

Meadow Lane State Preschool

2023-2024 Parent Information Handbook



Cascade Union Elementary School District

Meadow Lane State Preschool

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License #455402120

Funded through the California Department of Education

Early Education and Support Division

Dear Parents and Guardians,

We are so very glad that you have chosen to participate in the Meadow Lane State Preschool program. We look forward to a wonderful partnership as we work together to create a successful preschool experience for all of our children.

Relationships are the number one priority for us. For that reason, we have an open door policy and encourage you to visit your child's classroom at any time. Feel free to share your questions, concerns, and even those great stories about your child with your child's teacher. The more we know your child, the better equipped we are to help your child grow.

Meadow Lane State Preschool follows the California Preschool Learning Foundations, as well as the California Preschool Curriculum Frameworks. These are our foundational guides for teaching, focusing on the whole child; socially, emotionally, physically, and academically. We also use the Desired Results Developmental Profile (2015) to assess your child's progress. We assess each child using this scale twice a year. We have two parent conferences to inform you of your child's growth and ways we can all work to improve those areas that need attention.

We provide this Parent Handbook to every family, recognizing that as parents you are the primary educators of your children. Our aim with this handbook is to bring clarity about our philosophy, our goals, our program, our policies, and also to share ideas with you to help us best prepare your child to hold on to creativity, curiosity, wonder, and maintain a lifelong desire to learn!

Should you have any questions or comments, feel free to ask your child's preschool teacher or our preschool director, Tamara Kendall, the site principal, Karen Maki or Rita Mitchell, administrator preschool support.

Welcome!!!

Sincerely,

The Meadow Lane Preschool Staff

Our Preschool Vision

All Children Can Learn, and Together We Make the Difference!

Cascade Union Elementary School District believes that ALL children can learn. Learning looks different for all children but ALL children are capable of learning and growing at their own rate and in their own time. The staff here at Meadow Lane State Preschool are committed to building a relationship with your children and with you so that we can know what works for your son or daughter, to build on your child's strengths, and to help your child grow to the next level.

Our Philosophy

Our philosophy is that it is our job to foster and nurture an appetite for learning through learning experiences that offer opportunities for discovery, exploration, investigation, choice, problem solving, and engaging hands-on-activities. We believe that building language and literacy in fun and relevant ways is crucial to our preschoolers' growth and plays a pivotal part of future success. Our program focuses on developing the whole child in the areas of cognition, language, physical development, as well as, social-emotional growth and well-being.

Our Goals

Our goal at Meadow Lane State Preschool is to provide a quality preschool experience staffed by highly qualified, informed instructors, for ALL preschool children in our community. We believe that children have an innate sense of curiosity and wonder when they enter preschool. **Our goal** is to foster and nurture the appetite for learning through learning experiences that offer hands-on activities. **Our goal** is to build language and literacy in fun and relevant ways, as it is crucial to our preschoolers' learning and plays a pivotal part in their future success. We believe that the power of play is an integral part of our day. **Our goal** is to provide opportunities to play to build social and emotional skills. When planned and purposeful activities are placed in play areas with skilled teachers guiding our children in those areas, play and learning become one in the same. In order to facilitate our learning goals, we use the California Foundations & Frameworks and Lil Treasures, as well as selected other materials deemed developmentally appropriate. We wholeheartedly believe that each family brings values and diversity to the program; therefore, **our goal** is to form a strong partnership with parents/guardians to create a positive experience for all children. **Our goal** is to reach ALL preschool learners regardless of experience, language, socioeconomic status, or special needs.

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Our Program

Meadow Lane State Preschool Programs operate Monday through Friday and closely follow our regular CUESD district school calendar. Each class is 3.5 hours a day and includes breakfast and lunch. Our program runs from 8:00 AM – 11:30 AM and the doors open at 7:45 AM for sign-in. Our program is fully funded by the California Department of Education for participants who meet the eligibility requirements as set forth by the Early Learning and Care Division.

Parking

There is parking for the preschool outside Room 27. You can enter the preschool gate in the morning, which is locked at 8:15 AM. Watch for children at all times and keep those in your care with you. Do not leave siblings or other children unattended in your car as you drop off your preschooler.

Soaring Eagles Aftercare

We provide a private pay aftercare program for our students if needed beginning directly after our morning class. Please ask at your enrollment appointment for information regarding our aftercare program. Our program includes a time of rest for our preschoolers. Sleep is a crucial part of healthy growth and development for children. When children sleep/rest their brains develop, they grow and they heal. Regular naps/rest periods provide a "down time" that can help our little ones cope with all the stimulating activities in our very busy preschool day. California Community Care Licensing requires that ALL children enrolled in our aftercare program be given the opportunity to rest without distraction. Our aftercare children are provided a mat to rest. Children in this program may bring their own blanket, which must be taken home weekly to clean and sanitize. All children must rest during our nap/rest period.

Staff Qualification & Staff Development

Meadow Lane State Preschool staff strive to provide a child oriented environment: Our program is designed to help meet the needs of each young child we serve and to prepare them for success in Kindergarten and beyond. Our learning experiences focus on the development of the child as a whole; promoting strong foundational skills, positive self image, positive self worth, and tools to use for self regulation and problem solving.

Meadow Lane State Preschool is committed to quality preschool education. We hire qualified staff who hold the appropriate credentials/permits that are required by the State of California (CA Teaching Permit) and Early Childhood Education units for Instructional Assistants.

- New employees are provided an orientation to guide them in understanding how agency policies relate to their respective job descriptions.
- We support continuous staff by assessing the needs of staff and encouraging participation in professional development activities to enhance their growth throughout the year.
- The preschool team collaborates weekly to plan and implement best classroom practices and the team, director, and administration meet weekly to discuss progress on goals, our students' successes and challenges, and the sharing of information necessary to carry out their duties.

Program Curriculum & Resources

The following are the early education resources and strategies utilized in our Meadow Lane State Preschool:

- California Department of Education Preschool Learning Foundations: The Foundations provide an overview of the key knowledge and skills that most preschool children can achieve when provided with interaction, instruction, and environments that is based on the research of early experiences shown to promote early learning and development.
- California Department of Education Preschool Curriculum Framework: The Framework provides an overall approach for teachers to support student learning through environments and experiences that are developmentally appropriate, reflective of thoughtful observation and intentional planning, individually and culturally meaningful, and inclusive of children with disabilities and special needs.
- California Department of Education Desired Results for Children, and we supplement with Lil Treasures Literacy & Houghton Mifflin components.

Developmental Domains of Learning

Socio-Emotional Development

While understanding how children learn and develop, the teaching staff enhances the socioemotional development of children by implementing guidance techniques that promote respect. We implement re-direction, clearly set limits, and the practice of open, positive communication. These elements implemented daily help assist children in learning social skills, cooperation, helping others, negotiation, and problem solving.

Cognitive Development

Cognitive development is integrated into all areas of the curriculum throughout the day. Children continually build their understanding of concepts through their interactions, experiences, discoveries, and challenges. The teaching staff continually assess your child to determine when new challenges are needed to expand the growth of the child's intellect. Focused attention is given to language and literacy, mathematics, visual and performing arts, health education, history-social science, and science.

Physical Development

Children are provided a wide variety of materials and activities to encourage and support fine and gross motor development. Using materials and activities like puzzles and pegboards, painting, coloring, play dough, scissors, stringing beads, and building with Legos are all examples of activities that promote the development of small motor skills. Through daily music and outdoor activities, children have the opportunity to use their large muscles. Children are given ample time to run, jump, ride tricycles, jump rope, climb, swing, and bounce balls during their scheduled outdoor time.

Open Door Policy

Meadow Lane State Preschool operates under an open door policy. Parents are welcome in their child's classroom at any time while school is in session to observe and/or volunteer. It is a Child Care Licensing requirement that all adults working with preschoolers more than 15 minutes must provide proof of the DTAP vaccine, MMR immunization unless born before 1956 then provide copy of driver's license, in addition a copy of receipt of current flu shot or sign the Opt Out Letter. Parents/Guardians will also be required by CUESD Board Policy to be fingerprinted.

While parents are welcome to visit their child's classroom at any time without advance notice, they are required to check in at the school office first before entering the campus, unless it is during a scheduled child drop off or pick up time.

Equal Access

Meadow Lane State Preschool enrolls children according to the State Preschool eligibility guidelines and does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, immigration status, religion or mental or physical disability.

Children with disabilities or other special needs are welcome in the State Preschool Program. Meadow Lane State Preschool understands the requirements of the Americans with Disabilities Act (ADA) and makes reasonable accommodations for children with exceptional needs to ensure successful placement.

Early Childhood Education programs reserve the right to terminate services if it is determined that it would be in the best interest of the child or the group. ECE programs can only serve those children whose needs can be effectively met by the program. Not all children thrive in a group care setting or in certain programs. Additionally, the program is limited by funding, adult to child ratios, and specialized staff training, and, therefore, may not be able to meet the needs of all children. Special circumstances in which this might occur may be aggressive or unacceptable behavior to the extent that the child's safety or the safety of other children or staff cannot be guaranteed or the inability of a child to adjust to the group care setting.

This action will only be considered after all other avenues available to the program have been tried without success.

Prohibition of Religious Instruction or Worship

Pursuant to California Code of Regulations, Title 5, Section 180120, religious instruction or worship is not allowed in Meadow Lane State Preschool.

State License/Inspection Authority

All of our preschool classrooms are licensed by the California Department of Social Services, Community Care Licensing Division. The preschool program must comply with Title 22 Health and Safety Regulations. The California Department of Social Services has the authority to inspect facilities, interview children or staff, and audit child care records without prior consent, according to the Health and Safety Code Sections 1596.852 1596.853 and 1596. 8535.

Early Childhood Environmental Rating Scale (ECERS)

This assessment is conducted annually by the Preschool Program in all classrooms to ensure that we are providing high quality classroom environments and activities that promote the development and well being of the children enrolled. ECERS provides an overall picture of the surroundings that have been created for the children and adults in an early childhood environment including use of space, materials, and experiences to enhance children's development, daily schedule, and supervision. This Environmental Rating Scale assessment is used to enhance and promote continuous quality improvement.

Program Monitoring and Self Evaluation Process

The Desired Results for Children and Families System has been established by the California Department of Education, Early Learning and Care Division to improve program quality in early care and education programs across the state. The Meadow Lane State Preschool utilizes components of the Desired Results system to implement an annual self-evaluation process and create an annual agency report. An annual program plan will include the following. * An assessment of the program by parents using the Desired Results Parent Survey. *An analysis of the findings, including the Desired Results Developmental Profiles (DRDP), the Environment Rating Scales (ECERS), together with all other self-evaluation findings. * A Program Plan of tasks needed to modify the program in order to address all areas that need improvement. * A schedule of ongoing monitoring of the program to assure that all areas of the program continue to meet quality standards.

Siblings

All children in the classroom must be officially enrolled. As much as we love seeing brothers and sisters, siblings who are not enrolled in our program may NOT stay in the classroom. Siblings are allowed in the classroom for drop off and/or pick up only.

Birthdays Celebrations

We love birthdays and other celebrations! We know birthdays are a BIG day for your little one. Each family has celebrations related to their own culture, religion, customs, and traditions. Each staff member celebrates a child's birthday in a little different way. Please be sure to let your child's teacher know ahead of time if you plan to bring in a **healthy sealed store bought** goodie for his/her birthday or other celebration.

Toys/Items From Home

Everything your child needs to actively participate in their environment such as educational materials and playground equipment is provided by CUESD. There is no need for your child to bring toys/items from home. Please have your child leave toys/items at home or in your car at drop off.

Dress Code/Clothing

Please send your child to school in comfortable play clothes that are appropriate for play, both indoor and outdoor, as well as clothes that allow for independent toileting. Shoes should be closed-toed and appropriate for outdoor play. Cowboy boots, sandals, and slick bottomed shoes are discouraged as they pose a safety risk. **No flip flops**. Each child should have an extra change of clothes in a ziplock baggie clearly marked with your child's name on it to keep in their cubby at school. We will send clothes home to be changed out for season appropriate clothes as the seasons change.



Program Enrollment & Eligibility

Meadow Lane State Preschool serves children 2.9-5 years of age. Children must be 2.9 years of age or older by December 2nd of the current year of enrollment. Age must be verified by documentation such as a birth certificate or other state approved records.

Eligibility for enrollment in Meadow Lane State Preschool will be based upon documentation and verification. The parent/guardian is responsible for providing the necessary documentation. Eligibility is based on the documentation and verification of at least one of the following:

1. At risk of abuse, neglect, and/or exploitation; Referred by CPS
2. Homelessness
3. Income Eligibility and Family Size
4. Current CalWORKS cash aid recipient

Eligibility List Criteria for Part-Day State Preschool

1. Families may request to be on the eligibility list by completing an Enrollment form, available on the CUESD website or in the Meadow Lane school office.
2. Families are responsible for keeping their Enrollment form current.
3. When an opening occurs, families will be notified in order of ranking for an enrollment appointment. Ranking is determined by income and family size.
4. All families will be ranked based on the following Admission Priorities list, as mandated by the state:
 - First Priority: 2.9 and 4 year old children who are at risk of abuse, neglect or exploitation or are recipients of Child Protective Services
 - Second Priority: Four year old eligible children (4 by September 1st lowest income first based on family income ranking)
 - Third Priority: Eligible 2.9 year old children (3 by December 1st - lowest income first based on family income ranking)
 - Fourth Priority: Income eligible 2.9 and 4 year old children whose income is not more than 15 percent above the state's income threshold (limited to 10% of enrolled children) and/or if CUESD enrolls students over income on a sliding scale fee.

An eligibility wait list will be maintained throughout the year to ensure enrollment according to state eligibility guidelines. This wait list will be utilized to fill vacancies that occur throughout the school year.

Families who meet income guidelines may be enrolled up to 60 days before the first day of school. Pre-enrollment forms may be given out prior to the 60 enrollment period. Enrollment appointments will be scheduled once the eligibility list has been created. Families will be contacted to complete the registration packet, to schedule enrollment appointments and be notified which required documentation to bring to the registration appointment.

Your family's eligibility for this state funded program is based on verification of family size and household gross monthly income. Eligibility is based on documentation and verification by providing at least one of the following:

1. Homelessness

A written referral from an emergency shelter or other legal, medical or social service agency, or a parental declaration describing the family's living situation.

2. Recipient of Child Protective Services

Written referral, dated within six months of the application, which includes a statement from the local county welfare department certifying that the child is receiving CPS and that childcare and development services are a necessary component of the CPS service plan. Must include the name, phone number and signature, of the county child welfare staff member and must indicate the probable duration of the CPS service plan.

3. At Risk of Neglect, Abuse or Exploitation

Written referral, dated within six months of the application, which includes a statement by a legally qualified professional (someone licensed in the state to perform legal, medical, health or social services for the general public) that the child is at risk of abuse and neglect and that child care and development services are necessary to reduce or eliminate that risk. Must include the name, address, phone number and signature of the legally qualified professional and must indicate the probable duration of the at risk situation

4. Cash Aid Recipient

Documentation must show the amount of cash aid received monthly.

5. Income Eligible

Eligibility is based on documentation and verification of family size and income. Families must meet California State Preschool Program income guidelines, which establish an income ceiling at 80 percent of the Median State Income. All income of the individuals support payments received, and a portion of student grants or scholarships not identified for educational purposes as tuition, books or supplies. Income documentation must be provided for the month immediately proceeding certification. Gross monthly income (total for all family members in the home) must be provided for verification. Current income documentation may be requested.

- a. Examples of appropriate documentation include:
 - A payroll check stub, letter from employer, or other record of wages issued by the employer
- b. Copies of documentation of all nonwage income
- c. Self certification of any income if no documentation is available
- d. Child support payments received
- e. Student grants or scholarships not identified for educational purposes
- f. When a parent is self-employed documentation required may include:
 - A letter from a source of income.
 - The most recent signed income tax return
 - Other business records such as ledgers, receipts, or business logs.
- g. Seasonal workers may have their income averaged over the previous twelve months.
- h. Meadow Lane State Preschool reserves the right to ask for additional documentation as needed.

6. Children with IEP'S

** Any fraudulent, false, incomplete, deceitful or misleading information provided to the CUESD that is used to establish initial or ongoing income eligibility and/or need will be grounds for termination. CDE requires that CUESD recover the cost of services provided during the period of ineligibility from the family/applicant. The District has the right to verify information submitted for the purposes of determining eligibility.

Family Size

Parents must provide supporting documentation regarding the number of children and parents in the family.

1. Supporting documentation for each child shall be at least one of the following:
 - a. Birth records
 - b. Current child custody order
 - c. Adoption document
 - d. Foster placement records
 - e. School or medical records
 - f. County welfare department records
 - g. Other reliable documentation indicating the relationship of the child the parent

2. **When only one parent has signed the Application for Service and the information provided indicates the child has another parent whose name does not appear on the application, then the presence or absence of that parent shall be documented.** Supporting documentation of the presence or absence of the other parent must be any one of the following:
 - a. Records of marriage, divorce, domestic partnership, or legal separation
 - b. Court-ordered child custody arrangement
 - c. Evidence that the parent signing the application receives child support payment
 - d. Rental receipts or agreement contracts, utility bills or other documents for the residence of the family indicating that the parent is the responsible party
 - e. Any other documentation, excluding a self-declaration to confirm the presence or absence of the parent in the family
 - f. If due to recent departure of a parent from the family, the remaining applicant parent may submit a self-declaration under penalty of perjury explaining the absence of that parent from the family

CPS Eligibility

CPS placement for the preschool program is based on a referral from Child Protective Services which is defined as follows:

"A child is a CPS child only when the child has been referred by a county welfare department child welfare services worker because the child is receiving family preservation services pursuant to Welfare and Institutions Code Section 16500.5 or family maintenance services pursuant to Section 16506 and the family requires care as part of their family maintenance or family preservation case plan. "

- The age limits for State Preschool apply.
- Income is not a factor for CPS referrals.
- A CPS-referred family becomes first on the eligibility list for the preschool program.

Notice of Action

When all required documentation is received and the preschool application is completed, qualified families will be certified and the Notice of Action (NOA) will be given to the family. The Notice of Action is the written documentation providing the decisions for services and the appeals information. If it is determined that the family does not meet the eligibility requirements as determined by the California Department of Education, a Notice of Action will be issued indicating the reason for the denial of services. Parents have the right to appeal any decision made about the services for their child by following the appeals procedures on the Notice of Action. The Notice of Action will be provided upon certification, termination, or any change of services.

Termination Policy

A family may be dis-enrolled from the preschool program for any of the following reasons:

1. The parent knowingly files false or inaccurate information that makes them ineligible for the program.
2. Excessive absences
3. Failure to provide necessary documentation
4. Three or more late pick-ups
5. Violation of our policies and procedures

Voluntary Withdrawal from the Program

We ask parents voluntarily dropping from the preschool program to please notify the school as soon as possible in writing. Knowing in advance that your child will be leaving his/her preschool teachers and friends will allow us to help your child make the transition a smoother one.

Appeals Procedure

If the parent/guardian does not agree with the CUESD Early Childhood Programs decision as stated in the Notice of Action, the parent/guardian may appeal the intended action. There are two levels of the appeal process. They include a local hearing and a state review. To protect the right to appeal, the parent/guardian must follow the instructions as described. If the parent/guardian does not respond by the required due dates or fails to submit the required appeal information with the appeal request, it may be considered abandoned.

- Step 1: Complete the appeal information as found on the reverse side of the Notice of Action.
- Step 2: Mail or deliver the written local hearing request within fourteen (14) days of receipt to: CUESD Office of Early Childhood Programs.
- Step 3: Within ten (10) calendar days, following the agency's receipt of the appeal request, the agency will notify the parent/guardian of the time and place of the hearing. The parent/guardian or an authorized representative is required to attend this hearing. If the parent/guardian or representative does not attend the hearing, the parent/guardian abandons the right to appeal, and the action of the agency will be implemented.
- Step 4: Within ten (10) calendar days following the hearing, the agency shall mail or deliver to the parent/guardian a written decision.

Step 5: If the parent/guardian disagrees with the agency's written decision, parent/guardian has fourteen (14) days from the receipt of the decision to file an appeal with the California Department of Education (CDE). Your request to the CDE must include a copy of both sides of the NOA, a copy of the written decision letter, and a statement explaining why you disagree with the local hearing officer's decision. You can mail or fax your request to: California Department of Education, Early Education and Support Division. Attn: Appeals Coordinator. 1430 N Street, Suite 3410, Sacramento, CA 95814, Phone 916-322-6233, Fax 916-323-6853.

Step 6: Within thirty (30) calendar days after the receipt of the appeal, CDE will issue a written decision to the parent and the agency. If the appeal is denied, the agency will stop providing child care and development services immediately upon the receipt of the CDE decision letter. Parents have the right to review the information in the family data file.

Recertification Requirements for New School Year

All families shall be newly certified each new school year. For certification, families shall be required to provide updated documentation to support eligibility for services each new school year. Families shall be notified in advance of the recertification date. Parents must agree to abide by the policies, procedures, and requirements of the program.

Limited Term Service Leave

When a family temporarily has no need for program services, a limited term leave may be granted for up to eight continuous weeks in duration. This does not apply to shared custody. Reasons for a limited term leave may include, but are not limited to, the following:

- Break in employment
- School break
- Birth and care of a new child in the family
- Child's visit with a non-custodial parent
- A parent's medical condition or the need to care for a sick family member

Family Files

A file for each family receiving preschool program services will be established and maintained. The basic data file will contain: Application for Services, documentation of total countable income, documentation of exceptional needs, if applicable; Notice of Action, all child health immunization records, emergency information, physician's reports, and all other licensing required forms. Representatives from the Department of Education and parents have the right to review the information in their child's family data file.



Rights and Responsibilities

Parent/Guardian Responsibilities

The parent or guardian will sign an agreement that includes the following:

1. Upon arrival at school, the child and parent/guardian shall have contact with a staff member for their daily health check.
2. An adult 18 or Older must sign the child in and out daily with full parent/guardian signature, at the place of care. In case of absence, the parent/guardian must note the specific reason for the absence in the space provided. Only those persons listed on the child's emergency card may drop off and sign the child in or out of the program.
 - a. For your child's protection, any person who is not the known parent/guardian and is on the approved pick up form will be asked to show proof of identification when signing out a child from our preschool program.
3. Notify Meadow Lane State Preschool immediately of any changes in address, phone numbers, emergency numbers, etc.
- 4 Children enrolled in the preschool program, once qualified, are enrolled in the program for the current school year, regardless of changes in family income or physical address.
5. Proof of a physical examination and evaluation and age-appropriate immunizations are required.
6. Participation in parent engagement opportunities and parent education activities and decisions regarding your child, including:
 - a. Attend the preschool orientation at the beginning of each school year
 - b. Attend 2 parent conferences per year for part-day preschool
 - c. Attend and participate in parent meetings
 - d. Attend Preschool Parent Advisory Committee (optional)

Parent Rights

Parents/Guardians who have a current agreement with the Meadow Lane State Preschool program have the right to:

1. A fair hearing process
2. Receive information about their child's progress and program changes
3. Be an active participant in decisions affecting their child
4. File a complaint against the facility with Community Care Licensing or against the program with the California Department of Education
5. Review at the facility site licensing reports or facility visits and substantiated complaints against the facility
6. Choose to exercise the right to inspect a facility or file a complaint against the facility without discrimination or retaliation against any child, parent, or guardian.

The staff may deny access to a parent/guardian if:

1. The parent/guardian is behaving in a way that poses a risk to children or staff members in the facility.
2. The adult is a non-custodial parent, and the custodial parent has provided a certified copy of the court order stating custody guidelines. A copy of the court order is to be kept on file at the site.

Preschool Staff Responsibilities

The basic responsibilities of the preschool program staff is to:

1. Provide a safe and secure environment for the children in their care.
2. Maintain student sign-in and sign-out sheets and documentation of absences.
3. Have a written philosophical statement with program objectives available for parents/guardians.
4. Complete a developmental profile describing each child's physical, cognitive, social, and emotional development twice a year.
5. Provide an educational component that is developmentally, culturally, and linguistically appropriate for the children served.
6. Provide activities that will facilitate a child's physical, cognitive, social, and emotional development.
7. Provide a parent involvement and education component for parents/guardians with children enrolled.



Attendance Policies

Attendance Sign In and Out

Signing in and out each day is required by law for the safety and supervision of the children and for program fiscal accountability. The parent, guardian or other authorized adult (18 years or older and listed on the emergency card) must sign your child in. Please be prepared to present valid identification upon request.

The attendance sheet is a legal document and accuracy is imperative. In the case of your child's absence, please record the reason for the absence when your child returns to school.

When to Keep your Child Home

One of our primary goals at CUESD State Preschool is to ensure a safe and healthy classroom environment. Daily health checks are a part of every morning. The staff member will take your child's temperature, ask some general health questions, and do a visual check of your child's overall well-being. Please do not leave until the health check is complete. We understand that many of our parents have work or other obligations but it is always a good idea to have a back-up plan for those times when your child is temporarily excluded from the classroom due to illness.

Please keep your child home if any of the following are true or present:

- Illness or quarantine of enrolled child (including medical appointments)
- Illness or quarantine of enrolled child's parents
- Fever of 100 or higher
- Sore throat or difficulty swallowing
- Has had the flu in the past 24 hours
- Diarrhea or vomiting (if your child has diarrhea or vomits at home or on the way to school, please keep them home as they will not pass the health check that requires that they be fever and diarrhea free for 24 hours)
- Signs of rash
- Discharge from the eye that has not been documented by a physician as an allergy
- Presence of head lice or nits
- Persistent cough
- Painful earache
- Colored nasal discharge
- Presence of open wounds that cannot be covered to prevent exchange of bodily fluids
- Presence of MRSA that cannot be covered throughout the day

Best policy: Just remember, common sense is the best policy.

Excused Absences

- Your child shall be excused from school when the absence is due to:
- Illness or quarantine of the enrolled child (including child's medical appointments)
- Illness or quarantine of enrolled child's parents
- Court —ordered visitations/Court appearances
- Counseling Appointments
- Family emergencies, which are defined as unexpected emergencies requiring the family members action (including illness of enrolled child's siblings, any accident involving a family member, house fire, death of an immediate family member, natural disasters, transportation problems, inclement weather preventing enrolled child from getting to school, etc.)
- Best Interest Days

Unexcused Absences

Your child's absence shall be considered **unexcused** from school when:

- The child does not feel like attending school
- The parent or child woke up late
- A doctor's note is not provided for 5 consecutive days of illness
- The reason is not specified or specific or does not fall under the excused absence categories list above
- The parent hasn't signed the child in or out
- The preschool staff is not notified of absence

Once a child has 3 or more absences, MLP will contact the parent to determine why the child is missing school. A plan will be made to help improve attendance. More than 3 days of unexcused absences in a fiscal year will subject the family to possible termination from the program.

Return to School Policies

- Pinkeye - Child must be on an antibiotic for 24 hours and signs of infection is gone
- Lice - Treatment of child and removal of all live lice and nits
- Chicken pox — Child will stay home for about 7 days. All sores must be crusted over.
- Other - Viral and infectious illness require at least 24 hours of treatment or more, depending on illness, before the child can return to school.
- Flu - Has not vomited or had diarrhea in the last 24 hours
- Fever — Fever free for 24 hours without the use of medication

Best Interest Days

Best Interest Days are excused absences, which are deemed to be in the best interest of the enrolled child. These absences are limited to ten days per year. Parents must clearly state the reason for the absence. Absences of this type would include, but are not limited to:

- Court ordered visitation with relatives
- Vacations
- Special enrichment opportunities, i.e, trip to a museum
- To spend time with a visiting family member
- Cultural or religious holidays
- Parent has the day off
- Personal reasons

All absences and Best Interest Days will be tracked and reported to each family monthly.

Late Pick Up Policy

When a parent is late to pick up, it can be very upsetting to a young child. The staff is as supportive as possible, but it is a situation we want to avoid. Children must attend according to the class schedule, and **children are to be picked up on time each day when the class ends**. If someone else is picking up your child, it is still your responsibility to have your child picked up on time.

Allow adequate time for parking and walking to the preschool classroom door to sign your child out for the day. Your promptness supports our preschool classroom staff as they clean, collaborate, and prepare their rooms and materials for the next group or the next day's learning experiences. Please be respectful of their time.

Parents, who are going to be late picking up their child because of an emergency, must call the classroom at dismissal time. It does not excuse the late pick up of your child, but it does help us to plan accordingly. It is ultimately your responsibility to contact someone on the child's emergency card to arrange for the pick up of your child when you are unable to do so. Individuals picking up children must be 18 years or older, have photo identification, and be listed on the emergency card. The child will not be released to anyone under age of 18 or to anyone who smells of alcohol or has the appearance of being under the influence.

If a child has not been picked up and remains beyond the preschool session and the parent has not contacted the school, the following steps will be taken:

- The preschool staff will try to contact the parent 10 minutes after the program is over.
- The preschool staff will try to contact authorized adults on the emergency card if the parent/guardian cannot be reached.
- The preschool staff will take the child to the main office 15 minutes after dismissal if not picked up. The signout sheet will be in the main office and staff will note time child is picked up.
- If after a significant period of time, parents are unable to be reached as well as all emergency contacts, then Shasta County Child Protective Services will be notified and the child will be released to their custody.

Promoting Good Attendance

Getting your child to school on time every day, unless they are sick, is something that you can do to ensure your child has a strong foundation for good school attendance habits as they begin their school career. Regular class attendance allows students to benefit from classroom discussions, social interactions, and a variety of classroom activities. These shared academic experiences are essential to the learning process.

- Establish and stick to the basic routine (going to bed early, waking up on time, etc.) that will help your child develop the habit of on-time attendance.
- Talk to your child about why going to school every day is so important. If your child seems reluctant to go to school, find out why and work with your child's teacher and/or administrator to get them excited about coming to school.
- Think about who can support you (another family member, a neighbor, or a fellow parent) to help get your child to school if something comes up like your car breaks down or another child is sick.
- Reach out for help if you are experiencing tough times (ie.: transportation, loss of a job, etc.) that makes it difficult to get your child to school. There are many resources available in the county that may be of some assistance. If your child is absent, please

call and inform the preschool staff that your child will be out and give an explanation of why. Our records require that the reason for all absences be stated.

Steps for Improving Attendance:

- We will give written reminders of unexcused absences
- An Attendance Note will be sent home
- An Attendance SCT may follow to keep your child in program with no more unexcused absences



Health and Safety

As per Title 22 Department of Social Services Licensing Regulations, upon enrollment you are required to submit the Physician's Physical Form, signed by the child's physician, with a record of a physical done no earlier than one year prior to school entrance. The Physician Form is to be turned in to the Early Childhood Programs' office no later than 30 days after the time of registration, as designated by Social Services.

Immunizations

New state vaccine requirements state that all children must be vaccinated before entering school (SB 277). Parents will no longer be able to submit a personal beliefs exemption that are new to the program. Children may be conditionally admitted who are not fully immunized provided they are not currently due for any doses or have a temporary medical exemption by a physician (MD or DO). A medical exemption must be included that states:

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated
- Which vaccines are being exempted
- Whether the medical exemption is permanent or temporary
- The expiration date, if the exemption is temporary

Regulations require a child to have three (3) Polio, four (4) DPT, the MMR inoculation on or after 1st birthday, one (1) HIB after 1st birthday, three (3) Hepatitis B series, one Chicken Pox Vaccine at the time of school entrance.

Identification of Medical, Physical, or Developmental Needs

Upon registration, parents will be asked a series of questions identifying any medical, physical, or developmental needs that their child may have in order to provide the most appropriate services. Based upon these needs, specific accommodation plans may be set in place including forms and processes to provide a safe and healthy environment for the child. The identification of medical needs include: food allergies, diabetes, bee stings, asthma, seizures, and other known medical needs. Physical needs include any limitation to a child's functioning such as body functioning, vision, hearing, and speech.

Developmental delays include speech delays, fine/gross motor activities, processing, and learning deficits. In addition, any social/emotional/behavioral concerns should be noted. The Early Childhood Programs department may delay a student's start date if needed forms and/or procedures must be put in place in order to provide the appropriate accommodations for the child. We reserve the right to determine best placement, the timing of the start date, any needed modifications to the child's schedule, and other considerations. Parents who disclose any area of need may be asked to submit copies of assessments or other medical information. Any need that is initially identified by the parent that requires a medical form, doctor's clearances, or accommodation plans that results in a modified program, may result in a delayed start date, change in the start time of the day or early release for the child. If any medical, physical, or developmental needs arise during the year, the parents must inform the office and the child's teacher immediately to ensure the needs of the child are identified and met appropriately. If we at MLP, including administration, teaching staff, and school nurses, identify a need that has not been disclosed by the parent at the time of registration, additional steps or information may be required for the child to continue in school. The parent may be asked to keep their child home until these items are in place. This protocol ensures the health and safety needs of each child.

Nut Safety

If we are notified with documentation of a nut allergy we will become a nut free zone. This designation means that all necessary precautions are being taken to ensure the health and safety of children who may be allergic to nuts and nut products of any kind. Teachers will be complying with the request for a nut safe environment by avoiding the use of nuts and peanut butter in craft and cooking projects if a room is declared a Nut Free Zone.

Teachers will make every effort to communicate with parents regarding food brought from home not containing peanut products. In order to provide a safe environment for all children, we would appreciate your cooperation in supporting a nut safe environment in our preschool class by adhering to the following guidelines:

1. Please do not send snacks for your child or treats for the classroom that contain any kind of nuts or peanut butter if your child's classroom has been labeled a Nut Free Zone.
2. Reinforce with your child that there is to be no sharing of food or drinks.
3. When there are occasional school parties or celebrations, do not forget the nut safe policy.

Confidentiality: All records and information are kept and handled responsibly to maintain the security and confidentiality of every student and family.

Accidents and Injuries

The staff members of Meadow Lane State Preschool will respond to and document all injuries and accidents that occur at school. Children are little and are frequently moving in and around

their environment; this is a part of a child's normal development pattern. Knowing this, we make every effort to protect your child, but there are still many windows of opportunity for accidents to happen. Teachers will administer first aid for all minor injuries (such as scrapes, simple cuts, and minor bruises). This will consist of washing the affected area and, if needed, covering it with a bandage. After any injury, an Injury Report will be sent home with your child noting the injury and any treatment or care administered and a copy will be placed in their file. Parents will be notified in person, in writing, or by phone. In case of accident or injury, we will make an immediate attempt to contact a parent, in addition to contacting 911, if necessary. Any needed first aid will be administered by our staff. **Please make sure your emergency numbers are always current on the Emergency/Medical Form on file in our classroom!**

Health Practices

Meadow Lane State Preschool staff is dedicated to providing a warm, nurturing, stimulating and safe environment for children between the ages of 2.9 and five years old. We strive to accommodate their individual needs while promoting their self-help skills on a consistent basis. Our teachers encourage children to have fun while learning and practicing basic life skills.

1. Safety

The teacher will:

- Encourage children to walk in the classroom and not run
- Remind children that chairs are for sitting their bottoms on
- Model how hands are for helping others
- Encourage the children to build and play with toys, not throw them
- Promote throwing balls in the outside environment
- Guide the children in waiting their turn
- Encourage the children to use sand appropriately for play and not for throwing
- Teach the children to use the playground equipment appropriately

2. Germs

The teacher will:

- Introduce the importance of preventative measures in spreading germs
- Teach the children how to cough and sneeze into the arm instead of the hand
- Model how to blow their nose and wash hands afterwards
- Remind the children toys are for the hands and not the mouth

3. Hand Washing

The teacher will:

- Explain the importance of frequent hand washing
- Assist the children with washing their hands upon arrival
- Stress when the child needs to wash their hands after various activities and personal care routines

4. Toys

The teacher will:

- Wash and sanitize the toys that are used throughout the day
- Label baskets for all toys to assist the children during clean up
- Remind the children to put the toys away after they use them



Parent Engagement & Involvement

Our staff of early childhood educators believe that parents will always be their child's first teachers and we welcome the opportunity to partner with families on behalf of their child's growth and development throughout the school year. Parents are strongly encouraged to contribute to their child's successes by supporting learning at home in three areas:

- Create a home environment that encourages learning (lots of books, paper, writing instruments, etc.)
- Discuss college and careers with your child
- Become involved in your child's education at school and in the community

As partners in your child's education, we value and welcome you to be active participants by participating in the following:

Preschool Orientation Day

We encourage all parents/guardians to bring their child and attend this fun opportunity to see your child's classroom, meet your child's teacher, and help your child get oriented to where things are located in their classroom and on the preschool playground. Dates for this special day will be announced at preschool registration/enrollment.

Building Relationships & Communication

One goal of Early Childhood Programs is to create a partnership with each family. Studies have shown that children make greater gains in their education when parents or family members participate in school activities. The teaching staff uses opportunities to communicate with parents on a daily basis. Communications will be, phone calls home, emails, weekly/monthly newsletters from the teacher and the director, our outdoor information board, and parent meetings are all ways we try to stay connected. Keep in mind that our teachers and our director are always open for communicating with parents who have concerns. We are always willing to meet or talk.

Parent Meetings

Parent/Guardian workshops are planned throughout the year. Our goals for our workshops are:

- To give parents a better understanding of child growth and developmental milestones
- To provide parents with information relating to parenting skills
- To assist parents in understanding their important role in their child's education and provide activities and strategies to use with their child
- To develop a support group through interaction with other parents
- To include activities to promote social interactions among families

Parent Conferences

Parent-teacher conferences are another part of the home-school relationship. An important purpose of this conference is to include parents in the shared responsibility for the education of their child. Conferences are held twice a year. The goals of the program, the child's development, and planning the future challenges for your child will be discussed during this conference. At conference time, your child's teacher will discuss the results of the DRDP, an observation-based assessment instrument used to observe, document, and reflect on learning, development and progress towards achieving the six desired results for children, which are:

1. Children are personally and socially competent
2. Children are effective learners
3. Children show physical and motor competence
4. Children are safe and healthy
5. Families support their children's learning and development
6. Families achieve their goals

Parents are encouraged to contact their child's teacher for additional conferences at any time during the school year if they feel it is necessary. It is in the best interest of the child that parents and teachers communicate freely with one another. It is important for the staff to understand situations at home, which may influence the typical behavior of the child.

Please feel comfortable in discussing with the teacher, and/or Director, anything that will help to make your child's time with us the best possible experience. When talking informally with a teacher about your child, please be sensitive to what your child hears; in some instances, a phone call may be a better option. We want to make school a warm, loving and accepting place for you and your child. If you have a problem with your child's teacher, please discuss your concerns with her prior to contacting the Director. Please refrain from discussing these concerns with other parents. Also, please keep in mind that the Director maintains an open door policy for parent concerns.

Parent Volunteers

All parents/guardians are welcome in the classroom at any time. We love to have parents share their knowledge in a given area, their hobbies, talents, or culture. With new requirements from the State of California, all adult volunteers who wish to work in the classroom on a consistent basis must show proof of current immunizations for DTAP and MMR as well as have proof of a current negative TB test. The flu shot is recommended. Also, our CUESD Board Policy is to have all volunteers fingerprinted and pass Megan's Law. All parent volunteers must sign in at the office and get a Parent Volunteer sticker before entering campus.

Parent Advisory Committee

The Parent Advisory Committee (PAC) is a group of volunteer parents or guardians representing Meadow Lane State Preschool. The purpose of the PAC is to foster communication between parents/guardians and the MLP administration and staff, to ensure involvement of parents in our program, and support partnerships between the school and home. Because you are enrolled in MLP you are already a part of this committee so please join us for the meetings whenever possible. PAC representatives provide information, questions, concerns, and ideas about their child's school.



Behavior Management

Meadow Lane State Preschool strives to maintain a safe environment, which supports children by modeling positive relationships and behaviors. Teachers model positive interactions with children to promote positive peer relationships, problem solving skills, empathy, and self-regulation. We provide a warm, caring environment free from discrimination, harassment, and bullying. Our environment is one in which children are allowed to experience all feelings, and, at the same time, begin to learn to deal with these feelings in appropriate ways. Our teachers maintain clear, consistent, fair limits that are age appropriate. We encourage children to "use their words" to express their feelings, both positive and negative. We intentionally reinforce the positive behaviors and do not energize the negative. Clear, consistent expectations, redirection, conflict resolutions, teachable moments and developmental opportunities are the foundation of our approach to behavior management.

Classroom Expectations

The following rules were developed to help the children understand and participate in a positive school behavior program. These rules are developmentally age appropriate for preschoolers and will help them make a smooth transition into Kindergarten and grades beyond.

1. Maintain control of our bodies; keep our feet on the floor and to ourselves, use our hands to build, paint, color, cut, catch, hit balls, climb, and hold onto things.
2. Use kind words that make the people around us feel good
3. Use words to express our feelings or needs
4. Clean up after ourselves when we are finished

Discipline Procedures

(MLP will follow our Preschool Behavior Matrix)

Our discipline procedures are as follows:

1. Reinforce the positive behavior and good choices of each child through:
 - a. Intentional praise and recognition of the child's positive behavior choices or accomplishments, noting specific behaviors
 - b. Verbal recognition
 - c. Note/Calls home recognizing positive choices/accomplishments
 - d. Acknowledging child's positive behavior to parents upon pick up
2. In the event that a child is exhibiting unsafe or disruptive behavior, our staff will:
 - a. Try to engage the child in an alternative activity

- b. Offer the child a possible solution to de-escalate the behavior/Redirection
- c. Have a developmentally appropriate discussion about self-regulation techniques and give time, with guidance, to practice those techniques
- d. Let parent know upon pick up about any unsafe/disruptive situations

Every effort shall be made to deal with discipline difficulties through redirection, problem solving and staff/parent or guardian collaboration. If discipline problems persist, a plan of action will be discussed at a Student Collaborative Team Meeting (SCT). The plan of action may include, but not limited to, the following solutions:

- 1. Creating a Behavior Plan to be followed by staff and families
- 2. Social Service/Mental Health Intervention or Referral
- 3. Decreased time in the classroom

If an incident occurs where injury is caused to self or others, an Incident Report will be filled out. All Incident Reports must be signed by a parent or guardian. A copy will be given to the parent and another copy will be kept in the child's file.

If the child's disruptive/undesired behaviors persist and interfere with the child's and others' learning or if the child's behavior interferes with the health and safety of other children in the program, services may be terminated from the preschool program.

Disenrollment

Children may be unenrolled from any of the preschool programs for the following reasons:

- 1. Parent/Guardian failure to submit proof of income, birth certificates, immunization records or any other required documentation.
- 2. Any misconduct outlined in the *Parent, Provider and Visitor Conduct Policy*
- 3. Child's challenging behavior that cannot be modified after:
 - a. Positive Discipline skills and techniques are implemented by the teaching staff, including reconfiguration of the environment and modified instruction
 - b. If refusal by Parent/Guardian to allow:
 - i. Mental Health or other necessary services referrals made in the best interest of the child.
 - ii. Intervention by the District Behavior Interventionist/School Psychologist.
 - c. Failure to cooperate with the Behavior Plan created during the SCT
 - d. Continuous behavior prominent in nature that includes:
 - i. Physical aggression/violence toward peers and adults (teachers, volunteers, other staff)
- 4. Parents/Guardians or children that do not follow the rules and policies of CUESD Preschool Programs.

Disenrollment is not a decision made lightly, but rather in the best interest of the many. Our first priority is to provide a safe, quality early education environment for ALL children enrolled in our program.



Student Nutritional Health and Safety

School Meals

This program provides well-balanced meals provided by our district food service staff under the guidance of the National School Lunch Program and follows the district's Wellness Board Policy. A nutritious breakfast and lunch is offered daily. There is no cost for meals currently. Each meal will be served family style in a warm, friendly environment.

Children practice serving themselves, sharing in a conversation, using good table manners like saying, "Yes, please," and "No, thank you." They practice cleaning up after themselves providing an opportunity for motor skills and self-help development. New foods will be presented to the children to expand their knowledge of the wide varieties of nutritious foods available.

Further note:

- Monthly menus are posted in the classroom and a copy is provided to families
- Food cannot be taken home or shared with other children
- Food exceptions cannot be made for individual children except for documented medical reasons/allergies/and ethnic or religious beliefs

Special Health Circumstances

Meadow Lane State Preschool will not discriminate against any child based on their individual health needs. We will make reasonable modifications within classroom settings, to include children with specific health concerns including, but not limited to, epilepsy, asthma, diabetes, allergies, feeding tubes, mobility impairments or any other health concern requiring reasonable modifications.

Children with physician-documented health plans, will be required to bring in a description of the diagnosed illness and a complete health addendum addressing, in detail, modifications needed written by a licensed physician, as well as clear instructions for staff to follow. Parents must provide all necessary health equipment for their child to be successful in the school environment.

If your child will need medication during program hours, it will be administered only after we have received written consent and clear administration directions by a licensed physician authorizing the preschool staff to provide the medication. We must have a completed and signed medical authorization form on file. DO NOT leave medication in your child's backpack or cubby. Medications include but are not limited to: Albuterol vials, sunscreen, rash creams, cough drops, chapstick.

Administration of Medication and Incidental Medical Services

Purpose: To ensure safe and accurate administration of Medication and Incidental Medical Services to all children in care. Meadow Lane State Preschool will enroll children that may need services for any of the following:

- Blood-Glucose Monitoring
- Administering Inhaled Medications
- Glucagon Administration
- Gastrostomy Tube: G-Tube
- EpiPen Jr. and EpiPen
- Insulin Administration
- Emergency Anti-Seizure
- Other incidental medical services

Medication and Incidental Medical Services Administration Policy

The following requirements must be met before enrolling a student who requires administering medications and/or Incidental Medical Services:

- Written Authorization and instructions from the child's physician and a valid prescription.
- Written Authorization from the child's authorized representative. Parents must complete the Parent Consent for Administration of Medications form.
- Medication, supplies and equipment must be in the original labeled container with the child's name on it, dosing information and may not be expired.
- Facility will maintain documentation of medication and Incidental Medical Services on a log after every medication or service is administered.
- Proper safety precautions will be in place. Staff must wear gloves when dealing with blood or bodily fluids, properly wash their hands and properly dispose of instruments in an approved container.
- Facility will have designated trained staff that will be appointed by the child's physician and properly trained on the various Incidental Medical Services the center provides.

The child's authorized representative is responsible for providing all medications and supplies to the facility. In most situations, children should not transport medications to and from the facility. **This includes medication placed in a diaper bag or backpack. Special arrangements must be considered regarding the safe transport of medications.** Facility employees may not deviate from the written authorization from the child's physician. Facility must have a designated trained staff (preschool classroom teacher) that is appointed by the child's physician on premise when the child is present at the facility.

Medications that have expired or are no longer being used at the facility should be returned to the child's authorized representative. If the medicine has not been picked up within one week of the date of the request, then medication must be disposed of by trained staff.

Medication Administration Procedure

Care and Storage: Incidental Medical Service supplies and medications in the facility should be stored in a secure, inaccessible, clean location and under conditions as directed by the physician or pharmacist. Medications that require refrigeration should be stored in a designated area of the refrigerator separated from food and will be inaccessible to children.

Administration of Routine for Medication and Incidental Medical Services: Once all requirements are met, the designated trained staff will administer Medication or Incidental Medical Services by utilizing the following requirements:

1. Right Child
2. Right Medication
3. Right Dose
4. Right Time
5. Right Route

Documentation: Any Medication or Incidental Medical Services routinely administered must be documented on a log by staff member who administered. Authorized representatives must be informed of each occurrence when their child received medication or when Incidental Medical Services are performed, via the medication log.

Physical Fitness

Physical activity is also an important part of a healthy childhood. Combined with balanced nutrition, physical activity can improve not only physical health, but also children's growth, mood, quality and quantity of sleep, and ability to learn.

Thank you for taking the time to read our Meadow Lane Preschool Handbook. We hope the information in the handbook has been helpful. Please feel free to contact us with any questions or concerns.

Contact Information below

Teaching Staff:

Sarah Chancellor email: sarah.chancellor@cuesd.com

Megan Montana email: megan.montana@cuesd.com

TBD email:

Phone Number 530-378-7030

Fax Number 530-378-7031

Director of Preschool
Principal Meadow Lane Elementary
Administrative Support

Tamara Kendall
Karen Maki
Rita Mitchell

Resource List

HEALTH & SOCIAL/FAMILY SERVICES IN SHASTA COUNTY

CHILD CARE ASSISTANCE

Child Care Referral & Education
3200 Adams Lane
Redding, CA 96002
(530) 224-3200

MENTAL HEALTH

Shasta County Mental Health
2640 Breslauer Way
Redding, CA 96001
(530) 225-5200

CHILD FAMILY SERVICES (CFS)

Shasta County Dept. of Social Services
Health 1615 Continental St.
Redding, CA 96001
(530) 225-5650 Information
(530) 225-5144 Reporting

PUBLIC HEALTH

Shasta County Department of Public
2650 Breslauer Way
Redding, CA 96001
(530) 225-5591

EMPLOYMENT

Employment Development Department
Department 1325 Pine St.
Redding, CA 96001
(530) 225-2180

WELFARE

Shasta County Welfare
2460 Breslauer Way
Redding, CA 96001
(530) 225-5767

FAMILY COUNSELING

Family Services Agency
1724 West Street
Redding, CA 96001
(530) 243-2024

WOMEN/INFANT & CHILDREN (WIC)

Shasta County WIC Program
1670 Market Street, Suite 248
Redding, CA 96001
(530) 225-5168

LICENSING

Community Care Licensing
Eastern Department of Social Services
520 Cohasset Road, Suite 6
Chico, CA 95926
(530) 895-5033

HELPLINE

(530) 225-5252 or 1 (800) 821-5252

PARENTS ANONYMOUS

(530) 244-0961