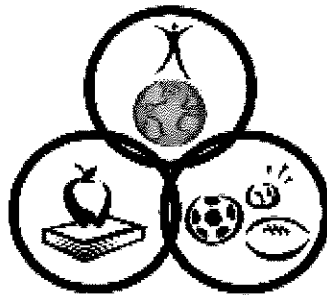


Glendale Unified School District
Early Education and Extended Learning Programs



EEELP Policy Handbook for Parents

Subsidized Programs
(Preschool and School-Age)

200 N. Maryland Ave Suite 101

Glendale, CA 91206

(818) 247-0775

Board Approved: 09/04/2018

GLENDALE UNIFIED SCHOOL DISTRICT
EARLY EDUCATION AND EXTENDED LEARNING PROGRAMS

GENERAL SCHOOL AGE, GENERAL PRESCHOOL,
AND STATE PRESCHOOL

STATE SUBSIDIZED PROGRAMS

Welcome to the Early Education and Extended Learning Programs (EEELP) of the Glendale Unified School District (GUSD). On the following pages, there is important information about the programs which will help you to understand the policies and regulations. Note the section on Parents/Guardians Opportunities which lists some of the ways you can participate in your child's Center experiences.

Please retain this information for your future reference. If there is any additional information that you need, please feel free to ask questions at the Centers.

STATE SUBSIDIZED CENTER LOCATIONS

Balboa Elementary School

General School Age
1844 Bel Air Dr., Glendale 91201
818-257-4256

Columbus Elementary School

General School Age and State Preschool
425 W. Milford St., Glendale 91203
818-247-8977

Cerritos Elementary School

General School Age, General Preschool, and
State Preschool
120 E. Cerritos Ave., Glendale 91205
818-243-3212

Thomas Edison Elementary School

Advanced Technology Magnet
Center Located at:
Pacific Avenue Educational Center
General School Age and General Preschool
440 W. Lomita Ave., Glendale 91204
818-547-0103

Cloud Preschool

General Preschool
4444 Cloud Ave., La Crescenta 91214
818-249-1414

Franklin Elementary School

International Foreign Language Magnet
General School Age
1610 Lake St., Glendale 91201
818-476-6841

Fremont Elementary School

General School Age

3320 Las Palmas Ave., Glendale 91208

818-430-0773

Jefferson Elementary School

General School Age and State Preschool

1540 Fifth St., Glendale 91201

818-967-1925

Keppel Elementary School

Visual and Performing Arts Magnet

General School Age

730 Glenwood Rd., Glendale 91202

818-531-8602

La Crescenta Elementary School

General School Age

4343 La Crescenta Ave., La Crescenta

91214

818-248-7131

Lincoln Elementary School

General School Age

4310 New York Ave., La Crescenta 91214

818-249-1607

Mann Elementary School

General School Age and General Preschool

501 E. Acacia Ave., Glendale 91205

818-956-0369

Marshall Elementary School

General School Age

1201 E. Broadway, Glendale 91205

818-242-3267

Muir Elementary School

General School Age

912 S. Chevy Chase Dr., Glendale 91205

818-400-5627

Valley View Elementary School

General School Age

4900 Maryland Ave., La Crescenta 91214

818-541-6839

Verdugo Woodlands Elementary School

General School Age

1751 N. Verdugo Rd., Glendale 91208

818-967-8027

R.D. White Elementary School

General School Age

744 E. Doran St., Glendale 91206

818-813-3671

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1. Our Mission

Preschool Programs Mission Statement

The Glendale Unified School District Early Education Preschool Program provides a safe and nurturing environment that promotes age-appropriate educational and life experiences including exploration and learning in literacy, mathematics, science, and physical and social-emotional development. Each child is respected for their individual needs, interests, and differences, thereby promoting positive self-esteem and fostering independence. The culture, customs, and beliefs of each family are incorporated into the curriculum. Parent education and involvement opportunities serve as a bridge between home and school.

School-Age Programs Mission Statement

The Glendale Unified School District (GUSD) Extended Learning School-Age Program supports the elementary program by incorporating grade-level academic standards in an engaging and stimulating environment that meets the individual needs, interests, and differences of each child. The program provides a safe and nurturing environment that promotes positive self-esteem, independence, and responsibility with emphasis on homework as well as life and study skills. The program builds a bridge between home and school by creating opportunities for parent education and involvement.

Statement of Non-Discrimination

The General and State Preschool Programs abide by the Glendale Unified School District nondiscrimination policy found on www.gusd.net and below:

“The Board of Education prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or association with a person or group with one or more of these actual or perceived characteristics. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs.”

Reference: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 Section 504 of the Rehabilitation Act of 1973.

2. Our Program

State Preschool Part Day (CSPP Part Day-Part Year)

This program is available to low-income families. Our State Preschool Program operates from 8:30 a.m. to 11:30 a.m. and 12:30 p.m. to 3:30 p.m. The program follows the traditional school schedule. The program emphasizes school readiness by creating learning opportunities for students in language arts, mathematics, science, physical and social-emotional development. Emphasis is placed on pre-literacy and pre-mathematical skills and concepts. Our state preschool classrooms utilize the Creative Curriculum program.

Full Day Preschool (CSPP Full Day –Full Year)

This program is available to low-income families where adults in the household are either employed, seeking employment, or participating in a job training or education program. The Center operating hours are 6:30 a.m. – 6:00 p.m., 246 days a year. Certified hours will be offered to families based on their need. Our Centers are open all year including summer, winter, and spring breaks as well as pupil-free days. Full-day preschool emphasizes school readiness by creating learning opportunities for students in language arts, mathematics, science, as well as physical and social-emotional development. Emphasis is placed on pre-literacy and pre-mathematical skills and concepts. Our full-day preschool classrooms utilize the Creative Curriculum program.

Before and After School Care (CCTR – Full Year)

The School-Age program supports the elementary program by incorporating GUSD grade level academic standards in a student-centered stimulating environment that meets the individual needs, interests, and differences of each student. Center operating hours are 6:30 a.m. – 6:00 p.m., 246 days a year. Certified hours will be offered to families based on their need. Our Centers are open all year including fall, summer, winter and spring breaks as well as on pupil-free days/teacher workdays. The program provides a safe and nurturing environment that promotes positive self-esteem, independence, and responsibility. Students receive assistance with homework and study skills in a group setting. The program's goal is to build a bridge between home and school by creating opportunities for parent education and involvement that aligns with the California Early Childhood Education Division's Desired Results for Children and Families.

Ages of Children Served

Our Preschool and School-Age Subsidized Programs are for students who are three years old by September 1 of each school year through age 12.

Open Door Policy

We have an open-door policy that encourages parents/guardians to participate in the daily activities whenever possible. Centers are open to parents/guardians, and to ensure students safety,

parents/guardians must check-in at the school or Center office at the start of a visit. Visitations shall be limited to twenty (20) minutes and shall not interfere with the operation of the program. Parents/guardians can contact their child at the Center unless there is a court restraining order denying access to the student. Contacts should be limited to important communications and not be disruptive to the operation of the program.

Religious Instruction

We believe it is important to model and teach values such as honesty and responsibility as well as concern and respect for all people. We feel that it is the parents'/guardians' responsibility to provide religious instruction of their choice. Our program refrains from religious worship and instruction.

Equal Access/Nondiscrimination

The program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which students are served. The program:

- Welcomes the enrollment of students with disabilities.
- Understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such students.
- Implements those accommodations.

3. Program Philosophy, Goals and Objectives

Desired Results Developmental Profile (DRDP)

Our State Preschool, Full-Day Preschool and School-Age Program follow the regulations stipulated through the California Department of Education (CDE), which requires implementation of the Desired Results. Desired Results are defined as conditions of well-being for children and families. Each Desired Result defines an overall outcome. The Desired Results system was developed based on six Desired Results—four for children and two for their families.

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.

We use the DRDP (2015) to assess preschool students. The DRDP (2015) is made up of eight domains (approaches to learning—self regulation, social and emotional development, language and

literacy development, English language development, cognition: math, cognition: science, physical development–health, history and social science, and visual and performing arts). The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain’s developmental constructs. It aligns with the CDE’s Early Learning and Development Foundations.

We use the DRDP SA-2010 Simplified Version to assess school-age students. The DRDP SA-2010 Simplified Version is made up of two domains (self/social development and health/safety). The focus of these domains is on the social-emotional wellbeing of the students as well as healthy habits. Students are assessed twice a year using the Desired Results Developmental Profiles. Goals are created for students utilizing the results from this information.

Staff Qualifications

Each Center has a Head Teacher responsible for the Center. All teachers hold a Child Development Permit and/or a Standard Teaching Credential. Education Assistants have been hired according to the requirements of the Glendale Unified School District Human Resources Department.

Staff Development Program

Staff are trained in mandated reporting for child abuse and pest management. All EEELP teachers are certified in First Aid and CPR. Staff also participate in workshops ranging from Positive Behavior Intervention and Support (PBIS) to incorporating Science Technology Engineering Art and Math (S.T.E.A.M.) into the daily curriculum.

Parent Involvement and Education

The Parent Advisory Council is made up of parents/guardians and staff representatives. It meets regularly to discuss and advise upon issues affecting the Centers. All parents/guardians are encouraged to attend the meetings. In addition, parents/guardians are requested to attend special functions at their child’s Center throughout the year. Parent/guardian conferences are scheduled twice a year and others may be held as requested by a parent/guardian or staff member.

Parents/guardians are encouraged to attend parent education programs in the community and those sponsored by the Early Education and Extended Learning Programs. The parent education program presentations are based on family needs assessment and the Family Interest Form completed at the initial enrollment.

Parents/guardians are welcome to visit the Center to become informed about the program. Parents/guardians are invited to contribute their talents and/or skills to the Center program. Parents/guardians are requested to complete a Program Evaluation Survey annually. Program modifications are based on the responses to the survey.

Parents/guardians of students enrolled in the State Preschool Program are welcome to volunteer in the classroom for no more than 2 days per month. Parents must provide proof of a current negative tuberculosis (TB) test and pertussis, measles, and influenza immunizations prior to volunteering. Additionally, parents must provide a Live Scan fingerprint clearance.

Community Involvement

Information regarding community organizations and family services is available through the City of Glendale website at www.glendaleca.gov. Information will be provided in person upon initial enrollment as well as re-certification. Information is also available upon request at individual centers.

Nutrition

An afternoon snack is provided for school-age students in the Centers. During non-school days, school-age students receive lunch and 2 snacks. Full-day preschool students are provided with lunch and 2 snacks each day. Half-day state preschool students receive a lunch each day.

Program Evaluation Process

Families are invited to participate in a Parent Survey at the beginning of the school year. Results from that survey are tallied and used to guide parent education. The department completes an annual Program Self Evaluation (PSE) which evaluates student assessments, parent input, physical environments and staff development. The results of the PSE guide program administrators and staff in supporting children and families in the program.



Environmental Rating Scales

Our State Preschool Program also utilizes the Early Childhood Environment Rating Scale, Revised Edition (ECERS), which provides an overall picture of the surroundings that have been created for the children and adults who share a preschool setting. The ECERS consists of 43 items that assess the quality of the preschool environment including use of space, materials and experiences to enhance children's development, daily schedule, and supervision. This 43-item scale covers the following seven categories:

- Personal Care Routines

- Space and Furnishings
- Language-Reasoning
- Activities
- Interactions
- Program Structure
- Parents and Staff

The School-Age Care Environment Rating Scale (SACERS) consists of 43 items that assess the quality of the school-age environment including use of space, and experiences to enhance children's development, daily schedule, and supervision. This 43-item scale covers the following six categories:

- Space and Furnishings
- Health and Safety
- Activities
- Interactions
- Program Structure
- Staff Development

Sample Schedules

Sample Half-Day Preschool Schedule

8:30 – 8:40	Arrival
8:40 – 8:50	Whole Group Time/Calendar/Music
8:50 – 9:25	Outdoor Activities
9:25 – 9:35	Restroom/Hand Washing
9:35 – 9:50	Whole Group Lesson
9:50 – 10:05	Small Group Activities
10:05 – 10:40	Free Choice (all centers open)
10:40 – 10:50	Clean Up
10:50 – 11:00	Large Group Review
11:00 – 11:30	Lunch
11:30	Dismissal

Sample Full-Day Preschool Schedule

6:30-8:30	Free Choice (all centers open)
8:30- 8:45	Restroom/Hand Washing
8:45-9:00	Snack
9:00-9:20	Whole Group Lesson
9:20-9:45	Small Group Activities
9:45-10:20	Free Choice (all centers open)
10:20-10:30	Whole Group Review

10:30-11:00	Outdoor Activities
11:00- 11:15	Restroom/Hand Washing
11:15-11:45	Lunch
11:45-12:00	Story Time
12:00-1:30	Nap/Rest/Quiet Activities
1:30-1:45	Restroom/Hand Washing
1:45-2:00	Snack
2:00-2:45	Outdoor Time
2:45-3:00	Music & Movement
3:00-3:15	Whole Group Lesson
3:15-3:30	Small Group Activities
3:30- 4:45	Free Choice (all centers open)
4:45-5:00	Whole Group Review
5:00-6:00	Free Choice (all centers open)

Sample School-Age Schedule

6:30 – 7:15	Free Choice (all centers open) Homework
7:15 – 7:30	Large Group
7:30 – 8:00	Small Group Activities/Free Choice (all centers open)
7:45 – 8:10	Restroom/Hand Washing/Breakfast
8:10	Dismissal to School
2:15 – 2:30	Arrival/Restroom/Hand Washing
2:30 – 2:50	Snack
2:50 – 3:30	Outdoor Activities/Wash Hands
3:30 – 4:15	Homework
4:15 – 4:35	Large Group (Academic/Enrichment Instruction)
4:35 – 5:15	Learning Centers/Free Choice
5:15 – 5:30	Review Large Group/Check for Understanding
5:30 – 6:00	Free Choice Activities (All centers open)

4. How to Qualify for the Program

Admission Eligibility

To receive California State Full Day or Half Day Preschool Program (CSPP) services or General Child Care Before and After School Programs (CCTR School Age), enrolling families must meet the eligibility criteria. In addition to meeting eligibility requirements the child must live in the

State of California while services are being received. We have staff dedicated to helping families with the process of enrollment in our programs in our intake department. The following information is explained to families in person upon meeting with our intake staff.

For full-day preschool and before- and after-school programs, families must be certified at least once each contract period, and no sooner than 12 months from when they were last certified. When a family meets eligibility and need requirements at initial certification or recertification, a family shall be considered to meet all eligibility and need requirements for not less than 12 months.

For families receiving services because of being at risk of abuse, neglect, or exploitation, the certification is for a period of no less than 12 months.

When there is a difference between the homes of separated or divorced parents/guardians for a student's residence, eligibility, needs, and fees shall be determined separately for each household in which the student is residing during the time services are needed.

Once determined and certified as income eligible for services, families remain income eligible until their adjusted monthly income exceeds 85 percent of the most recent state median income (SMI), adjusted for family size. Once a family is certified or recertified as income eligible for services, they have an obligation to report increases in income that exceed the 85 percent threshold.

After reporting, the intake office must re-determine the family's ongoing eligibility for child care services, including eligibility for other state or federally funded child care programs.

Any change in family size, income, marital status, employment status, or residence may be voluntarily reported and may decrease their service need and/or fee under specific conditions. After reporting, the contractor must re-determine the family's ongoing eligibility for child care services, including eligibility for other state or federally-funded child care programs.

State Preschool Programs (CSPP-Full Day)

Families receiving full-day, full-year services shall meet the state eligibility and need criteria in order to receive program services. Families who qualify shall meet the monthly income guidelines mandated by the CDE. To participate in the preschool program, children must also be 3 years old by September 1 of the enrolling school year.

Admission Priorities for Preschool

First Priority: 3- and 4-year-olds who are recipients of Child Protective Services (CPS) or at-risk of abuse, neglect or exploitation.

Second Priority: Eligible 4-year-old children in income ranking order.

Third Priority: Eligible 3-year-old children in income ranking order.

Fourth Priority: Income eligible 3- and 4-year-old children whose income is not more than 15% above income threshold (up to 10% of enrolled children).

Fifth Priority: Exceptional needs over income 3- and 4-year-olds (Age-eligible children with exceptional needs may be enrolled without regard to income. Exceptional needs children do not count towards the 10% limit of over-income children.)

Eligibility

Eligibility is based on documentation and verification of at least one of the following:

- Income (gross wages or salaries, overtime, tips, cash aid, child support, portion of student grants or scholarships not identified for educational purposes for the month preceding certification or recertification).
- Current Aid Recipient (Notice of Action indicating amount being given to family).
- Homelessness (written referral from an emergency shelter or other legal, medical, or social services agency).
- Child Protective Services (written referral from a legally-qualified professional from a medical or social services agency or emergency shelter dated within six months of application).
- At Risk of Abuse, Neglect, and/or Exploitation (written referral from a legally-qualified professional from a medical or social services agency or emergency shelter dated within six months of application).

Families shall provide supporting documentation regarding the number of children and parents in the family. Supporting documentation for the number of children shall be at least one of the following:

- Birth certificate
- Child custody court order
- Adoption documents
- Foster Care placement records
- School or medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent (income taxes)

Family Size

The parent/guardian shall provide the names of the parents and the names, gender, and birthdates of the children identified in the family. The parent/guardian shall provide supporting documentation regarding the number of children and parents in the family. Documentation may include birth certificates, court order regarding child custody, adoption documents, records of

foster care placements, school or medical records, county welfare department records or other reliable documentation indicating the relationship of the child to the parent/guardian.

Need Criteria

Certified hours of child care correspond to the need of the parent/caretaker, as documented by EEELP. For all contracts with a need for service requirement, EEELP verifies the need of each family which is not to exceed 12 months.

For full-day, full-year services (Full-day Preschool and School-Age), need shall be established by the following four criteria listed below:

1. Employment: When the parent is employed, EEELP shall, as applicable, verify the following:

- Salary/ wages
- Rate(s) of pay
- Potential for overtime
- Tips or additional compensation
- Hours and days of work
- Pay periods & rate of pay
- Start date for the employee, etc.

If the parent is self-employed, they must provide a combination of documentation necessary to establish current income. The documentation shall consist of as many of the following types of documentation as necessary to determine income:

- Letter from source of income
- Copy of the most recently signed and completed tax return with a statement of current estimated income for tax purpose
- Other business records, such as ledgers, receipts
- Business logs
- Bank statements

2. Seeking employment: A family that establishes initial eligibility or ongoing eligibility on the basis of seeking employment shall receive services as follows:

- Documentation of seeking employment shall include a written parental declaration, signed under penalty of perjury, stating that the parent is seeking employment. The declaration shall include the parent's plan to secure, change, or increase employment and shall identify a general description of when services will be necessary.
- Families certified for services on the basis of seeking employment shall receive services for not less than 12 months.
- Child care services are limited to 30 hours a week, 5 days a week. Vacation days and best interest days are counted as part of the allowable 12 months per parent per fiscal year.

3. Participation in vocational training leading directly to a recognized trade or profession: Parents/guardians wishing to participate in vocational training are required to submit a vocational training plan which will be reviewed at the beginning of each academic semester/quarter. Parents/guardians enrolled in an education or vocational training program must provide and keep up-to-date the following documentation for no less than 12 months:

- Name of the school or organization where training is received
- Dates that current training activities will begin and end
- A statement of the vocational goal(s) of the parent(s)/guardian(s)
- The anticipated completion date(s) of all required training activities to meet the vocational goal(s)
- Class schedule which includes the courses that the parent/guardian is currently enrolled in; day(s) of the week and time(s) of day of the courses; signature of parent/guardian along with the date the application was signed; and signature or stamp of the training institution's registrar
- Report cards, transcripts, or other records to document that the parent/guardian is making progress toward the attainment of the vocational goal. The education or vocational training must directly lead to a recognized trade, paraprofessional, or profession. The vocational training plan shall be reviewed by the EEELP intake team personnel no less than 12 months to determine that progress is being made toward the vocational goal. Study time will be added to the hours of service granted based on the number of units and specific classes the parent/guardian is enrolled in.

4. Incapacitation: When a parent/guardian is incapacitated and the nature of the incapacitation precludes the parent/guardian from being able to care for the child, verification by a legally-qualified professional must be submitted that describes:

- The nature of the incapacitation
- The duration of the incapacitation
- The number of hours child care is needed because of the incapacitation

School-Age Before- and After-School Program (CCTR School-Age)

The school-age before- and after-school program is for children from Transitional Kindergarten until the age of 12. In order for the family to be eligible for enrollment, parents/guardians must be working, engaged in a work training program, or enrolled full-time in a school of higher education leading directly to a recognized trade, para profession, or profession. Families must qualify for services based on income and need eligibility as noted above.

Fees (Full-Day Preschool and School-Age Programs)

Fees are assessed at the time of eligibility and are based on:

- The adjusted monthly family income

- Family size
- The total number of hours per month

Certification is based on the California Department of Education, Early Childhood Education Division Parent Fee Schedule. Fees are due in advance of services, on the first day of the month or week. The fee or the Verification of Child Care Costs form is due on the first day of attendance. Fees may be paid by cash, check or money order payable to the Glendale Unified School District (GUSD) or online using EZ School Pay. If payment is made by cash, please have the exact amount of the fee in an envelope marked with the student's name, date, and the amount of the fee. Change cannot be made or returned by the teacher. A box will be provided for fees at each Center.

Families will receive an invoice at the end of each month for the following month's fees. Fees are considered delinquent after 7 calendar days from the date fees were due. Upon request and approval of the Director, payment arrangements can be made for different circumstances.

A delinquent notice will be given or mailed to the parent/guardian if the fee is delinquent. The Head Teacher will issue a Notice of Action with the total amount of unpaid fees, the fee rate and the period of delinquency, and notice that the family will be dis-enrolled two weeks from the date of the Notice of Action unless all delinquent fees are paid before the end of the two-week period.

A payment plan for delinquent fees may be arranged between the Center and the family. We will continue to provide services to the child, provided the parent/guardian pays current fees when due and complies with the provisions of the payment plan.

A family shall be dis-enrolled from services for nonpayment of delinquent fees. Families may be eligible for re-enrollment when all delinquent fees have been paid.

Fees must be paid for all days of enrollment. Parents/guardians are still responsible for payment if the child is absent due to illness or vacation. There is no charge for a holiday or other days when the programs are closed. A service fee will be charged for any check returned for any reason. This payment must be made by cash or money order only. If a second check is returned due to insufficient funds, all future monthly fee payments must be made by cash or money order only. Parents/guardians need to keep their canceled checks and/or receipts for tax purposes. Contact the EEELP Office for our Federal ID Number. A refund may be issued for overpayment of fees upon written request and approval of the Director.

Exclusions from Fee Assessment

No fees shall be collected from families meeting the following conditions:

- With an income level that, in relation to family size, is less than the first entry in the fee schedule.
- In which any individual counted in the family size is receiving CalWORKs cash aid.
- Families whose children are enrolled in a part-day CSPP.

- Families receiving services because the child is at risk of abuse, neglect, or exploitation, may be exempt from paying fees for up to, and shall not exceed, 12 months if the referral is prepared by a legally-qualified professional from a legal, medical, or social services agency, or emergency shelter specifying that it is necessary to exempt the parent/guardian from paying a fee.
- Families receiving services because the child is receiving protective services may be exempt from paying fees for up to, and shall not exceed, 12 months if the referral is prepared by the county welfare department or a child welfare services worker specifying that it is necessary to exempt the parent from paying a fee.

5. How Families Are Selected

Eligibility

Eligibility is determined for not less than a 12-month period by current California Department of Education regulations which are subject to change.

Parents/guardians must be employed, looking for work, homeless or in vocational training leading to employment. Families must meet current gross monthly income criteria in order to be eligible for service. Service is also available to families by special referral from the Department of Social Services, licensed physician, other legally-qualified professionals, or an emergency shelter.

Parents/guardians seeking permanent housing are eligible for up to twelve months. Child care services shall occur on no more than 5 days per week and for 30 hours or fewer per week. A written parental declaration that the family is homeless and a statement describing the family's current living situation is required.

Parents/guardians seeking employment are eligible for up to twelve months. Child care services are limited to under 6½ hours per day.

Admission Priorities

First priority will be given to families whose age-eligible children are receiving child protective services or families whose age-eligible children are at risk of being abused, neglected, or exploited. Within this priority, children receiving protective services through the local county welfare department shall be admitted first.

Second priority will be given to families whose children shall be admitted in accordance with family income ranking, with the lowest income ranks being admitted first. For purposes of determining the order of admission, public assistance grants are counted as income, and shall be ranked accordingly. When two or more families have the same income, the family that has a child with exceptional needs shall be admitted first. If none of the families with the same income ranking has an exceptional needs child, the family that has been on the waiting list the longest shall be

admitted first. Children with exceptional needs whose families are over the income eligibility threshold may be enrolled after all otherwise eligible children have been enrolled.

For Admission Eligibility and Need Criteria please refer to the Full-Day Preschool Guidelines as indicated above.

6. Enrollment Process

Notification Process

When a space in a center is available, a member of our intake team will call the parent/guardian to schedule an intake appointment. The intake specialist will review with the parent/guardian the necessary documents to bring to the first appointment.

Documents to Bring for Appointment

Parents/guardians who are employed shall submit current pay stubs as proof of income and verification of working hours. Parents that are self-employed shall submit documentation of proof of income and hours. Proof of all and any other income shall be submitted by parents/guardians. Parents/guardians shall sign a release authorizing the Center to contact the employer to verify employment or submit a self-declaration of income with reasonable request regarding employment. Once a family is certified or recertified as income-eligible for services, they have an obligation to report an increase in income that exceeds the 85% threshold of the state median income (SMI) on the California Department of Education regulations within thirty days.

Parents/guardians who wish to participate in vocational training shall submit a vocational training plan which will be reviewed upon recertification. Parents/guardians enrolled in an education or vocational training program must provide proof of current enrollment which would include:

- Name of the school or organization where training is received
- Dates that current training activities will begin and end
- A statement of the vocational goal(s) of the parent(s)/guardian(s)
- The anticipated completion date(s) of all required training activities to meet the vocational goal(s)
- Printed class schedule which includes the courses that the parent/guardian is currently enrolled in and day(s) of the week and time(s) of the day of courses
- Signature of parent/guardian along with the date the application was signed

At the completion of vocational training leading directly to a recognized trade, para-profession or profession, child care and development services shall be limited to whichever expires first: 6 years from the initiation of services or 24 semester units, or its equivalent, after the attainment of a Bachelor's degree. The education or vocational training must directly lead to a recognized trade, para-profession, or profession. The vocational training plan shall be reviewed by Early Education

and Extended Learning Programs Department personnel at the annual recertification. Study time will be added to the hours of service granted based on the number of units and specific classes the parent/guardian is enrolled in.

Application for Service

To apply for services, go to the KinderWait website at <https://www.kinderwait.com/app/gusd/kwclientaccess/> to fill out an application. Parents/guardians who do not have access to a computer may call our intake office at (818) 241-3111, Ext. 2000. After the on-line application is complete, the family will be placed on our waiting list. Families will be contacted in order of priority as noted under Admission Priorities.

Notice of Action

A Notice of Action (NOA) is a written statement of specific information issued to the parents when a parent applies for services or when a change is made to the service agreement including, but not limited to, reduction or termination of services. All parents/guardians of children enrolled in our program will receive a NOA at the time of enrollment, when changes to the contract occur, and when a child is dis-enrolled from the program. If the action is one the parent can correct, such as providing a specific piece of documentation or paying family fees, the NOA will be rescinded.

Parents who have limited English proficiency will be issued a memo in their home language with each Notice of Action stating the importance of finding someone who can translate the information. If parent is unable to find assistance to translate the NOA, assistance will be offered at the Early Education and Extended Learning Programs office when possible. Families have the right to appeal and request a hearing if they disagree with the NOA.

Appeal Information

Agency Level

When a parent/guardian does not agree with the agency's action as stated in the Notice of Action, they may appeal the intended action. To protect appeal rights, the parent/guardian must follow the instructions described in each step listed on the back of the Notice of Action (CD-7617). The parent/guardian has the right to have an authorized representative and to request a translator. If the parent/guardian does not respond by the required due dates or fails to submit the required appeal information with the appeal request, the appeal may be considered abandoned. Child care services continue during the appeal process.

Appeals should be submitted to:

Glendale Unified School District
Early Education and Extended Learning Programs

200 N. Maryland Ave., Suite 101
Glendale, CA 91206

State Level

If a parent/guardian disagrees with the written decision of EEELP, the parent/guardian has 14 days from the receipt of the written decision to file an appeal with the California Department of Education (CDE). The parent/guardian's appeal to CDE must include the following documents and information: (1) a written statement specifying the reasons the parent/guardian believes EEELP's decision was incorrect, (2) a copy of the EEELP's decision letter, and (3) a copy of both sides of the Notice of Action. Child care services continue during the appeal process. Appeals may be emailed to CDE at the following email address: eesdappeals@dce.ca.gov. Appeals may also be mailed or faxed to the following address:

California Department of Education
Child Development Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814
Phone: 916-322-6233
Fax: 916-323-6853

Within 30 calendar days after the receipt of the parent/guardian's appeal, CDE will issue a written decision to the parent/guardian and the agency. If the appeal is denied, the agency will stop providing services immediately upon receipt of the CDE's decision letter.

7. How to Continue in the Program

Recertification for Full-Day Preschool and School-Age Programs

Families shall be recertified at intervals no less than 12 months. For recertification, families shall be required to provide documentation to support continued eligibility and need for services for no less than 12 months. Families shall be notified in advance of their recertification date.

Families that need to recertify and that previously qualified for childcare in the "At Risk" category will need to either demonstrate their need to continue as "At Risk" or will need to recertify under standards eligibility and need requirements. Documentation from Child Protective Services (CPS) certifying that the child continues to be "At Risk" is required to re-certify in these cases.

State Preschool Programs (CSPP/Half-Day)

To participate in the Half-Day preschool program, children must be 3 years old by September 1 of the enrolling school year.

For Admission Priority, please refer to the Full-Day Preschool Guidelines.

Eligibility is based on documentation and verification of at least one of the following:

- Income (gross wages or salaries, overtime, tips, cash aid, child support, portion of students grants or scholarships not identified for educational purposes for the month preceding initial certification or recertification)
- Current Aid recipient (Notice of Action indicating amount being given to family)
- Homelessness (written referral from an emergency shelter or other legal, medical, or social services agency)
- Child Protective Services (written referral from a legally-qualified professional from a medical or social services agency or emergency shelter, dated within six months of application)
- At Risk of Abuse, Neglect, and/or Exploitation (Written referral from a legally-qualified professional from a medical or social services agency or emergency shelter, dated within six months of application)

Parents/Guardians are not required to be working or enrolled in a training program to participate in a Half-Day Preschool Program.

Families are ranked based on their monthly income earnings and family size. Once 4-year-old children are enrolled and vacancies remain, then 3-year-old children will be enrolled followed in order of the child's birthday and income ranking.

The Half-Day Preschool program operates for 3 hours a day, 5 days a week.

8. Program Policies

Attendance: Sign In/Out

Morning Arrival and Afternoon Pick-Up

Each morning, the student must be seen and acknowledged by a staff member before the parent/guardian leaves to ensure that no student will be admitted to the center with a physical problem such as fever, sore throat, earache, upset stomach, rash, etc.

Morning Students Only: Parents/guardians must sign in students at the time of arrival with a full signature.

Afternoon Students Only: Staff will sign in students in at the time of arrival from school, and parents/guardians will sign students out at the time of departure from the Center with a full signature.

Morning & Afternoon Students and Preschool Students: Parents/guardians are to sign in at the exact time of arrival, and sign out at the time of departure with a full signature.

Only authorized adults 18 years or older are allowed to sign students in or out. Adults are required to sign their full name (not initials) and the exact time of pick-up on the daily sign in/out sheet. Only the student's parents/guardians and authorized adults whose name appears on the Student Information Card will be allowed to take the student from the Center. Adults should be prepared to present photo identification to the staff upon request.

Parents/guardians must adhere to the hours that were agreed to in the current contract. If the circumstances have changed, parents/guardians may advise the Early Education and Extended Learning Programs department personnel.

In case of an emergency delay, parents/guardian must contact the Center staff. If the Center has not heard from the parents/guardians, and it is past 6:00 p.m., the staff will call the emergency numbers on the Student Information Card.

Students will not be released to a person(s) who does not appear to be in a condition to drive safely. The Head Teacher will ask that another adult be called to pick up the student and to assist the person in the unsafe condition. If there is no one else to call, the police will be contacted for assistance. At no time will a student be released to go to a parked car.

Parents/guardians are expected to pick-up their student by 6:00 p.m. The Head Teacher will call the Police or Sheriff's station at 6:10 p.m. to report an abandoned child if the child has not been picked up. The child will then be placed in the custody of law enforcement.

Parking

Each school sets its own parking regulations as mandated by the principal and local authorities. Parents/guardians may not drive on campus to pick up from the program. Parents/guardians must follow all posted signs, boundary cones, and traffic regulations when parking their car. Small children are not to be left in the car nor the engine left running when the car is unattended.

Absence Policy

School-Age parents/guardians must either leave a note in the Center's box in the school office or notify the Center staff directly if a student is released from school prior to the end of the school day. The student will be considered missing and a search will commence if the Center is not notified of an absence. Searches disrupt the normal operations of the Center and the student may be dis-enrolled upon the second incident.

Upon return to the Center after an absence, parents must complete an absence report.

Parents/guardians may be charged a family fee, and are responsible for payment for both excused and unexcused absences if a family fee is required. Prior notice must be given for vacations and court-ordered visitations. All fees must be paid in advance to ensure continuous enrollment.

When there is a court order for the student to visit a parent/guardian, and the student will not be attending the Center during the visit, the Center will need a copy of the court order to maintain the student's enrollment.

When the student has been absent for 5 days with no communication from the parent/guardian, and the Center staff has made every effort to contact the parent/guardian, the family will be dis-enrolled through the issuance of the Notice of Action (CD 7617) form.

Excused absences for school-age and preschool include absences due to:

- Illness or quarantine of the student or parent/guardian (for example, chicken pox, stomach ache, headache, fever, sore throat, runny nose, diarrhea, flu, cold, unidentified rashes, ring worm, scabies, head lice, or any other serious illness or contagious disease)
- Doctor or dental appointments
- Family Emergency (for example, transportation and/or housing emergency, death of a family member or close family relative, natural disaster, illness of an immediate family member such as a sibling with chicken pox, measles, etc.)
- Court-Ordered Visitations (with court order on file)

Children receive 10 Best Interest Days (for example, family recreation day, family vacation, visiting with relatives, family holiday/cultural day, all appointments not related to illness) per year (July 1 - June 30).

An unexcused absence for preschool is any absence not noted above as excused (for example, woke up late, didn't want to come, was crying, babysitter didn't feel like dropping off child at the center, forgot blanket, couldn't find shoes, parent failed to contact the Center etc.). School-age children who are suspended from their regular school day or from EEELP will be marked with an unexcused absence.

Unexcused absences cannot exceed ten days per contract year. After 10 days of unexcused absences, the student will be dis-enrolled from the program.

Behavior Expectations for School-Age Students

The Early Education and Extended Learning Programs (EEELP) is dedicated to fostering a safe and respectful learning environment that encourages responsibility as well as academic and social success. The following student expectations will be reviewed with school-age students at the beginning of the year when a student behavior contract will be signed.

- My child/ren will report to the after-school program within ten minutes of school dismissal.
- My child/ren will use respectful and appropriate language.
- My child/ren will follow school and program behavior expectations.
- My child/ren will respect fellow students, staff, and all adults on campus.
- My child/ren will respect their environment including technology, school property and program materials.

- My child/ren will participate in program activities.
- My child/ren will not disrupt homework time.
- My child/ren will not disrupt program activities.
- My child/ren will walk while on campus.
- My child/ren will stay with the group under the direct supervision of an adult at all times when attending the EEELP programs.

Students in violation of these agreements may be redirected to another more suitable activity or may be denied a privilege or participation in an activity. In instances of repeated infractions, students may be suspended or dis-enrolled from the program.

Discipline Policy

Early Education and Extended Learning Programs (EEELP) are dedicated to fostering a safe and respectful learning environment that encourages responsibility as well as academic and social success. Positive Behavior Interventions and Supports (PBIS) drive program decisions, along with the Glendale Unified School District and state discipline policies.

It is important to establish behavior limits for the student's benefit as well as for a safe and pleasant environment for all students. Students appreciate and need firm limits. Center rules are established at each site to ensure that each student's personal rights are upheld at all times. This is done by incorporating school rules and policies on physical aggression, verbal abuse, and inappropriate language.

Most instances of "breaking the rules" are handled at the time in the Center and in a manner appropriate to the age of the student and the situation.

Some methods used are:

- Providing positive reinforcement of acceptable behavior.
- Facilitating a discussion between the teacher and/or between the students involved.
- Redirecting the student to another more suitable activity.
- Denying the student a privilege or participation in an activity.
- Changing the assigned group temporarily or permanently.

Our goal is that students will learn the skills needed to solve their own problems in an acceptable manner. The Center will not be used to discipline for events that occurred in the school classroom or at home. These will be handled by the classroom teacher, principal, or parent/guardian.

The judgment of the EEELP teacher, Head Teacher, and Program Supervisor will be used to determine steps to be taken in the case of repeated infractions that cause excessive teacher attention to one student. After a series of steps, and intervention has been attempted, suspension or dis-enrollment may be considered. In the case of a very serious single event, immediate suspension or dis-enrollment may be necessary. If it becomes necessary to suspend or dis-enroll a student from the program, the parent/guardian, teacher, and student (as appropriate) will meet with the

Program Supervisor to discuss the decision. A Positive Behavior Intervention Plan will be implemented and reviewed after 2 weeks for final determination of the student's status in the program.

Physical Needs of Preschool Students

It is generally expected that children entering preschool are toilet trained. However, there are exceptions to this expectation. When these exceptions occur, an Individualized Plan for Toilet Training (IPTT) will be developed so that parent, teacher, and aides will all follow the same plan and work together towards improvement in the area of toilet training. As part of the IPTT, it is expected that children will not arrive to school in diapers. Pull-ups, or other forms of toilet training pants, and a change of clothing are required and must be provided by the parent along with a supply of cleaning wipes. If these items are not brought into the classroom, a warning will be issued in writing on the first instance. If a second instance occurs, the child will not be allowed to stay at school until these items are provided. If an accident occurs, the child will be encouraged to independently remove the soiled pull-up, clean himself/herself, and put on a clean pull-up. Parents and teachers will meet once a month to discuss the child's progress in the area of toilet training and to keep the lines of communication open. The appropriateness of continued enrollment will be assessed if there is no progress towards independent toileting.

The program provides a rest period for all full-day preschool students. There are opportunities for both quiet and active choices for students who do not nap.

Immunization and Health Regulations

- Compliance with California State immunization laws is required and is discussed with each parent during the first interview.
- The Health History Form is required for all students entering the program. In addition, a Physician's Examination Report is required for entering preschoolers.

Illness During the Day

The parent/guardian will be contacted and must assume responsibility for picking up the student or sending an authorized person to do so within 1 hour of notification if a student becomes ill during the day.

Returning to the Center After Illness

School-Age students may return to the program after being re-admitted to their school.

Preschool students must adhere to the following regulations:

- Students returning to the Center after an accident or hospitalization must have a written release from the attending physician indicating the nature of the problem and if there are any limitations.
- Students returning with crutches, casts, or an orthopedic device must have written permission from the attending physician indicating limitations for inside the classroom and for playground activities.
- Cases of scabies or extensive impetigo need a written clearance from a physician or health center.
- In cases of lice, the student needs to be treated and nits (eggs) removed and be rechecked by authorized school personnel before being readmitted to the school or program.
- A Health Services Individualized plan may be required after accidents or hospitalizations that limit a student's participation in the program.

Medication

- Parent/guardian must inform the Center if a student is on any frequent or regular medication at home.
- The Request for Medication to be Taken During School Hours Form must be completed by the parent/guardian, with the physician's signature and instructions attached, if a student is on medication which has to be given at specific times during the Center day. This form is available at the Center.
- Medication must be in the original container and will be secured by the Center staff.
- Medication should be taken at home whenever possible.
- Non-prescribed medication cannot be given to students.

An Individualized Plan for Health Services will be completed prior to the student receiving care in the event of the need for medical services such as a nebulizer, blood glucose testing, gastronomy tube, and/or EpiPen.

Student Information Card

- The Student Information Card is completed by parents/guardians upon enrolling a student in the Center. It is the parents'/guardians' responsibility to keep this information up-to-date including the names of persons authorized to pick up the student, family address, phone number, work information, and doctor information.
- The student will not be released from the program to anyone who is not authorized, unless permission is given by the parents/guardians in writing and in advance. Adults should be prepared to present photo identification to the staff upon request.
- No student will be released without the permission of a parent/guardian. However, when a student is left at the Center after 6:10 p.m. and all attempts have been made to contact parents/guardians and authorized persons, the student may be released into the protective custody of the police/sheriff's department.

- Center staff will comply with court-ordered custody and visitation agreements.
- The staff will contact authorities in cases of attempted restraining order violations.

Injuries

Center staff will call 911 and request assistance if a student sustains a life threatening injury while in the program. The parent/guardian will be notified as soon as possible. The Program Supervisor will be notified immediately by Center staff. In cases where a student is taken to the hospital, a staff member will accompany them to provide needed emergency information and remain until a parent/guardian arrives. Any fees for medical assistance shall be the responsibility of the parent/guardian. Parents/guardians may inquire in the school office about low-cost insurance offered at the beginning of each school year.

9. General Policies

School safety rules, policies, and procedures are followed by the Centers.

Smoking

Smoking is not allowed on or near District property including on the school playground. California law restricts smoking near schools and playgrounds to no less than 25 feet away.

Holidays/Celebrations

The parent/guardian is to notify the staff at the Center if there is any holiday/celebration in which their student cannot participate.

Clothing and Appearance

Children should be dressed in clean, comfortable, safe, and washable clothing, including shoes, while at school. Play and learning in EEELP involves materials such as paint, water, and glue, which may get on children's clothing.

Children must wear shoes that allow them to climb and run safely. No open-backed shoes or sandals, no slick-bottomed boots or shoes such as dress shoes (heels of shoes should be no higher than one inch) will be permitted. Shoes should fit properly (not too big for child so they slip off). Coats, jackets, sweaters, etc., should be clearly marked (usually on the inside collar) with the child's full name to prevent loss or confusion over duplicates.

Extra-Curricular After-School Activities

The parent/guardian must complete the permission form when a student participates in any after-school program/activity that is not staffed by the Center's staff and is held during the Early Education and Extended Learning Programs hours of operation. The form can be obtained from the Head Teacher and the completed form will be placed in the student's file.

Emergency and Disaster Procedures

In case of an emergency or disaster, no student will be allowed to leave the Center's site or evacuation site without parent/guardian permission. The teachers will remain with the students until they are released to their parents/guardians or persons as authorized on the Student Information Card.

Homework

EEELP believes homework is an important part of the home-school connection. Classroom teachers rely on homework to provide practice of newly gained skills and to assess student grasp of what was taught. Homework provides parents with a glimpse of the lesson content and an opportunity to see what their child is learning. Parents are responsible for reviewing their child's homework and ensuring that it is complete.

EEELP provides a balanced after-school program that includes time for homework, academic enrichment, nutrition, and physical activity. We are committed to providing an appropriate space, time, materials and resources for students to work on homework during program hours. The program schedules 20 minutes of homework time for transitional kindergarten and kindergarten students, and 45-60 minutes for Grades 1 through 6, Monday through Thursday. EEELP teachers and educational assistants provide support, guidance, and clarification when necessary. The staff does not provide one-on-one tutoring or homework correction.

Field Trips

One of the most valuable learning methods for children is for them to visit a new place and discuss what they see with their peers. Children will participate in walking field trips within the Glendale and La Crescenta communities throughout the year. A signed release form from parents/guardians is required upon enrollment in order to participate in the walking field trips. Occasionally, a District-approved school bus field trip will be planned. You will be notified in advance and asked to sign a trip-specific permission slip. You cannot drop your child off nor pick him/her up from any field trip site. Every possible precaution will be exercised to assure the safety and welfare of your child. Alternative child care provisions may be provided for families who do not wish their student to participate in a field trip, or parents shall find alternate childcare.

Mandated Reporting

By law, all staff are to inform Child Protective Services (CPS) of any and all suspected cases of child abuse, neglect and/or child endangerment.

Confidentiality of Records

The Early Education and Extended Learning Programs have a policy that protects the confidentiality of students' records. Written permission from parents/guardians will be requested to release confidential information. Parents/guardians will be given the opportunity to decline the use of their child's photographic image outside of the classroom.

The use or disclosure of any information pertaining to the student or the student's family shall be restricted to purposes directly related to the administration of the program. The EEELP staff shall permit the review of a student's file by the parents/guardians who enrolled the student or by a representative authorized by the parents/guardians upon request and at reasonable times and places.

Uniform Complaint Procedure

The Board of Education recognizes that the District is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

GUSD Civility Policy

The Board of Education is committed to maintaining orderly educational and administrative processes in keeping schools and the District sites free from disruptions and preventing unauthorized persons from entering school/district grounds. Members of the District staff will address colleagues, students, parents, and members of the public with respect and expect the same in return. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment for our pupils and staff. In the interest of presenting positive role models to the pupils in this District, the Glendale Unified School District expects civil and positive communications. The District will not tolerate behavior that may appear rude, uncaring, abrupt, or insensitive, nor volatile, hostile or aggressive actions or loud, obscene, and/or offensive language. The District

seeks employee, student, parent, and public cooperation with this endeavor. Appropriate measures will be taken in accordance with the District Board Policy and Administrative Regulations such as dis-enrollment and/or suspension from the Early Education and Extended Learning Programs.

10. Dis-enrollment Policies

The family may be dis-enrolled under the following conditions:

- Excessive unexcused absences. Excessive absences are defined as more than the allowable state regulation of 10 days in the best interest of the child or more than ten unexcused absences.
- Behavior by an adult or child that is disruptive or dangerous to the program, staff, other parents and/or other children enrolled in the program.
- Failure to complete required forms necessary for enrollment or recertification in a timely manner.
- Failure to pay monthly family fees (if applicable) in a timely manner.

11. Income Reporting Agreement

PARENT NOTIFICATION: INCOME REPORTING REQUIREMENT

Your family’s basis for eligibility is income. The regulations require a family enrolled in a subsidized child care program to report when their income exceeds the existing threshold. As listed below, the income ceilings are based on family size and family’s adjusted gross income (before taxes).

SCHEDULE OF INCOME CEILINGS

(Effective July 1, 2018)

Family Size	Family Monthly Income	Family Yearly Income
1 – 2	\$5,067	\$60,808
3	\$5,467	\$65,604
4	\$6,383	\$76,601
5	\$7,404	\$88,857
6	\$8,426	\$101,113
7	\$8,617	\$103,412
8	\$8,809	\$105,709
9	\$9,000	\$108,008
10	\$9,192	\$110,305
11	\$9,383	\$112,604
12	\$9,575	\$114,902

My signature below acknowledges that I understand it is my responsibility to notify **Early Education and Extended Learning Programs** within 5 calendar days if, and when my adjusted monthly gross income exceeds \$ _____ for my family size of _____.

Parent/Guardian Printed Name _____

Parent/Guardian Signature _____ Date _____

