of their children, help parents/guardians participate in the program, and enhance their understanding of child development. The parent involvement and education component include, but is not limited to, the following:

Parent Volunteers

Parent volunteers must have a tuberculosis clearance (dated within one year of results) in the school office and in the child's file. Community Care Licensing also requires parents/guardians volunteering in the classroom to have MMR, TDaP, and influenza vaccines (California Health and Safety Code, Section 1597.00). Families may be asked to volunteer in their child's classroom to support the adult to child ratio. For all parent volunteers who have submitted a completed volunteer packet, a training will be provided by the child's teacher.

Home Visits

Prior to the start of the program, parents/guardians are invited to a home visit which may be conducted in the family's home or at the school site. Home visits give families and the teacher an opportunity to get to know one another, determine what community resources may be needed, learn about the child's interests and learning preferences, and review and sign required district documents.

Orientation

An orientation for parents/guardians prior to beginning of the program year is held with the teacher which will cover topics such as program philosophy, program goals and objectives, and program activities.

Parent Bulletin Boards

Each preschool classroom has a Parent Bulletin Board. It is used for group messages, special parent communication, resources, and upcoming events or information. Daily lesson plans and nutritional menus are also displayed on these boards.

Parent Meetings and Workshops

Parent meetings provide an opportunity for teachers, program/district staff, and community partners to share information and program news with families. Parents/guardians are encouraged to participate in these meetings to stay informed and learn how to support their child's learning at home.

Parent Survey

An assessment of the program by parents/guardians using Desired Results Developmental Profile Parent Survey. The parent survey is an annual distribution that asks for information about how the program helps parents/guardians support their child's learning and development and meets the family's needs.

Parent-Teacher Conferences

At least two individual parent-teacher conferences per school year are held at the school site to review your child's development progress on various domains.

Parent Education Center

The OMSD Parent Education Center is a dedicated location for parents/guardians serving as a resource center, class-room and meeting area. The center has a continuous and planned schedule of classes to accommodate educational needs at all levels. It encourages adults to continue and expand their learning; to enhance their child's development, advance professionally, and promote higher self-esteem. Curriculum is delivered by district staff members and invited professional guests.

Parent Advisory Committee (PAC)

The state preschool program has a Parent Advisory Committee (PAC) that advises the preschool program on issues related to services to families and children and the goals of the program. Each teacher will request two parent representatives to attend two district level meetings per school year. The role of PAC parents/guardians is to present the information provided at district meetings to parents/guardians at the school site and relay any parent input to the Preschool Office.

HEALTH POLICIES

Health Services

If your child has a special health condition, the school needs to know what it is and what has been done to correct the condition. If limits need to be put on his/her physical activities, the school will adjust its program to meet

his/her individual needs. The school nurse will assist and give counsel to parents/guardians and teachers concerning a child's health issues and create an individualized care plan.

Immunization

For the safety of all children, certain immunizations are required by state law. These include polio, diphtheria, tetanus, and pertussis (DTP or DTaP); measles, mumps and rubella (MMR); hepatitis B; Haemophilus influenza type b (Hib); and chickenpox (varicella). Children may be exempt only for medical reasons. Children not exempt must have immunizations to attend school. You will be notified by the school nurse when additional immunizations are needed. Failure to produce proper documentation of current immunizations will result in exclusion of your child from the preschool program until documentation is provided.

Medication

For medication that needs to be administered during school hours, a signed parent permission slip and a doctor's certification slip must be on file in the office. All unexpired medications/prescriptions must be provided directly to the school health office by the parent or guardian with the appropriate doctor's orders (form HLTH0060) in the original container with the pharmacy label.

Illness Inspection

The district shall be responsible for ensuring that children with obvious symptoms of illness, including, but not limited to, fever or vomiting, are not accepted. No child shall be accepted without contact between center staff and the person bringing the child to the center. The district shall require that the person bringing the child to the center remain until the child is accepted.

If your child has a fever of 100 degrees or above, diarrhea, a persistent cough, is vomiting, has yellow or green nasal discharge or unexplained rashes, please keep your child home until he/she is symptom free for 24 hours and/or has been seen by a doctor (101226.1 Title 22). In some cases, a doctor's note may be required prior to the child's return.

If your child becomes ill at school he or she will be isolated from the other children and the school nurse will contact you promptly and require you to pick up your child within 30 minutes. School health office will use phone numbers listed on the emergency card. If parents/guardians are not responding to staff, those listed on the emergency card will be contacted.

Emergency Information in Case of Illness, Accident, or Any Other Emergency

Emergency information will enable the school to proceed efficiently in case of illness, accident, or emergency. Please help us keep records current so that we may reach you quickly. Any change of address, telephone numbers (home, work, mobile), physician, or names of persons designated to pick up your ill or injured child should be reported to the school office and the Preschool/Child Development Office at once.

All parents/guardians must sign LIC 627 Consent for Emergency Treatment (CCR Title 22 - 101226C), which states that "the licensee shall obtain emergency medical treatment without specific instructions from the child's

authorized representative if the authorized representative cannot be reached immediately or if the nature of the child's illness or injury is such that there should be no delay in getting medical treatment for the child."

Diapering and Toileting

Children enrolling in the Preschool program are not required to be fully toilet trained. However, they should be in the process of being toilet-trained. Parents/guardians are responsible for sending children to school in underwear and providing additional clothing in the event the child has an accident.

For children who are **not yet toilet-trained**, parents/guardians are responsible for providing any necessary disposable underwear and flushable wipes. If a child has a toileting accident:

- Program staff will assist the child to remove soiled clothing immediately;
- Assist in cleaning child; and
- Assist in redressing child.

Health Screenings- Vision & Hearing

Screenings will be conducted by licensed health professionals. Parents/guardians will be notified if additional testing is needed. The health professional can assist parents/guardians in finding optometry and/or audiology services available in the area or assist in finding resources for children without health coverage. Children absent during or enrolled after the mass screening will be screened at a later time by the health office staff.

HEALTH AND SOCIAL SERVICES CCR TITLE 5 – 18276

Special Education Programs

Parents/guardians interested in special education programs can attend Community Advisory Committee meetings at the Ontario-Montclair School District Special Education Local Plan Area. Monthly meetings include informational presentations on topics that may interest you. Information brochures are available at each site, on the OMSD website (www.omsd.net), or through our Special Education Office at (909) 459-2500, ext. 6420. This advisory group is a great resource for parents/guardians in our community.

Community Involvement – CCR Title 5 - 18277

Ontario-Montclair School District State Preschool program solicits support from the community. OMSD provides information to the community regarding the services available.

Nutrition – CCR Title 5 – 18278

Each site includes in its program a nutrition component that ensures that the children have nutritious meals and snacks during the time in which they are in the program. Meals and snacks are culturally- and developmentally-appropriate for the children being served and meet the nutritional requirements specified by the U.S. Department of Agriculture National School Lunch Program. Meals and snacks are provided at no additional charge to the parent (CCR Title 5 -18111).

ATTENDANCE

Regular attendance plays a key role in the success a preschooler achieves in school. Early learning experiences help to develop a child's educational foundation, which is why the district encourages regular attendance by all children enrolled in the Ontario-Montclair State Preschool Program. Parents/guardians are responsible for picking up and dropping off their child(ren) on time. The State Preschool Program is three 3 hours and 15 minutes in length, and it is important that your child attend the entire session in order to receive the full benefits of the program. Tardiness causes your child to start the day off behind the rest of the group. Please help your child by being sure he/she leaves home in plenty of time to arrive at the start of class.

Types of Absences

Excused Absences

Absence from school may be excused for the following reasons:

1. Illness of the child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
2. Appointment for child or parent/guardian, which includes doctor, dentist, mental health, counseling, or therapy
3. Court-ordered visitation*
4. Best interest of the child (**limited to 10 days**)
5. Family emergency **

* If an excused absence is based on time spent with a parent or other relative as **required by a court of law**, a copy of the Court Order must be given to the teacher to be filed in the child's basic data file (Ed Code 8208).

** Absences due to a **family emergency** shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster, transportation problems, weather conditions, or a sibling illness. If you know that it will be necessary for your child to miss an extended period of school due to a family emergency, you must go to your school site office prior to the absence and complete a Request for Extended Absence Form.

Best Interest Days

Absences in the "**best interest of the child**" might include, but not be limited to, religious activities, family vacation or special time spent with relatives. Excused absences "in the best interest of the child" shall be limited to ten (10) days during the school year. More than 10 days of absences in the best interest of the child may result in program disenrollment.

Extended Absence Policy

Extended absences must be preapproved by the site principal prior to the child's absence to avoid abandonment of care. All extended absences must qualify under excused or best interest days to be preapproved. If an

absence extends beyond the dates initially requested and approved by site principal, it is the parent's responsibility to contact the site principal.

Reporting Absences

When a child is absent from school, the parent/guardian **must** call the front office and/or send a note to the school office that includes:

1. Name of child
2. Reason for absence
3. Date of Absence
4. Signature of parent/guardian for written excuse.

If parents do not connect with the school office to inform of absence, the school attendance clerk will call parents/guardians as absences must be coded according to program absence regulations.

Abandonment of Care

If the child is absent for seven consecutive days without notifying the school, the school will contact the family via phone call, email, written notification, and/or home visit. When there has been no communication with the school for a total of 30 consecutive calendar days, a Notice of Action to disenroll the family will be issued on the basis of abandonment of care.

SIGN-IN/SIGN-OUT SHEETS

The parent, guardian, or adult listed on the emergency card must sign the child in and out each day noting the exact time of child drop off and pick up. There is a special Attendance Roster for this procedure. **State regulations require you to sign your full name using your full legal signature only. This is the same signature you used to enroll your child.** Do not use initials. Write the time of day you are signing your child in and out of preschool. The names of the people authorized to sign your child in and out of school **MUST** be listed on the emergency card. In order to protect children, a valid government-issued picture ID will be requested to verify adults who are on the child's emergency card.

If the child is not signed-in correctly, parents/guardians will be contacted to return to the school and sign the child in.

RELEASE OF CHILDREN

Children will only be released to parents/guardians or those adults listed on the emergency card. Parents/guardians are responsible for updating the emergency card at the school and Preschool/Child Development Office. Adults other than a parent or guardian picking up a child from preschool must present some form of valid government-issued identification. For your child's safety, there will be no exceptions to these rules. If you have special circumstances that affect the release of your child, please note them on the emergency card and notify the school office.

RIGHT TO REFUSE CHILD RELEASE

The preschool staff may refuse to release children if staff has reasonable cause to suspect that any person picking up the child may be under the influence of drugs or alcohol or is physically or emotionally impaired in any way that may endanger the child. To protect children, staff may request that another adult listed as an emergency and release contact pick up the child.

ARRIVAL/DISMISSAL POLICY

Children are expected to be dropped off and signed in by parents/guardians on time. It is essential for children to have a consistent schedule/routine, and late arrivals are disruptive to the classroom program. Children are expected to be dismissed on time and are expected to be picked up by parents/guardians immediately. The teacher, principal, or designee will contact the parents/guardians of children not picked up on time.

- If parents cannot be reached, attempts will be made to contact another authorized representative listed on the emergency form.
- If authorized representatives are unreachable after 30 minutes, staff may contact the authorities, and the authorities will determine if Child Protective Services needs to be notified of an abandoned child. This is considered an extreme and serious violation of procedures, which may jeopardize the child's enrollment in the program.

LATE DROP-OFF/PICK-UP POLICY

Parents/guardians must contact the school when they anticipate being late due to an unforeseen circumstance to keep staff informed. Non-compliance of the arrival/dismissal policy may result in disenrollment of the program at the administrator's discretion after the following steps have been completed:

- 1st notification:** Parents/guardians will receive their first verbal notification.
2nd notification: Parents/guardians will receive a written notification.
3rd notification: Parents/guardians will be scheduled to meet with the teacher/administrator or designee.

EMERGENCY AND SAFETY DRILLS

Fire, earthquake, and lockdown drills are conducted and documented regularly. Each classroom has an emergency/disaster plan and an exit map posted. Fire alarm systems and equipment are professionally inspected annually, and monthly inspections of fire extinguishers and carbon monoxide detectors are conducted. Children's and staff's personal emergency information is filed for easy access when evacuation is necessary.

EMERGENCIES AND ACCIDENTS

Staff is appropriately trained in cardiopulmonary resuscitation (CPR), First Aid, and communicable disease recognition. If an emergency does occur, the procedure is as follows:

- A staff member with First Aid training responds to the child's immediate needs.
- Another staff member calls 911 if it is in the best interest of the child and also notifies parents.

- If transportation to a medical facility is needed, emergency personnel and staff will accompany the child until parent/guardian reunites with child.

Minor accidents will be treated with First Aid. Visits to the school health office will be communicated to the parent.

CURRICULUM AND ASSESSMENTS

The program is designed to meet the cognitive, emotional, social, and physical needs of the children in a developmentally appropriate environment. Children participate in a variety of indoor and outdoor learning activities that are facilitated and supported by classroom teaching staff. Each classroom is equipped with materials and equipment to enhance learning and encourage children to play independently and in a group.

Ages and Stages Questionnaires (ASQ-3 and ASQ-SE-2)

Initial screenings are conducted upon enrollment for each school year through the use of parent-completed online screeners. The ASQ questionnaires provide a general overview of the child's developmental progress.

- ASQ-3 is an accurate, reliable, and parent-friendly way to screen young children. It makes it easy and effective to identify potential delays as early as possible and identify children who need further assessment or ongoing monitoring.
- ASQ-SE-2 is a screening tool that identifies young children whose social and emotional development requires further evaluation to determine if a referral for intervention services is necessary. Depending on the age of the child and scoring, more screening may need to be completed. Teachers are responsible for following up with families who indicated areas that needed further attention.

Desired Results Developmental Profile (DRDP)

The DRDP is an assessment used by classroom teaching staff to observe, document, and reflect on the learning, development, and progress of children in the classroom. The DRDP is completed within 60 days of enrollment and every six months thereafter. It is used to plan individualized curriculum and for continuous program improvement. Results from the DRDP are shared with families at Parent Conferences. The Desired Results for Children and Families system measures children and families in the following five broad desired results:

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competencies.
- Children are safe and healthy.
- Families achieve their goals.

Achievement of the four desired results for children will be measured using the **Desired Results Developmental Profile** (CCR Title 22 - 18272) tool. Children are assessed. Parent input is a necessary component of this assessment

and achievement of the two desired results for families will be measured through the distribution of a family survey.

Ready to Advance

This comprehensive curriculum is developmentally appropriate for young learners and sequenced to build skill sets aligned to year-end outcomes. The program promotes confidence, social and academic competencies, and foundational skills to prepare children for school success! Concepts and skills from all domains are learned simultaneously as children develop foundational skills for school readiness. Lesson plans and activities integrate content and skills from learning domains to ensure children understand and can apply information and demonstrate learning.

High Scope

The program implements aspects of the High Scope framework to ensure children have access to a variety of stimulating, challenging and developmentally appropriate learning experiences. High Scope emphasizes “active participatory learning” where children have direct, hands-on experiences with people, objects, events and ideas based upon their interest.

Conscious Discipline

Our program implements the Conscious Discipline curriculum to help children develop social-emotional competence. Conscious discipline focuses on improving the quality of student-teacher interactions, reducing aggression in the classroom, decreasing impulsivity and hyperactivity in children with behavior challenges, improving students' social and emotional behaviors, and improving the classroom and school climate.

Second Step: Social-Emotional Learning

Our program also uses this early learning curriculum to promote success in the learning environment by directly teaching social and life success skills to children with the goal of strengthening their ability to learn, have empathy, manage emotions, make friends, and solve problems.

FIELD TRIPS ED CODE 8263

Field trips are excursions away from the school campus and are an extension of classroom learning activities. Your child will be required to have written permission to participate-no exceptions. Teachers will be asking for chaperones for these trips. Priority will be given to regular classroom volunteers because they know the children and classroom expectations.

UNIFORM COMPLIANT PROCEDURE

Ontario-Montclair School District Board Policy Number 1312.3 and 1312.4 specify a Uniform Complaint Procedure that applies to all State and Federal categorical programs. It is the intent of the Ontario-Montclair School District, Child Development Program to fully comply with all applicable laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the Ontario-

Montclair School District Child Development Program's alleged violation of a statute or regulation that the California Department of Education is authorized to enforce.

This includes allegations of unlawful discrimination (Education Code, sections 200 and 220 and Government Code, Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance. Complaints must be signed and filed in writing with the California Department of Education:

California Department of Education
Early Education and Support Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

NOTICE OF ACTION

CCR Title 5 - 18118 and 18119 require a child development contractor to mail or deliver a completed NOA (Notice of Action) when a parent applies for services or when a change is made to the service agreement including, but not limited to, reduction or termination of services.

RIGHT TO APPEAL

Parents/guardians have the right to appeal any proposed action regarding enrollment or termination of their child in the State Preschool Program. To appeal, you must file a request for a hearing within 14 calendar days of your receipt of the Notice of Action. The first appeal is to be filed with the agency from which you receive childcare services. Deliver that appeal request to the Ontario-Montclair School District Child Development Department, Attention: Gianna Roca, 950 W. D Street, Ontario, California 91762 or by phone (909) 418-6898 or e-mail @ gianna.roca@omsd.net. The appeal hearing will be with people who are at least one level above the person who made the contested decision. During the hearing you may speak for yourself; or you may have an authorized representative (AR) attend the hearing on your behalf or with you. An authorized representative (AR) may be a friend, attorney or other spokesperson of your choice. A parent authorizing an AR should notify the CDD contractor, Ontario-Montclair School District. An authorization form may be requested from the Child Development Office. If needed, an interpreter will be made available to you by your local agency.

A representative of the local agency will be present to explain the agency's reason(s) for the action indicated on the notice. Following the hearing, you will receive a written decision from your local agency within 10 calendar days (CCR Title 5 - 18120(c)). Along with the decision will be an explanation of the next level of appeal. At any reasonable time, including before a hearing, a parent or the parent's AR has the right to review the data file, as required by CCR Title 5 - 18117(b).

If you are dissatisfied with the decision reached by the local agency, you may then file a written appeal to the State Department of Education's Child Development Division. This appeal must be made within 14 calendar days of your receipt of the decision reached by your agency. To ensure that your local agency will not take the intended action on the date specified, advise the agency of your intent to appeal to the state.

With your written appeal to the Child Development Division, send a copy of the agency's Notice of Action and a copy of the decision rendered by your local childcare agency. Upon receipt of your appeal, the Child Development Division will review the information you submit and render a final decision within 30 calendar days. This decision will be mailed directly to you, and a copy will be sent to your local agency.

MAIL SECOND APPEAL TO:
Attn: Appeals Coordinator
California Department of Education
Early Education and Support Division
1430 N Street, Suite 3410
Sacramento, CA 95814

PARENT CONCERN

Most parents'/guardians' concerns can be resolved informally with the school principal or program administrator. If this is not possible, a Formal Complaint form may be filed. The complaint form must be submitted to the District Compliance Officer at the address listed below. Complaints will be investigated in the manner that protects the confidentiality of the parties to the extent necessary to conduct the investigation. The Board of Education prohibits retaliation in any form for the filing of a complaint or participation in the complaint procedure.

The District will investigate, mediate, if necessary, and report to the complainant within 60 calendar days. The complainant has the right to appeal the final report to the California Department of Education, State Superintendent of Public Instruction, P.O. Box 944272, Sacramento, CA 92444-2720, within 15 calendar days of receiving the decision.

Office of Child Welfare, Attendance, and Records
Hugo Lopez, Director
Ontario-Montclair School District
950 West D Street
Ontario, CA 91762

TERMINATION POLICIES

Under the following circumstances, our office may terminate services to a family:

- Failure to submit required forms by required date. This includes, but is not limited to, immunizations update and physical examination.
- Parent knowingly gives any inaccurate or false information on eligibility forms.
- Parent's consistent inability to abide by program policies and guidelines.
- The child is dropped off or picked up late more than three times.
- Exceeding allowable best interest days
- Abandonment of care
- Rude and/ or malicious actions towards staff, parents/guardians, or children.
- Violations of education code regarding firearms, alcohol, drugs, physical altercations, destruction of property, immoral conduct, etc. which results in harm to person or property.

- Unsafe conduct on school grounds, including the parking lot.
- A child whose persistent and serious behavior impacts the safety of other children and poses a threat to the physical or emotional well-being of other children or staff.

Assembly Bill No. 752 states: If OMSD has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determines, in consultation with the parents/guardians or legal guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), that the child's continued enrollment would present a continued safety threat to the child or other enrolled children in OMSD State Preschool Program.

IMPORTANT PHONE NUMBERS

State Preschool Sites	District and Community Resources
Bon View Elementary School (909) 947-3932	OMSD Campus Safety (909) 418-6329
Corona Elementary School (909) 984-6411	OMSD Child Welfare, Attendance, and Records (909) 418-6477
El Camino Elementary School (909) 986-6402	OMSD Curriculum & Instruction Department (909) 418-6408
Hawthorne Elementary School (909) 986-6582	OMSD Family & Community Engagement (909) 418-6715
Richard Haynes Elementary School (909) 984-1759	OMSD Food & Nutrition (909) 930-6360
Howard Elementary School (909) 591-2339	OMSD Health & Wellness Services (909) 418-6936
Kingsley Elementary School (909) 984-3634	OMSD Preschool/Child Development Office (909) 418-6898
Lehigh Elementary School (909) 624-5697	OMSD Promise Scholars (909) 418-6331
Mariposa Elementary School (909) 983-4116	OMSD Special Education (909) 418-6422
Monte Vista Elementary School (909) 626-5046	Montclair Medical Clinic (909) 281-5800
Montera Elementary School (909) 445-1062	Park Tree Community Health Center (Ontario) (909) 469-9017
Ramona Elementary School (909) 627-3411	Reach Out (Diaper Bank) (909) 982-8641
Sultana Sports & Science Academy (909) 986-1215	Resource & Referral Agency (Pomona Office) (909) 397-4740

Revised: May 30, 2024