



PARENT HANDBOOK FOR PROGRAM YEAR 2025-2026



Preschool Services



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Welcome & Introduction

Welcome Message

Dear Families,

Welcome to the San Bernardino County Preschool Services Department (PSD)! We are honored to partner with you in supporting the growth, development, and success of your child during these early and critical years of learning. PSD has proudly administered child and family development programs in San Bernardino County since 1965. Our department serves children and families through high-quality, comprehensive early childhood education programs including Head Start, Early Head Start, Early Head Start Partnership, California State Preschool Program (CSPP), General Child Care and Development program (CCTR) and the Home Visiting Program. We believe that families are their child's first and most important teachers, and it is through strong collaboration between home and school that children thrive.

This handbook is designed to be a helpful resource that provides important information about our policies, procedures, and the wide range of services available to your family. Inside, you will find guidance on everything from daily routines and safety practices to program goals and family engagement opportunities. Our mission is not only to support your child today, but also to help prepare them for success in their next educational setting, whether that be transitional kindergarten or kindergarten. Preschool is a vital steppingstone, and we are committed to ensuring your child builds the foundational skills, confidence, and love of learning that will serve them well throughout their academic journey.

Thank you for choosing San Bernardino County Preschool Services. We look forward to a meaningful partnership with you and a wonderful year of growth, discovery, and learning.

This handbook provides information on our history, mission, vision, philosophy, core values and services.

We invite you to please read the entire handbook carefully.

Arlene Molina,
Executive Director

San Bernardino County Preschool Services Department

About Our Program

Program Philosophy

Our Mission

To improve the well-being of children, empower families, and strengthen communities.

Our Vision

- Our children will excel in whatever setting they go to next.
- Our families' quality of life is measurably better after participating in our programs.
- Our efforts increase the quantity and quality of sustainable resources and services countywide.

Our Philosophy

Our central premise is that family is the most fundamental factor influencing the lives of children. Besides having educational needs, children also require a supportive, healthy home environment combined with stable and reliable relationships with adults and caregivers. In short, if we strengthen families, we strengthen children.

Program Goals

Our primary goals are to ensure that every eligible child in San Bernardino County has access to a high-quality preschool experience, to increase the self-sufficiency of the families, and to improve the quality of child development and community resources countywide.

Non-Discrimination Policy

The San Bernardino County Preschool Services Department (PSD) is committed to providing a safe and respectful environment for all children and families. We welcome and serve families regardless of sex, sexual orientation, gender identity, race, religion, ethnicity, national origin, color, or mental or physical disability.

PSD complies with the Americans with Disabilities Act (ADA) and provides reasonable accommodations to support the participation of all children in our programs. We also serve children with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA), ensuring they receive the services and support needed to meet their developmental and educational goals.

To honor the diverse beliefs of the families we serve, PSD does not include religious instruction or worship in any part of its programming.

We are dedicated to creating a welcoming and respectful experience for every family.

Parent/Guardian Rights

At the San Bernardino County Preschool Services Department (PSD), we deeply value the role of parents and guardians as partners in their child's early learning experience. As a parent or guardian of an enrolled child, you have specific rights to ensure your voice is heard and your family is supported throughout your time with us.

As part of your rights, you may:

- Visit your child's center at any time during operating hours. We encourage your involvement and welcome your presence in the classroom and school environment.
- Express concerns or file a complaint without fear of retaliation or discrimination toward yourself or your child. Your feedback is important to us and helps us improve our services.
- Review the results of licensing visits conducted at your child's center. This information is available for your review upon request and helps ensure transparency and accountability.
- Receive a copy of the Caregiver Background Check Process form for your records and peace of mind.

A copy of your rights is provided to you at the time of enrollment. For ongoing reference, this information is also posted at each center location in a visible area.

We are committed to maintaining open communication with families and ensuring you feel informed, respected, and supported throughout your child's time in our program. If you ever have questions or concerns, please reach out to your site supervisor.

Program Options

For your convenience, a reference list of the options available through the Preschool Services Department is provided below to help you determine the best location for enrolling your family. For a more detailed description of our program options and what they offer, please read below. A contact list for our locations is also available on page 41.

Program Option	Ages	Hours	Days of Operation	Service Dates	Locations
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9-Hour Head Start Program	3-5 Years	7:30 a.m. - 4:30 p.m.	Monday-Friday	7/7/25-6/26/26	Adelanto, Apple Valley, Baker FLC, Barstow, Fontana Citrus, Hesperia, Mill, Ontario Maple, Rialto Eucalyptus, Victorville, Victorville Northgate
8-Hour Head Start Program	3-5 Years	8 a.m. - 4 p.m.	Monday-Thursday & Every Other Friday	8/18/25-6/25/26	Arrowhead Grove, Chino, Crestline, Cucamonga, Del Rosa, Highland, Mill, Rialto Eucalyptus, Rialto Renaissance, SB Parks & Rec, Upland, Westminster, Whitney Young, Yucaipa
6-Hour Head Start Program	3-5 Years	8 a.m. - 2 p.m.	Monday-Thursday & Every Other Friday	8/18/25-6/25/26	Adelanto, Apple Valley, Colton San Salvador, Cucamonga, Del Rosa, Fontana Citrus, Hesperia, Redlands South, Rialto Eucalyptus, Twenty-Nine Palms, Yucca Valley
3.5-Hour Head Start Morning Session	3-5 Years	8 a.m. -11:30 p.m.	Monday-Thursday	8/18/25-6/25/26	Colton-Bloomington, Colton San Salvador, Las Terrazas, Needles
3.5-Hour Head Start Afternoon Session	3-5 Years	12:30 - 4 p.m.	Monday-Thursday	8/18/25-6/25/26	Colton-Bloomington, Colton San Salvador, Las Terrazas, Needles
9-Hour Early Head Start Program	18-36 Months	7:30 a.m. - 4:30 p.m.	Monday-Friday	7/7/25-6/26/26	Barstow, Chino, Fontana Citrus, Victorville

9-Hour Early Head Start Program	24-36 Months	7:30 a.m. - 4:30 p.m.	Monday-Friday	7/7/25-6/26/26	Apple Valley, Hesperia, Mill, Ontario Maple, Redlands Valencia, Rialto Eucalyptus, Rialto Willow, Whitney Young, Yucca Valley
Early Head Start Home-Based	0-36 Months & Expectant Parents	90 Minutes Per Session	Once per Week	7/1/2025-6/30/2025	Apple Valley, Barstow, Chino, Fontana Citrus, Hesperia, Redlands South, Yucaipa

Center-Based

Our Head Start Center-Based program serves children aged 3 to 5 years old and offers a variety of scheduling options depending on the location you choose. Each site may differ in the number of days and hours offered, so we encourage you to refer to the table above to explore what is available at your preferred site.

Please note that your application is valid for any of our program locations. If you decide to transfer to a different site or wish to be placed on a waitlist while your child continues attending their current location, simply notify your assigned program generalist to assist with the process.

The Early Head Start Center-Based program is specifically designed for children ages 18 to 36 months. This full-day program operates Monday through Friday from 7:30 a.m. to 4:30 p.m. and offers care tailored to meet the developmental needs of our youngest learners. Children in this program receive nutritious meals, an age-appropriate educational curriculum, and enjoy outdoor spaces equipped with playgrounds and materials designed especially for infants and toddlers.

Early Head Start-Child Care Partnership (EHS-CCP)

The Early Head Start – Child Care Partnership (EHS-CCP) program offers high-quality Early Head Start services in licensed Family Child Care Homes, providing care in a warm, family-like environment. These homes are located throughout San Bernardino County and are carefully selected and monitored to meet or exceed the rigorous standards established by the Head Start Program Performance Standards.

EHS-CCP is available to children aged 18 months to 4 years old, offering a unique and personalized approach to early childhood education in a smaller, home-based setting. Children enrolled in this program benefit from:

- A developmentally appropriate curriculum aligned with school readiness goals
- Consistent care with low child-to-provider ratios
- Healthy meals and snacks
- Ongoing developmental assessments
- Access to health, dental, and family support services

The partnership between Early Head Start and licensed family childcare providers ensures that young children receive nurturing care in an environment that supports both their individual growth and their families' needs. If you're interested in this option or would like to learn more, please contact your program generalist or visit our website for participating provider locations.

Early Head Start Home-Based Program

The Early Head Start Home-Based program is designed to support pregnant women, infants, toddlers, and their families by providing personalized weekly home visits and regular group socialization experiences. This program focuses on strengthening the parent-child relationship and supporting healthy development in a child's earliest years.

Home visits are conducted by trained Early Head Start staff who specialize in early childhood development and family engagement. These visits are carefully planned in partnership with parents or guardians, ensuring that the services and activities align with the family's individual goals, strengths, and needs. The primary goal is to empower parents as their child's first and most important teacher, while fostering growth in all developmental domains—social-emotional, physical, and cognitive.

Through the home-based model, families receive:

- Age-appropriate learning activities designed to be integrated into daily routines
- Support for developmental milestones and early learning experiences
- Health and nutrition education
- Guidance on safety and wellness
- Connections to community resources and services

We recognize that the first three years of life are a period of rapid development, and we encourage families to practice and build upon the activities introduced during home visits to promote meaningful, everyday learning.

In addition to serving young children, the program offers specialized support for pregnant women. Our home visitors provide information on prenatal care, healthy pregnancy practices, and what to expect before, during, and after childbirth. These visits help families prepare for the birth of their child and plan for the transition into early parenthood. Once the baby is born, the

child is seamlessly enrolled in the Early Head Start program, and both the parent and child continue receiving ongoing support from the same home visitor.

This program offers a compassionate, consistent, and developmentally supportive foundation that nurtures the whole family.

If you would like to learn more or see if this option is right for your family, please contact your program generalist for more information.

Home Visiting Program (HVP)

The California Work Opportunity and Responsibility to Kids (CalWORKs) Home Visiting Program (HVP) is a voluntary program designed to support the health, development, and overall well-being of pregnant and parenting individuals and their young children. Administered by the California Department of Social Services (CDSS) and implemented at the county level, the program uses evidence-based home visiting models to help families create a strong foundation during their child's most formative years.

Through the HVP, families are paired with trained home visitors who provide weekly, personalized visits in the home. These professionals offer guidance, coaching, and connections to vital health, education, and social services, supporting families as they work toward their personal goals and parenting success.

To qualify for the Home Visiting Program, participants must meet the following criteria:

- Be pregnant or the parent or caretaker of a child under 24 months old at the time of enrollment; and
- Be one of the following:
 - A member of a CalWORKs assistance unit
 - A parent or caretaker in a child-only CalWORKs case
 - An individual who is apparently eligible for CalWORKs aid

Participation in HVP can count toward Welfare-to-Work (WTW) hours and be used to meet Work Participation Requirements (WPR). In addition to home visits, the program provides access to a wide array of supportive services, including:

- Referrals to community programs and resources
- Parenting and life skills education
- Job readiness and training opportunities
- Family engagement activities and peer support

The program also includes group socialization experiences, which offer parents and children a chance to connect with others in a structured, supportive setting while reinforcing key developmental goals and strengthening the parent-child relationship.

If you are interested in enrolling or would like more information, please contact your CalWORKs worker or reach out to:

San Bernardino County Preschool Services Department

662 S. Tippecanoe Ave., San Bernardino, CA 92415
(909) 383-2078

Center Closures

Holidays

The San Bernardino County Preschool Services Department (PSD) follows an annual schedule of planned closures. During the year, centers will be closed on the following holidays.

Holiday Observed	Date(s)
New Year's Day	Thursday 01/01/2026
Martin Luther King Jr. Day	Monday 01/19/2026
President's Day	Monday 02/16/2026
Memorial Day	Monday 05/25/2026
Juneteenth	Friday 06/19/2026
Independence Day	Friday 07/04/2025
Labor Day	Monday 09/01/2025
County Holiday	Monday 10/13/2025
Veteran's Day	Tuesday 11/11/2025
Thanksgiving	Thursday 11/27/2025 & Friday 11/28/2025
Christmas Eve	Wednesday 12/24/2025
Christmas Day	Thursday 12/25/2025
New Year's Eve	Wednesday 12/31/2025

Staff Development Days

In addition, centers will be closed on designated dates to allow staff to participate in professional development and in-service training. These training sessions are essential to maintaining high-quality services and ensuring staff remain current with the best practices in early childhood education, health, and family support.

In-Service/ Professional Development Days	Date(s)
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In-Service Day #1	Thursday 07/03/2025
In-Service Day #2	Friday 09/12/2025
In-Service Day #3	Friday 10/24/2025
In-Service Day #4	Friday 11/21/2025
In-Service Day #5	Friday 01/16/2026
In-Service Day #6	Friday 02/13/2026
In-Service Day #7	Friday 03/13/2026
In-Service Day #8	Friday 04/17/2026
In-Service Day #9	Friday 05/15/2026
In-Service Day #10	Monday 06/29/2026

Families will be notified in advance of each closure through posted notices at the center, email, and other communication channels. If you have any questions or need support in planning around these closure dates, please reach out to your site supervisor or center staff.

Enrollment Procedures

Enrolling in the San Bernardino County Preschool Services Department (PSD) programs begins with completing an application. This process is open to parents, legal guardians, and expectant individuals seeking early childhood education and support services.

We recommend starting with the online preapplication, which can be conveniently accessed through our website at www.psd.sbcounty.gov or by scanning one of the QR codes provided below. The online form is user-friendly and allows you to begin the process at your convenience.



English Online Preapplication



Spanish Online Preapplication

If you prefer, paper applications are also available at each PSD site. Regardless of the method you choose, our enrollment program generalists are available to assist you every step of the way. Support is typically provided by appointment, allowing us the time and attention to dedicate to you.

Our team is here to help you complete the required documentation, determine eligibility, and guide you through the next steps to ensure your child or family receives the services and support they need.

If you have questions about the application process or would like to schedule an appointment, please contact a PSD site near you or call our main office at (909) 383-2078.

Required Documentation & Enrollment Prioritization

To complete your child's enrollment in the San Bernardino County Preschool Services Department (PSD) programs, the following documentation is required for the Federal Head Start application:

- Proof of income (most commonly recent tax returns or pay stubs)
- Proof of birth for the enrolling child (such as a birth certificate or official placement paperwork)
- Expectant individuals must submit a doctor's verification of pregnancy
- Up-to-date immunization record for the child, appropriate for their age
- Current proof of residence (e.g., utility bill, lease agreement, or official mail)

Once a program slot has been offered, most center-based placements will require completion of an additional California State Preschool Program (CSPP) application. A program generalist will contact you to explain which slots are available and assist with completing the state application.

Additional documents typically required for the state application include:

- Birth certificates for the enrolling child and all siblings residing in the household
- An updated proof of residence, if the state application begins more than 30 days after the federal application.

As part of the enrollment process, you will also be asked to review and sign several forms to ensure your rights as a parent or guardian are clearly understood.

Enrollment Prioritization

In compliance with state and federal regulations, PSD prioritizes services for families with the greatest need. Enrollment is not based on the date or time an application is submitted. Instead, priority is given to families who:

- Are experiencing homelessness
- Have children in foster care
- Receive public assistance (e.g., TANF/CalWORKs)

- Have children with identified disabilities or developmental delays

This approach ensures that the most vulnerable children and families in San Bernardino County receive timely access to early education and support services.

If you have questions about which documents to provide or your eligibility, your program generalist will guide you through the process step-by-step.

Confidentiality of Services

The San Bernardino County Preschool Services Department (PSD) is committed to protecting your family's privacy. All PSD staff are responsible for maintaining the security and confidentiality of your family's records and any personally identifiable information (PII) at all times.

A confidential file is created for your child once the enrollment process begins. Only authorized individuals will have access to the information in this file, and all PSD staff receive training on how to safeguard your family's confidential data in accordance with federal and state regulations.

Information Access and Disclosure

The use or disclosure of information from your family's file is strictly limited to the following:

- PSD staff and contracted service providers who work directly with your child or family
- Individuals authorized by the parent or guardian through a signed "Permission for Release of Information" form
 - This consent is valid for one year from the date of signature and can be revoked at any time by the parent or guardian
- Agencies that fund PSD programs, for the purpose of monitoring, compliance, and ensuring quality services (e.g., local, state, or federal agencies)
- Community Care Licensing (CCL), as part of the required regulatory oversight

Legal and Mandated Disclosures

In certain situations, PSD is required by law to release information without prior parental or guardian consent. These situations include:

- In response to a valid subpoena or court order
- When reporting or cooperating with an investigation by the California Department of Children and Family Services (DCFS) regarding a child's safety or well-being

We understand that your trust is essential, and we take every precaution to ensure that your family's information is handled with care and professionalism. If you have questions or concerns

about how your information is used or stored, please speak with your site supervisor or a program generalist.

Curriculum

Early Head Start Center-Based and Child Care Partnership Homes Curriculum

We use *The Creative Curriculum for Infants, Toddlers, and Twos* to guide daily learning and development. This research-based curriculum helps teachers observe and assess your child's interests and progress, allowing them to plan meaningful, engaging activities tailored to each child's unique needs. It offers flexibility and choice, making learning both personalized and exciting. The curriculum integrates learning into daily routines and individual experiences, with content logically organized to support steady progress toward developmental goals.

Families are valued partners in shaping their child's curriculum, and we work closely with you to support your child's growth and success.

Head Start Curriculum

Our Head Start program also uses *The Creative Curriculum for Preschool*, fostering independence, curiosity, and creativity in a warm, welcoming environment. Children develop critical skills like problem-solving, cooperation, persistence, and decision-making through imaginative play and exploration.

The curriculum supports comprehensive development—cognitive, social, emotional, and physical—and is offered in both half-day and full-day formats. Classrooms are thoughtfully prepared with a rotating variety of toys and activities designed to meet each child's learning style.

Early Head Start Home-Based and Home Visiting Program (HVP) Curriculum

Our home-based program follows the *Parents as Teachers* (PAT) curriculum, which supports families from pregnancy until kindergarten entry. PAT emphasizes parents as the primary teachers of their children, with home visitors providing guidance, resources, and evidence-based activities that enhance parent-child interactions and support family goals.

PAT includes four key components: personal visits, group connections, resource networking, and screenings for children and caregivers. These services promote seven essential outcomes:

- Increased parent knowledge of child development and positive parenting
- Early detection and referral for developmental delays
- Improved family health and well-being
- Prevention of child abuse and neglect

- Enhanced school readiness and success
- Strengthened family economic stability
- Greater community support and connectedness

Staff Qualifications

All center-based teachers hold at least a Child Development Teacher Permit from the California Commission on Teacher Credentialing and have earned a minimum of an associate’s degree in early childhood education or a related field. Similarly, our Home Visitors possess relevant qualifications and training to support families in their homes, ensuring quality guidance and early childhood development.

PSD invests in continuous professional development, offering staff—including teachers and home visitors—regular training opportunities throughout the year. This ongoing learning fosters innovation, strengthens skills, and enhances the effectiveness of our programs.

We are also dedicated to building a team that reflects the cultural and linguistic richness of the children and families we serve, helping create a supportive and respectful environment that meets the unique needs of every family.

Services to Children with Special Needs

Our program is fully inclusive, welcoming, and supporting children of all abilities. We are dedicated to partnering with families and community agencies to ensure every child with special needs receives the individualized support and services necessary to thrive.

Individualized Support

- Each child is unique. Children with diagnosed disabilities or developmental delays receive tailored services through an Individualized Family Service Plan (IFSP) for Early Head Start (ages 0–3) or an Individualized Education Program (IEP) for Head Start (ages 3–5).
- Our staff collaborate closely with early intervention providers and local education agencies to ensure your child’s IFSP or IEP services are implemented effectively.

Inclusive Classrooms

- Children with special needs participate alongside their peers in all classroom activities. Teachers adapt lessons and provide additional support to promote success and inclusion for every child.
- Classroom staff receive specialized training to support diverse learners, including strategies for speech and language development, sensory integration, and social-

emotional growth. Evidence-based models, such as the Teaching Pyramid and programs like Second Step, guide these efforts.

Family Engagement

- Families are essential partners throughout the process. We assist parents and caregivers in understanding their child's needs, attending planning meetings, and advocating for appropriate services.
- Program generalists and special education specialists are available to help families navigate resources, access services, and connect with community supports.

Collaboration with Specialists

- Therapies and specialized supports—such as speech therapy, occupational therapy, and developmental services—may be provided during the program day in coordination with your child's service plan.
- Specialists deliver services either within the classroom or in alternate settings, depending on your child's individualized needs and schedule.

If you have any questions or concerns about your child's development or need assistance accessing special education services, please reach out to your program generalist or center staff. We are committed to supporting your family every step of the way.

Assessments and Screenings

When your child enrolls in our programs, we complete several key screenings and assessments to support their development:

- **Ages & Stages Questionnaire, Third Edition (ASQ-3):** This parent-friendly developmental screening focuses on various areas of your child's growth. Parents or guardians complete the questionnaire based on their knowledge of their child's abilities, with teachers collaborating closely to ensure accuracy and understanding.
- **Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ-SE2):** This screening targets social-emotional development for children aged 1 to 72 months. Like the ASQ-3, it is primarily completed by parents or guardians with teacher support.
- **Desired Results Developmental Profile (DRDP):** Throughout the program year, we use the DRDP as an ongoing assessment tool to track your child's learning and development. This comprehensive profile incorporates observations and input from both teachers and families. Your insights play a vital role in guiding our discussions during home visits and parent conferences, helping us tailor support to your child's unique needs.

Educational Transitions

At PSD, we understand that transitions are a key part of your child's growth and development. As your child reaches new milestones and progresses to different age-based programs, we work closely with your family to ensure every transition—whether to a new classroom, program, or school—is smooth and supportive.

Program-to-Program Transitions

As your child grows, they may transition from one program option to another, such as from Early Head Start to Head Start. Around 30 months of age, staff will meet with your family to:

- Review your child's developmental progress
- Complete the necessary recertification
- Discuss available program options
- Develop an individualized transition plan
- Assist with the Head Start application

Our goal is to ensure your child continues to thrive in an environment that matches their developmental stage and learning needs.

Transition to Kindergarten

The move from Head Start to kindergarten is an exciting and important milestone. To help prepare for this step, we begin the transition process in the spring by:

- Identifying your child's local elementary school
- Assisting with the enrollment process
- Providing information on school choice options
- Offering opportunities for school visits and informational workshops
- Supporting families with tools and resources to help their child feel confident and ready

Our team will partner with you every step of the way to ensure your child's transition to kindergarten is successful and meaningful.

Transitions for Children with Special Needs

At PSD, we are committed to supporting every child's growth—academically, socially, and emotionally—through well-planned and thoughtful transitions. For children with disabilities or developmental delays, we understand that these transitions can come with both excitement and unique challenges. Our team is here to ensure every child moves forward with confidence, care, and the right support in place.

Commitment to Inclusive Services

As part of our commitment to children with special needs, PSD follows the Head Start Performance Standard requiring that at least 10% of our enrolled children qualify for services under the Individuals with Disabilities Education Act (IDEA). Our programs offer inclusive environments designed to support the learning and development of all children, including those receiving special education services.

Transition at Age Three: From Early Intervention (IFSP) to Special Education Services (IEP)

Children receiving early intervention through Early Start (Part C of IDEA) will face an important transition around their third birthday. If continued services are needed:

- The child's plan may shift from an Individualized Family Service Plan (IFSP) to an Individualized Education Program (IEP) under Part B of IDEA.
- PSD's special education specialists work closely with families, regional centers, and local school districts to ensure the process is smooth, timely, and tailored to each child's needs.
- You can expect collaboration and guidance as you navigate eligibility, assessments, services, and supports.

Ongoing Transitions: Preschool to Kindergarten or Other Programs

For children already receiving special education services through an IEP:

- Transition planning begins during their final preschool year.
- The IEP team, which includes the family, reviews progress and works together to determine the best placement, goals, and supports for kindergarten or other educational settings.
- PSD partners with local education agencies to support families through the enrollment and adjustment process.

How We Support You

Our special education specialists are here to:

- Collaborate with your family in a warm and respectful way
- Clearly explain timelines and next steps
- Help coordinate evaluations and meetings
- Offer both practical and emotional support
- Empower you in making informed decisions for your child's educational journey

We are honored to walk alongside your family through these transitions and remain committed to ensuring your child has the tools and opportunities needed to thrive in every stage of learning.

Positive Discipline Guidance

At the Preschool Services Department (PSD), we believe that positive, respectful, and developmentally appropriate guidance is essential to helping children grow into confident, empathetic, and capable individuals. Our goal is not to punish, but to teach—helping children learn the social and emotional skills they need to thrive in the classroom and beyond.

We use a strengths-based, research-informed approach to support children's behavior that emphasizes relationship-building, emotional regulation, and problem-solving. We know that children are still developing their ability to manage emotions and communicate needs, and we're here to guide them gently and respectfully through that process.

Our Approach to Positive Discipline

Our staff are trained in and committed to the following practices:

- **Setting Clear and Consistent Expectations**
Children are given clear, simple rules that are modeled and reinforced regularly to help them understand safe and respectful behavior.
- **Redirection and Positive Reinforcement**
We redirect children toward more appropriate choices and acknowledge their positive behaviors through praise and encouragement, helping them recognize their strengths and successes.
- **Modeling Respectful Behavior**
Adults model empathy, patience, and kindness in all interactions. Children learn best by example.
- **Problem-Solving and Conflict Resolution**
We guide children in learning how to express their feelings, negotiate with peers, and resolve conflicts with support and coaching.
- **Creating a Supportive Environment**
Our classrooms are structured to minimize frustration and overstimulation, and routines are designed to help children feel safe, confident, and in control.
- **Individualized Support**
When needed, individualized behavior support strategies are developed in partnership with families and appropriate specialists to ensure that each child's needs are addressed in a caring and consistent way.

When Challenging Behaviors Arise

We view challenging behavior as an opportunity to understand a child's needs and teach more appropriate ways to express themselves. Staff will:

- Observe and assess the situation to identify possible triggers.
- Engage the child in calm conversation to help them label emotions and consider choices.
- Work with families to understand behavior patterns and ensure consistency between home and school environments.
- Involve early intervention or mental health consultants, when needed, to provide additional guidance and strategies.

We do not suspend, expel, use corporal punishment, threats, humiliation, or any practices that may shame or harm a child. All discipline practices are aligned with Federal Head Start Performance Standards, state licensing regulations, and our agency's commitment to child well-being.

Family Partnership in Guidance

We recognize that families are a child's first and most important teachers. We value your insight, and we believe consistency between home and school supports a child's overall growth. If concerns arise, our staff will work with you to:

- Share observations and strategies.
- Celebrate progress and small successes.
- Develop a plan for ongoing support and communication.

By working together, we can build a strong foundation that supports every child's social, emotional, and behavioral development.

Health and Safety

Health Services

Our program generalists and health specialists assist families who may lack access to medical and health resources. Eligible children can receive free health examinations through the Child Health and Disability Prevention (CHDP) program.

Available Health Services Include:

- Biannual weighing and measuring of children
- Health and nutrition education workshops for parents
- Toothbrushing training, which includes teaching and modeling proper oral hygiene

Health Screenings

To support your child's well-being and ensure they receive comprehensive services, parents are required to submit health screening documentation within the following timeframes:

- **Within 30 days of enrollment:**
 - Physical examination
 - Tuberculosis (TB) test
- **Within 45 days of enrollment:**
 - Growth assessment
 - Hearing screening
 - Vision screening
- **Within 90 days of enrollment:**
 - Blood lead test
 - Dental exam
 - Hemoglobin/Hematocrit (HGB/HCT) test

These health screenings are essential to monitor your child's development and detect any potential health issues early. This allows us to coordinate care and connect families to necessary health services, promoting each child's success and well-being.

Toothbrushing

Establishing healthy habits early is crucial for lifelong well-being. To encourage good oral hygiene, children participate in daily toothbrushing after their first meal at the center. Toothbrushes and toothpaste are provided and stored safely according to health standards. Our staff models proper brushing techniques to foster independence and responsibility in children.

Allergies

Please notify staff in writing about any allergies—whether to food, medication, or environmental factors—that require treatment. This information will be recorded on emergency cards and your child’s Medical History Profile to ensure proper care.

Medication Administration

If your child requires medication during school hours, please contact the site supervisor to receive a medication packet. This packet must be completed and returned before any medication can be administered.

Medication will only be given under the following conditions:

- Written permission from a parent or guardian.
- Doctor’s instructions for both prescription and over-the-counter medications.

Prescription Medication Requirements:

- Must be in the original container with the following labels:
 - Child’s name
 - Prescribing doctor’s name
 - Pharmacy name
 - Medication name
 - Dosage and frequency

Over-the-Counter Medication Requirements:

- Must be in the original container.
- Clearly labeled with the child’s name.
- Accompanied by written instructions from the child’s doctor on how to administer the medication.

Additional Guidelines:

- All medications must be current and not expired.
- Certain medications administered intravenously, intramuscularly, or via inhalation require specialized staff training before they can be given.
- First doses of any medication cannot be given at school or childcare to prevent allergic reactions or side effects. The initial dose must be administered at home.
- The medication packet will be reviewed by our health team before your child’s first day at the center.

Nutrition

Before your child's first day at the center or family childcare home, PSD staff or providers collaborate closely with parents/guardians to develop a personalized needs and services plan, which includes a detailed feeding plan. We encourage families to share cultural preferences and family-style traditions, which are thoughtfully incorporated into our menu planning.

Meals and Snacks

All children receive nutritious, free meals and snacks tailored to their program schedule:

- Breakfast is served for morning and full-day classes
- Snacks are provided for afternoon and full-day classes
- Lunch is provided to every child daily

We offer a variety of wholesome foods to introduce children to diverse tastes and textures. Snack options may include cereals, crackers, fruits, vegetables, yogurt, cheese, and 100% fruit juice. Safe drinking water is available throughout the day to promote hydration and healthy choices.

Infants are fed on individualized schedules, with government-approved formulas provided. Special formula needs are accommodated with a doctor's note. As infants begin eating solids, feeding schedules gradually align with group routines.

Menus are posted in each classroom and fully comply with Child and Adult Care Food Program (CACFP) standards regarding portions, meal components, and documentation. PSD staff receive ongoing training in CACFP requirements to ensure program integrity.

Food Allergies and Dietary Needs

Please list any food allergies or dietary restrictions on your Nutrition Survey. We accommodate these needs with appropriate meal modifications. Changes can be made with a physician's statement for medical diets or a parent/guardian statement for religious or cultural diets.

As PSD is a chocolate- and nut-free environment to prevent allergy exposure, we kindly ask parents to avoid sending candy, peanuts, chips, popcorn, gum, carbonated beverages, or other outside snacks.

Nutrition Quality

We provide age-appropriate, nutritious meals that limit refined sugars, salt, and unhealthy fats. Menus are regularly reviewed by a registered dietitian nutritionist. Workshops on child nutrition, menu planning, and healthy cooking are available to staff and families.

Additional Nutrition Services

PSD conducts growth assessments throughout the year. Nutrition counseling is available upon request for families with children facing nutritional risks or growth concerns.

Food Accommodations for Children with Disabilities

We are committed to inclusivity, ensuring children with disabilities receive safe and appropriate meals that meet their medical, developmental, cultural, or religious needs in compliance with state and federal regulations.

Children may qualify for accommodations if they have disabilities that affect digestion, metabolism, eating behavior, or conditions that limit food intake (e.g., autism, sensory sensitivities, diabetes, swallowing disorders). Accommodation is provided at no cost to enrolled children.

To request food accommodations, parents/guardians must submit a completed and signed Medical Statement for Food Substitution form from a licensed physician. This form must specify the child's diagnosis, foods to omit, recommended substitutes, and any texture or feeding instructions.

Inclusive Mealtime Practices

We view mealtimes as valuable opportunities for inclusion and learning. Our program:

- Encourages children with disabilities to eat alongside their peers
- Supports independence using adaptive utensils or seating as needed
- Respects the dignity of children requiring special feeding techniques

Rest Time and Bedding

Rest Time

Each day, children are given time to rest and recharge. While many children may nap during this period, sleep is **not required**. Children who do not fall asleep will be offered quiet, calming activities to enjoy on their cot or in a designated quiet area of the classroom.

Children are not expected to remain in the rest area beyond the scheduled rest period. Our goal is to create a peaceful environment that supports each child's individual needs—whether that means sleeping or simply relaxing.

We recognize that rest needs vary from child to child. Staff allow children to wake up naturally, without being disturbed. If a child regularly sleeps beyond the typical rest period, we will

connect with families to discuss what might be influencing this pattern and work together to support the child's overall routine and well-being.

Bedding

PSD provides clean bedding for all children during rest time. If you prefer to send your own bedding from home, you are welcome to do so. We kindly ask that all personal bedding be taken home weekly for laundering to help maintain a healthy and hygienic environment.

Toileting

Diaper Changing

PSD provides diapers for children as needed. Diapers are checked frequently and changed at least every two hours or as needed throughout the day. Each diaper change is documented on a toileting log that includes the time of the change and any observations. Parents will be notified promptly of any concerns. This log is kept on file and is available upon request.

If you prefer your child to use a specific type or brand of diaper, you may provide your own. If the preference is due to medical reasons, such as an allergy, the program may supply alternative diapers with documentation from a healthcare provider.

Toilet Independence

We partner with families to support toilet learning in a way that aligns with home routines and respects the child's developmental readiness. In the classroom, staff follow a consistent toileting schedule, provide gentle reminders, and encourage children to recognize when they need to use the toilet, helping them build confidence and independence.

Toileting routines are also logged, and records are available upon request. If your child has a medical or special need related to toileting, please inform a program generalist so appropriate accommodations can be made.

Illness

Our priority is to maintain a safe and healthy environment for all children and staff. If your child shows symptoms of illness within 24 hours before coming to the center or family childcare home, please keep them home until they have fully recovered.

If your child becomes ill or needs medical attention while at the center, we will notify you or your emergency contacts immediately.

When to Keep Your Child Home or Pick Them Up

Children must stay home or be picked up within **one-hour** of notification if they exhibit any of the following symptoms:

- **Fever** (not due to teething):
 - 102°F or higher orally, 101°F under the arm, or 103°F rectally
 - 101°F orally, 100°F under the arm, or 102°F rectally with stiff neck, lethargy, irritability, or persistent crying
 - Child may return after being fever-free for **24 hours** without fever-reducing medication
- **Rapid or labored breathing**
- **Runny nose** with yellow or green mucus (not allergy-related)
 - Return permitted when mucus is clear
- **Persistent cough or congestion** with yellow or green phlegm, or if it interferes with eating, sleeping, or talking
 - Doctor's clearance required before return
- **Rashes** (excluding diaper rash)
 - Doctor's clearance required before return
- **Diarrhea:** Three or more loose stools within 8 hours
 - Return permitted **24 hours** after last diarrhea episode
- **Nausea or vomiting:** Two or more episodes
 - Return permitted **24 hours** after last vomiting or when cleared by a healthcare provider
- **Conjunctivitis (Pink Eye)**
 - Return permitted **24 hours** after treatment begins
 - Doctor's clearance required before return
- **Impetigo** (blisters or sores on face, neck, hands, or diaper area)
 - Return permitted **24 hours** after treatment begins
 - Doctor's clearance required before return
- **Strep Throat**
 - Doctor's clearance required before return
- **Lice**
 - Return permitted once live lice are gone and treatment started
- **Chickenpox**
 - Must remain out for **10 calendar days**
- **Ringworm**
 - Return permitted once treatment starts and affected area is covered
 - Doctor's clearance required before return
- **Mouth sores with drooling**
 - Doctor's clearance required before return
- **Other contagious illnesses**

- Doctor's clearance required, along with diagnosis and prescribed treatment
- Additional medical tests or documentation may be required before returning

Additional Information

- Our centers are required to report all communicable diseases to the Department of Public Health.
- Please notify staff immediately of any changes to your child's health status or if they have been diagnosed with a contagious illness.

Thank you for helping us keep our community healthy and safe.

Emergencies

At the Preschool Services Department, your child's safety and well-being are our highest priorities. Our staff are trained to respond promptly and appropriately to both minor and serious incidents that may occur during the school day.

Non-Emergency Situations (Minor Injury or Illness)

If your child becomes ill or is injured in a non-emergency situation:

- You will be notified immediately.
- If we cannot reach you, we will contact the individuals listed on your child's Emergency Information Card.
- PSD staff will remain with your child, providing comfort and care until an authorized adult arrives.
- An Incident Report will be completed, and a copy will be provided to you at pick-up.

If your child experiences a suspected or confirmed head injury, staff will:

- Notify you immediately
- Monitor your child for signs of concussion or distress.
- Require that your child be seen by a physician or taken to the nearest emergency room.
- Require medical clearance before your child may return to class.

Emergency Situations

In the event of a serious medical emergency:

- Staff will call 9-1-1 right away and immediately notify you or your emergency contacts.
- A trained staff member will stay with your child at all times until you arrive.

Consent for Emergency Medical Treatment

To ensure that your child can receive prompt medical attention in the event of a health emergency, Community Care Licensing requires all families enrolled in our Head Start and Early Head Start center-based programs to complete and sign the following documents:

- Authorization to Consent to Treatment of a Minor
- Emergency Information Sheet

These forms provide essential medical information and give healthcare professionals the permission needed to treat your child in urgent situations when you may not be immediately available.

Please notify your site staff right away if there are any updates to:

- Your child's medical needs or health conditions
- Emergency contact information
- Preferences or instructions for emergency care

Keeping these records current ensures that we can respond quickly and effectively in case of an emergency. Your cooperation helps us keep your child safe and supported at all times.

Emergency Information Card

To ensure we can contact you quickly in any situation:

- You must complete an Emergency Information Card at the time of enrollment.
- This card lists individuals authorized to pick up your child and those we may contact in case of an emergency.
- Please keep this information current. Notify staff immediately of any changes to phone numbers, addresses, or emergency contacts.

Note: For your child's safety, changes to emergency contact information cannot be made over the phone. Please visit your site in person, and our staff will assist you with updates.

Disaster Preparedness

The Preschool Services Department (PSD) is committed to the safety and well-being of all children and staff. Each site follows a detailed Disaster Action Plan that outlines procedures for responding to emergencies such as earthquakes, fires, or lockdown situations. This plan is posted on the parent information board at every site and is reviewed during parent orientation.

To ensure readiness, PSD staff conduct monthly emergency drills—including fire, earthquake, and lockdown drills—with children and staff. These drills help everyone become familiar with procedures and ensure a calm, efficient response during an actual emergency.

Each center is equipped with essential emergency supplies, including:

- Food and water
- Blankets
- Flashlights
- Battery-operated radios
- Fully stocked first aid kits

In the event of a real emergency, trained staff will follow established protocols and work together to ensure every child's safety and comfort.

Child Abuse Reporting

All staff members of the Preschool Services Department are mandated reporters under California law. This means they are legally required to report any suspected or known instances of child abuse or neglect to the appropriate authorities.

Reports must be made immediately if there is reasonable suspicion or evidence of any of the following:

- Physical abuse or emotional harm caused by intentional acts or harsh treatment
- Neglect, including failure to provide basic needs such as food, clothing, shelter, or supervision—even if no visible injury is present
- Sexual abuse, assault, or molestation

Our top priority is the safety and well-being of every child in our care. Staff are trained to follow all required reporting procedures in coordination with the California Department of Children and Family Services.

If you have questions or concerns about this policy, please reach out to your site supervisor.

Unwelcome Behavior and Sexual Harassment Policy

To maintain a professional, respectful, and welcoming environment, all staff, parents, and visitors are expected to refrain from inappropriate behavior. This includes discourteous language, intimidation, and any unwelcome physical contact.

Sexual Harassment Policy

The Preschool Services Department is committed to providing equal rights and opportunities for all individuals, regardless of sex, and ensuring a safe, discrimination-free environment.

Sexual harassment is strictly prohibited. It is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal, physical, or visual conduct of a sexual nature. Sexual harassment violates both federal and state laws and can have serious physical, emotional, and economic consequences for those affected.

The department takes its responsibility seriously and will respond promptly and appropriately to any reports of discrimination or harassment. We are dedicated to preventing such incidents and minimizing their impact to ensure that all programs and services remain safe, respectful, and free from discrimination and harassment.

Visitation and Security

The Preschool Services Department welcomes and encourages parents and guardians to visit their children throughout the day. We maintain an open-door policy to promote family engagement and transparency while prioritizing the safety and well-being of all children.

To ensure a secure environment, all visitors, including parents/guardians, must follow these guidelines:

- **Sign In:** All visitors must sign in at the front desk upon arrival and check in with the appropriate staff member.
- **Accompanying Guests:** Any guest accompanying a parent or guardian is required to remain in the lobby during drop-off or pick-up unless otherwise approved by staff.
- **Identification:** All visitors, observers, and support staff spending time at the site are required to wear a visible name badge while on the premises.
- **Cell Phone Use:** To maintain a calm and focused environment, cell phone use is not permitted during drop-off and pick-up times.
- **Active Supervision:** While on site, parents and visitors are expected to actively supervise their children and support the center's safety and behavior guidelines.

These procedures help us maintain a safe, respectful, and family-centered environment for everyone in our program.

Daily Operations & Expectations

Attendance

Center-Based Programs

Regular attendance is essential for your child to gain the full benefits of early childhood education. Each school day provides valuable opportunities for learning, building friendships, and developing routines that help prepare your child for kindergarten and beyond.

Children who attend consistently are more confident, socially connected, and better prepared for the next step in their educational journey. We love having your child with us and want them to experience every moment of learning and growth our program offers.

Your presence matters too. Daily attendance helps you stay connected with teachers, receive timely updates, and access support for your family goals.

Why Attendance Matters

Frequent absences can disrupt your child's learning and make it harder for them to keep up with classroom routines.

Chronic absence is defined as missing ten percent or more of scheduled program days—about two days per month.

We understand that life happens. If absences begin to add up, our team will reach out to offer support and identify any barriers to regular attendance.

Reporting Absences

Please notify your center staff the day before or morning of your child's absence.

If your child is returning after a communicable illness or serious injury, a doctor's note is required.

If we haven't heard from you:

- We'll call you within one hour of your child's scheduled arrival time.
- If we're unable to reach you after three attempts, a home visit may be made to ensure your child's safety.

Lack of communication may result in withdrawal from the program, so we appreciate you keeping us informed.

Bus Riders

For children using PSD transportation:

- Only adults listed on the bus consent form or emergency card may sign them in or out.
- A valid photo ID is required at pick-up.

Every day your child attends helps build a strong foundation for their future. If you have questions or need support related to attendance, please speak with your site supervisor, center clerk, or program generalist.

Benefits of Regular Attendance

Regular attendance helps your child get the most out of our program—whether it’s learning from the day’s lessons, building healthy routines, or connecting with classmates. Missing school frequently can make it harder for your child to benefit from these important experiences.

Chronic absence is defined as missing ten percent or more of program days—about two days per month. We understand that unexpected situations have come up, and we are here to support you. If your child’s absences begin to add up, our team will reach out to help identify any challenges and work with you on solutions that support your child’s consistent attendance.

Staying in touch is key. Please let your site clerk or generalist know if your child will be absent. If we haven’t heard from you, we’ll follow up to check in and make sure everything is okay. Continued lack of communication could lead to your child being withdrawn from the program, so we appreciate you keeping the lines of communication open.

Together, we can ensure your child has a positive and enriching preschool experience!

Early Head Start Home-Based Programs

The Home-Based program allows our teachers to work with you and your child on a one-on-one basis, allowing them to provide coaching to your specific family goals and engage in your interactions with your child. These meetings are once a week for 90 minutes and are so closely tied to you and your child; good attendance is central to you and your child receiving all services possible in this program. It is understandable that from time to time, a teacher or parent may need to cancel an appointment for various reasons; however, these meetings need to be made up at a later time to ensure that families receive all the benefits of this program. Therefore, all meetings cancelled by the teacher must be made up at a later date, and those cancelled by the family will be rescheduled by the teacher.

If you need to cancel frequently or face challenges attending meetings, please contact your site's generalist or your home visitor for support. We will work with you to help address these challenges and plan future meetings to enable successful visits. Continual contact can ensure that you and your child get the most out of your program!

Ongoing communication is important, and PSD is eager to reach out to parents even if there is a lack of communication, but if we receive no response from your family during these efforts, there is a chance that your placement will be lost. Letters, phone calls, e-mails, and even home visits will be made to afford you every opportunity to remain in the program.

Children with Special Needs

Every child has the right to grow, learn, and thrive in a supportive learning environment. Regular school attendance plays a critical role in your child's overall development and success, especially for children with special needs who benefit from consistent routines, services, and peer interactions. Children with special needs often rely on structure and repetition to develop new skills. Regular attendance allows them to:

- Practice communication, social, and motor skills daily.
- Reinforce academic and developmental goals.
- Build confidence through predictable routines.

Our program provides individualized services such as behavioral supports, occupational therapy consultations, home-based family therapy, and trauma treatment groups at sites.

When a child misses school, they may also miss interventions that are vital to their progress. Attending regularly helps your child form relationships with peers and trusted adults, learn how to manage emotions, and solve problems. They feel included in a caring, supportive classroom community—and for many children with special needs, peer interaction is just as important as academic learning.

We understand that children may need to miss school for therapy reasons. If your child must be absent on an ongoing basis to attend therapies, please notify a program generalist so that an Individual Modification Plan can be developed in conjunction with a special education specialist and/or mental health specialist.

We are here to support and will work with your family to ensure continuity whenever possible.

Dropping Off and Picking Up Children

At the San Bernardino County Preschool Services Department (PSD), the safety and well-being of your child is our top priority. Daily arrival and departure times are important moments in your child's day—and key opportunities to support both their security and sense of belonging.

To help us maintain a safe and secure environment, we ask all parents, guardians, and authorized adults to follow the guidelines below.

Sign-In and Sign-Out Procedures

To ensure your child's safety and meet state licensing requirements, families must follow the daily sign-in and sign-out process carefully:

- Sign your full legal name each time you drop off and pick up your child. Initials are not permitted, as per licensing regulations.
- Use the ChildPlus app to record your child's arrival and departure. Please enter accurate times each day your child attends.
- Always check in with a staff member when arriving or leaving with your child. This helps us maintain accurate attendance and ensures every child is safely accounted for.
- Never leave your child unattended in the building or in your vehicle at any time, even briefly.
- If someone other than you is picking up your child, they must be listed on the emergency card and provide valid photo identification.

Your cooperation with these procedures helps us provide a secure, supportive environment for all children. Thank you for helping keep our centers safe and organized!

Parking Lot and Entry Safety

To protect all children and families during busy arrival and dismissal times, please:

- Stay with your child during drop-off and pick-up, even while in your vehicle.
- Hold your child's hand and walk closely with them while in the parking lot.
- Close gates securely behind you when entering or exiting the center.
- Only park in designated spaces; please avoid parking in fire lanes or loading zones.

Being Present Matters

We understand how busy life can get, but drop-off and pick-up times are special for your child. Your presence helps them feel safe and supported:

- We kindly ask that you limit phone use during these times so you can be fully engaged with your child and center staff. A quick goodbye or warm greeting with your undivided attention can make a big difference in how your child starts or ends their day.

Communication at Drop-Off and Pick-Up

Your connection with center staff helps us serve your child better. If you have important updates, concerns, or questions, we welcome you to:

- Share a quick message with a staff member during drop-off or pick-up (as long as it does not distract from supervision).
- Request a scheduled meeting if you need more time for discussion; we're happy to accommodate.
- Communicate via phone, email, text, or written notes as needed.
- Leave a message with the center clerk, site supervisor, or lead teacher if you're unable to speak with your child's teacher directly.

We appreciate your role in maintaining strong, open communication!

Helpful Tips for a Smooth Drop-Off

Separation can be difficult for both children and parents, especially in the early weeks. Here are a few suggestions to help ease the transition:

- Establish a consistent routine with regular drop-off times.
- Create a short goodbye ritual (a hug, wave, or special phrase) to provide comfort and familiarity.
- Stay positive and calm—your child takes cues from your emotions.
- Always say goodbye to help build trust and predictability.
- Talk about preschool at home so your child knows what to expect.
- Allow extra time during the first few days as your child adjusts.
- Keep communication open with your child's teacher—they're here to support you and your child every step of the way.
- Celebrate small milestones of courage and growth.
- Be patient—every child adjusts at their own pace.

Authorization to Release Children

For your child's safety, PSD will only release children to:

- A legal parent or guardian, or
- An individual listed on the child's emergency card who is at least 18 years old

Please ensure your emergency contact list is up to date and inform us promptly of any changes. Identification will be required before releasing a child to anyone unfamiliar to staff.

Late Pick-Up Policy

We understand that delays can happen. If you anticipate being late for pick-up or drop-off, please contact your child's center as soon as possible to keep us informed. If you are unable to pick up your child, anyone listed on your child's emergency contact form may do so on your behalf, provided they have a valid photo ID.

Your child's safety and well-being are our highest priority. In the event that:

- A child is not picked up within 30 minutes of closing, and
- We are unable to reach you or any authorized emergency contacts,

PSD may be required to contact local authorities or Child Protective Services to ensure the child is safely supervised. This action is only taken as a last resort when all other attempts to reach a responsible adult have been unsuccessful.

Bus Transportation

For sites where bus transportation is available, a signed consent form must be completed and kept on file before your child is permitted to ride. This form ensures we have clear documentation of who is authorized to drop off and pick up your child from the bus stop.

Only individuals listed on the bus consent form or on the child's emergency contact card are allowed to receive or release the child at the bus stop. Valid photo identification is required at each pick-up and drop-off.

Daily Bus Procedures

- Your child must be signed onto the bus by an authorized adult at the time of morning drop-off.
- At the end of the day, your child must be signed back into your care at the designated bus stop.
- If no authorized adult is present at the bus stop when the child arrives, the child will be returned to the center, and an authorized adult will need to pick them up from the site directly.
- Children riding the bus are required to wear a center-issued name tag each day for safety and identification purposes.

These procedures are in place to ensure the safety, accountability, and proper supervision of all children using transportation services.

Clothing

At PSD, children participate in a wide range of indoor and outdoor activities every day, including hands-on learning, active play, and creative exploration. To ensure they're comfortable and safe, we ask that families dress children in easy-to-manage, weather-appropriate clothing that allows them to move freely and supports their growing independence, especially during toileting and changing routines.

What Children Should Wear

- Choose clothing your child can easily put on and take off on their own (e.g., elastic waistbands, Velcro fasteners).
- Closed-toe shoes with a secure back or strap are required to protect feet during outdoor play. Sneakers are highly recommended.
- Socks should be worn daily with shoes for safety and hygiene.
- Avoid flip-flops, sandals, or shoes without heel support, which can increase the risk of slips or injury.

Extra Clothing

- Please send at least one full set of extra clothes (shirt, pants, underwear, socks) to be kept at the center in case of spills or accidents.
- If a change of clothes is needed and none are available from home, PSD will provide clean clothes for your child to wear.
- If you prefer your child to only wear clothing provided from home, you are welcome to supply additional labeled sets for this purpose.
- When clothing is used, we kindly ask that you send a replacement set the next day.

Weather Considerations

- Children go outside regularly, even in cooler weather. Please dress your child in seasonal layers and bring jackets, hats, or other items as needed.
- We recommend labeling all clothing items to help prevent loss or mix-ups.

By providing your child with practical and comfortable clothing each day, you're helping support their comfort, safety, and ability to participate fully in all learning activities. If you need assistance with clothing or have specific preferences, please contact your child's teacher or the site supervisor—we are here to support your family's needs.

Personal Belongings

To maintain a safe, focused, and clutter-free learning environment, we kindly ask that personal toys and belongings be left at home. Our classrooms are fully equipped with age-appropriate

educational toys, books, and materials to engage your child in fun and meaningful learning throughout the day.

Bringing toys from home can create distractions, lead to misunderstandings between children, or result in lost or damaged items. To avoid these issues and help your child fully engage with classroom activities, please keep personal items—including toys, stuffed animals, trading cards, and jewelry—at home.

Special Exceptions: Share Day

At select times during the school year, classrooms may hold a “**Share Day**”—a fun opportunity for children to bring an item from home to talk about and show to their peers. Teachers will send advance notice with specific guidelines to help your child prepare for these special days.

If you ever have questions about what’s appropriate to bring or would like to request an exception, please talk with your child’s teacher or site supervisor. Thank you for helping us keep the classroom safe, organized, and focused on learning.

Communication with Parents

The Preschool Services Department (PSD) uses multiple communication methods to keep parents informed about events, updates, and important information. You can expect to receive communications through:

- Bulletin boards
- Newsletters
- Flyers
- Monthly calendars
- Phone calls
- Emails
- Text messages
- Two-way communication via the Learning Genie Parent app

Please check regularly for updates and announcements posted throughout your child’s site.

Celebrations, Holidays, and End-of-Year Events

San Bernardino County Preschool Services Department views preschool as the beginning of a child’s academic journey, not the conclusion. Our goal is to prepare children for a successful transition into Transitional Kindergarten or Kindergarten by building a strong foundation for lifelong learning.

In alignment with this philosophy, our program does not celebrate holidays or hold graduation ceremonies. Instead, we maintain a learning-focused environment that emphasizes school readiness, personal growth, and developmental progress.

While holidays are not observed, children may participate in classroom celebrations tied to curriculum themes or the completion of a learning study. These may include events like a literacy celebration, a nature exploration day, or activities that highlight what children have learned throughout a particular unit. In addition, some classrooms may choose to hold end-of-year celebrations or classroom parties to reflect on the year's achievements and support the transition to the next phase of learning.

We encourage families to take an active role in helping plan these classroom-based events. Families can volunteer their time, suggest ideas, or provide materials that support learning activities. As part of our curriculum, children may also learn about different cultures and ways people live around the world. These experiences are presented through stories, discussions, music, and art, allowing children to explore from a learner's perspective. We approach these topics as opportunities for discovery—not participation in customs or traditions—so that all children remain in a space where they can observe and learn without engaging in symbolic practices.

All celebrations within our program are designed to support developmental goals, strengthen classroom connections, and help children confidently take the next step in their educational journey.

Family Engagement & Support

Family Involvement and Volunteer Opportunities

At PSD, our commitment goes beyond early education—we support the whole family. Research shows that when families are actively involved, children grow into more confident and successful individuals both in school and in life. We value your partnership and encourage parents and guardians to participate in many ways.

Ways to Get Involved:

- Volunteer in the classroom by reading, storytelling, singing, or playing games
- Join our job training and apprenticeship programs
- Attend parent workshops and trainings offered by the program
- Participate in the Parent Advisory Committee or the Health/Mental Health Services Advisory Committee
- Engage in school-to-home activities that support learning at home

If you want to volunteer, please contact your site supervisor for details. Note that all volunteers must have a current Tuberculosis (TB) test performed within one-year before or seven days after starting at the center.

Parent Orientation

We offer parent orientation at the start of the school year and throughout to help you get familiar with your child's teacher, classroom routines, policies, and to connect with other families. We highly encourage all families to attend.

Home Visits/Parent Conferences

We believe strong partnerships between families and teachers are vital. Teachers observe your child's development and meet with you four times a year—typically two home visits and two center-based conferences—to share progress and discuss goals. Home visits are encouraged but optional; alternative meeting arrangements can be made. These meetings are essential for supporting your child's growth and learning.

Parent Advisory Committee (PAC)

The PAC is a parent-led group that meets monthly to plan activities, provide feedback, and foster communication between families and staff. It is open to all parents and guardians who want to be involved in shaping the program.

Policy Council (PC)

The Policy Council is a governing body of elected parent representatives and community members that meets monthly to make key decisions about the program. Terms run annually from October through September, with members serving up to five one-year terms.

Non-Federal Share

To comply with federal requirements, twenty-five percent of Head Start funding must come from family and community contributions—this is called the Non-Federal Share. Your involvement is vital and valued! You can contribute by:

- Volunteering at the center or at home
- Attending program events
- Preparing classroom materials
- Supporting your child’s learning through school-to-home activities (up to three hours per day can be documented)
- Participating in parent meetings or policy council

Each time you contribute, you will complete a form to document your NFS participation. Ask your teacher, site supervisor, or generalist for details.

School-to-Home Activities

These activities have specific codes to track the time you spend engaging with your child’s learning at home. This documentation helps secure funding for our program.

Activity	Codes
Read a book with your child. (Footsteps2Brilliance app has free books)	LLD1
Describe what your child is doing when they play with their toys in the bath.	ALT-REG4, LLD1
Help your child brush their teeth.	PD-HL TH3, PD-HL TH6
Share family stories with your child while looking at photos together.	SED1, LLD1
Help your child set the dinner table.	ALT-REG1, SED3
Teach your child how to make a simple sandwich.	LLD2, PD- HLTH7
Go for a walk and discuss street safety, looking both ways, and walking on the sidewalk.	LLD4, PD- HLTH4
Have your child choose their favorite book before bed. Ask open-ended questions while reading the book with them.	LLD5, SED3

Help your child sort toys into the correct bins during cleanup.	COG2, PD-HLTH3
Introduce the idea of washing, ironing, and repairing clothes. Allow your child to assist you with washing clothes.	LLD4, PD-HLTH6
Introduce hangers to your child. Explain the difference between hanging clothes and folding them to put in a drawer. Allow them to practice folding a shirt and hanging it on a hanger.	ALT-REG4
Invite your child to choose their outfit for the day. Encourage them to describe each clothing item and share why they picked it.	LLD3, PD-HLTH8
Ask how your child feels at school and share your feelings about them attending school.	ALT-REG2, ALT-REG5

PRESCHOOL SERVICES DEPARTMENT
EHS NON-FEDERAL SHARE (NFS) SCHOOL TO HOME ACTIVITIES SHEET

(HOJA DE REGISTRACION DE ACTIVIDADES DE LA ESCUELA AL HOGAR)

COMPLETE IN BLACK OR BLUE INK ONLY
completar solo en tinta negra o azul

MONTH/YEAR (Mes/año) _____

CLASS NUMBER(S) / Números de Clase _____

SITE (Centro) _____

TEACHER(S) NAME(S) / Nombres de maestros _____

PRINT CHILD'S/CHILDREN'S NAME(S) / Imprimir nombres de niño/as _____

"Parent/Guardian please read and sign"
"Padre/Tutor por favor leer y firmar"

"I certify that the activities claimed on this report are actual and true. All the activities are a required part of the Performance Standards and/or are specific to the child as part of their Individualized Family Service Plan (IFSP)."

"Yo certifico que las actividades declaradas en este reporte son correctas y verdaderas. Todas las actividades son requeridas por parte de las Normas de Desempeño y/o son específicas para el niño como parte del Plan de Servicio Familiar Individualizado (IFSP)."

Sign/Firma _____

Print Name/Imprima Nombre Completo _____

Sign/Firma _____

Print Name/Imprima Nombre Completo _____

DATE (MM/DD/YY) Fecha (MM/DD/AA)	SCHOOL TO HOME ACTIVITY CODES (circle all that apply) Códigos de la Escuela al Hogar (Círcule todos los que apliquen)				HRS Horas	MIN Minutos
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			
	ATL 1 2 3 4 5 SED 1 2 3 4 5	LLD 1 2 3 4 5 PD 1 2 3 4 5 6 7 8	COG 1 2 3 8 9 11			

** I certify that the VOLUNTEER activities claimed on this report are ALLOWABLE, NECESSARY, and REASONABLE. I have checked that all activities are a required part of the Performance Standards and/or are specific to the child as a part of their Individualized Family Service Plan (IFSP).

TOTAL

** Site Supervisor Signature _____

Site Supervisor Printed Name _____

Date _____

STATE USE ONLY
 (Use exclusively del personal)

Revised 9/ 2009

Use of Parent Activity Funds

Parent activity funds are dedicated to supporting the growth and development of parents and guardians participating in the Early Head Start program. These funds are intended for adult-focused projects and activities—not for children.

Activities should promote skill-building in areas such as organization, communication, teamwork, community engagement, self-esteem, and personal goal-setting.

Parent/guardian committees are required to submit a detailed plan and budget for their activities for at least one-month before the scheduled event. All activities must comply with Preschool Services Department guidelines and procedures to ensure consistency and accountability.

Family Support Services

We partner with community organizations to connect families with services beyond the classroom, including healthcare, child development, behavioral support, job training, education, housing, legal aid, and more. Family Learning Centers offer workshops, resource fairs, and literacy programs. We help families set meaningful goals and provide ongoing support to reach them.

Conflict Resolution & Procedures

Parent Concern and Complaint Procedure

We encourage parents and guardians to voice any concerns or complaints openly to ensure their experience is positive and productive. To share a concern, please follow these steps:

1. Complete the **Concern/Feedback/Compliment form** available at all sites.
2. Include the following information in your written concern:
 - Your name and contact information
 - Description of the concern
 - Date of occurrence
 - Names of individuals involved
 - Suggested solutions, if any
3. Submit the completed form to:
Preschool Services Department
Attn: Program Manager
662 S. Tippecanoe Ave.
San Bernardino, CA 92415-0630
Phone: (909) 383-2078

After submission:

- A meeting will be scheduled to discuss the concern.
- The program manager may invite involved parties to help resolve the issue.
- A written response will be provided within 30 days of receiving the concern.
- If unresolved, the concern will be escalated to the director or designee.

Notice of Action Appeal Information

If you disagree with a decision outlined in a Notice of Action (NOA), you have the right to appeal. To protect your rights:

1. Follow the appeal instructions on the back of the NOA form.
2. Submit a written appeal request for a local hearing within 14 days of receiving the NOA to:
Preschool Services Department
Attn: Disabilities & Family Community Engagement Program Manager
662 S. Tippecanoe Ave.

San Bernardino, CA 92415-0630

Phone: (909) 383-2078

3. You will be notified of the hearing's time and place within 10 calendar days of your request. Attendance by you or your authorized representative is mandatory; absence will be considered as abandonment of the appeal.
4. A written decision will be provided within 10 calendar days following the hearing.
5. If you disagree with this decision, you may appeal to the California Department of Education (CDE) within 14 days by submitting:
 - A written statement explaining why you believe the decision is incorrect
 - A copy of the agency's decision letter
 - A copy of the NOA notice (both sides)

Send the appeal to:

California Department of Education

Early Learning and Care Division

1430 N Street, Ste. 3410

Sacramento, CA 95814

Attn: Appeals Coordinator

6. The CDE will issue a final written decision within 30 calendar days. If denied, childcare and development services will stop immediately upon the CDE's decision.

Uniform Complaint Procedures

PSD complies fully with all applicable state and federal laws. Anyone—including individuals, agencies, organizations, and students—may file a complaint alleging violations of state or federal laws, including unlawful discrimination under Education Code Sections 200 and 220 or Government Code Section 11135.

For State Preschool programs, complaints must be submitted in writing and signed to:

Child Development Division

Complaint Coordinator

1430 N Street, Ste. 3410

Sacramento, CA 95814

If unsatisfied with the CDE's final decision, complainants may seek remedies through federal or state courts. For discrimination complaints, civil law remedies such as injunctions or restraining orders may also be pursued. Complainants should consult an attorney for legal advice.

Final Section

Closing Message

Thank you for taking the time to review the Preschool Services Department Parent Handbook. We are honored to partner with you during these foundational years of your child's development.

At PSD, we believe that families are a child's first and most important teachers. Your involvement, insight, and support play a vital role in your child's success, both now and in the years to come. Together, we can build a strong foundation for lifelong learning, growth, and achievement.

If you have any questions or need support at any time during the year, please don't hesitate to speak with your child's teacher, site supervisor, or program generalist. We are here to support your family every step of the way.

We look forward to a year filled with meaningful learning, joyful discovery, and shared accomplishments.

With gratitude,
Arlene Molina
Executive Director
San Bernardino County Preschool Services Department



Addendum

A. Abandonment of Care (5 CCR 18066.5)

1. When the family has not been in communication with the provider for seven (7) consecutive calendar days and has not notified the provider of the reason the family is not using services, the provider shall promptly notify the contractor.
2. Using the contact information on file, the contractor shall attempt to contact the parent through a variety of communication methods. At least one communication attempt shall be in writing, which may be through electronic methods. The contractor shall keep documentation of all communication attempts, including a copy of all written communication, in the family data file. The contractor shall inform the parent in these communications that failure to communicate with the contractor or provider may result in termination of childcare and development services.
3. The contractor shall issue a Notice of Action to disenroll the family on the basis of abandonment of care when there has been no communication with the provider or the contractor for a total of 30 consecutive calendar days.

B. Unlawful Denial of Services (GC 11135 and 5 CCR 4900)

As used in this section, **disability** means any mental or physical disability as defined in GC 12926.

1. No person in the state of California shall, on the basis of race, national origin, ethnic group identification, religion, age, sex, sexual orientation, color, genetic information, or disability be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state.
2. With respect to discrimination on the basis of disability, programs and activities subject to 5 CCR 4900(a) shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 USC Section 12132), and the federal rules and regulations adopted in implementation thereof, except that if the laws of this state prescribe stronger protections and prohibitions, the programs and activities subject to subdivision (a) shall be subject to the stronger protections and prohibitions.

Note: The California Department of Social Services, Community Care Licensing Division's Licensing Program Analyst (LPA) retains the right and authority to conduct random and or annual unannounced visits to any San Bernardino County Preschool Services Department facility at any time during program hours. The LPA shall be granted full access to the licensed area of the facility upon request.

Site Contact List

Site	Phone	Address
Adelanto Head Start	(760) 246-5073	11497 Bartlett Rd., Ste. A1 Adelanto, CA 92301
Apple Valley Head Start	(760) 247-6955	13589 Navajo Rd., Ste. 104 Apple Valley, CA 92308
Arrowhead Grove Head Start	(909) 889-3807	1151 N. Crestview St. San Bernardino, CA 92410
Baker-Muscoy Head Start	(909) 887-8780	2818 N. Macy St. Muscoy, CA 92407
Barstow Head Start	(760) 255-5761	1121 W. Main St. Barstow, CA 92311
Chino Head Start	(909) 627-0206	5585 Riverside Dr. Chino, CA 91710
Crestline Head Start	(909) 338-1470	22836 Fir Ln. Crestline, CA 92325
Cucamonga Head Start	(909) 948-6979	9324 San Bernardino Rd. Rancho Cucamonga, CA 91730
Del Rosa Head Start	(909) 883-0103	2382 N. Del Rosa Ave., Ste. E San Bernardino, CA 92404
Fontana Citrus Head Start	(909) 428-8496	9315 Citrus Ave. Fontana, CA 92335
Hesperia Head Start	(760) 948-4411	9352 E Ave. Hesperia, CA 92345
Highland Head Start	(909) 425-0785	26887 5th St. Highland, CA 92346
Las Terrazas Head Start	(840) 201-7270	1176 W. Valley Blvd. Colton, CA 92324
Mill Head Start	(909) 885-0789	205 S. Allen St. San Bernardino, CA 92408
Northgate Head Start	(760) 951-1425	17251 Dante St. Victorville, CA 92394
Ontario Maple Head Start	(909) 984-4117	555 W. Maple St. Ontario, CA 91762
Parks & Recreation Head Start	(909) 887-3349	2969 Flores St. San Bernardino, CA 92405
Redlands South Head Start	(909) 798-2690	15 N. Center St. Redlands, CA 92373
Redlands Valencia Head Start	(909) 307-0037	125 Horizon Ave. Redlands, CA 92374
Rialto Eucalyptus Head Start	(909) 421-7180	485 N. Eucalyptus Ave. Rialto, CA 92376
Rialto Renaissance Head Start	(909) 875-6863	1360 W. Foothill Blvd.

		Rialto, CA 92376
Twentynine Palms Head Start	(760) 367-5150	71409 29 Palms Hwy. Twentynine Palms, CA 92277
Upland Head Start	(909) 931-0147	732 N. 3rd Ave. Upland, CA 91786
Victorville Head Start	(760) 245-9147	14029 Amargosa Rd., Ste. C Victorville, CA 92392
Westminster Head Start	(909) 983-0600	720 N. Sultana Ave. Ontario, CA 91764
Whitney Young Head Start	(909) 381-0149	1755 Maple St. San Bernardino, CA 92411
Willow Head Start	(909) 421-7042	1432 N. Willow Ave. Rialto, CA 92376
Yucaipa Head Start	(909) 797-3585	12236 California St. Yucaipa, CA 92399
Yucca Valley Head Start	(760) 369-7424	56389 Pima Trl. Yucca Valley, CA 92284
Contract Agencies		
Bloomington-Colton Joint Unified School District	(909)601-4935	18829 Orange St. Bloomington, CA 92316
Colton Jointed Unified School District	(909) 580-5031	471 Agua Mansa Rd. Colton, CA 92324
Needles Unified School District	(760) 326-5221	600 Cibola St. Needles, CA 92363
Easter Seals Montclair	(909) 626-1700	9950 Monte Vista Ave. Montclair, CA 91763
Easter Seals Ontario Haven	(909) 923-3352	2999 S. Haven Ave. Ontario, CA 91761
Easter Seals Ontario Phillips	(909) 981-4668	1102 W. Phillips St. Ontario, CA 91762
Easter Seals Valley View	(909) 946-9136	1801 E. 6th St. Ontario, CA 91764