

2009-2010
McFarland Unified School District



Special Education Preschool

Parent Handbook

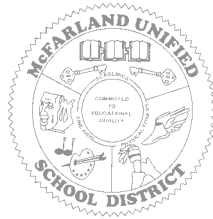
McFarland, California 93250

(661) 792-3255



SPECIAL EDUCATION PRESCHOOL
McFarland Unified School District
(661) 792-3255

located at
KERN AVENUE ELEMENTARY SCHOOL
356 Kern Avenue
McFarland, California 93250
(661) 792-3033



BOARD of TRUSTEES

Marin Ortega, President
David Arguello, Vice President
Kaye Breyer, Clerk
Rey De Leon, Member
Marlin Isaacs, Member

GABRIEL MCCURTIS

Superintendent
(661) 792-3081

TAMERA LITTRELL

Special Education Teacher
talittrell@mcfarland.k12.ca.us
(661) 667-3127

CLAUDIA RODRIGUEZ

School Psychologist
clrodriguez@mcfarland.k12.ca.us
(661) 667-1358

TY BRYSON

Principal, Kern Avenue
tbryson@mcfarland.k12.ca.us
(661) 792-3033

MARY WILLIAMS SMITH

Director, Student Support Services
msmith@mcfarland.k12.ca.us
(661) 792-3255

JAQUELINE HERNANDEZ

Administrative Assistant, Student Support Services
jaqhernandez@mcfarland.k12.ca.us
(661) 792-3255

WWW.MCFARLANDUSD.COM



INTRODUCTION

McFarland Unified School District offers a continuum of services for students with disabilities from preschool through twelfth grades. The Special Education Preschool (SEP) is offered according to education code, 30 EC 56441 - Legislative Findings and Declarations for Individuals with Exceptional Needs Between the Ages of 3 and 5 - early education programs for individuals with exceptional needs between the ages of three and five years, inclusive, that provide special education and related services within the typical environment appropriate for young children, and include active parent involvement, may do the following:

- (a) Significantly reduce the potential impact of any disabling conditions
- (b) Produce substantial gains in physical development, cognitive development, and language and speech development, psychosocial development, and self-help skills development
- (c) Help prevent the development of secondary disabling conditions
- (d) Reduce family stress
- (e) Reduce societal dependency and institutionalization
- (f) Reduce the need for special class placement in special education programs once a child reaches school age
- (g) Save substantial costs to society and our schools

This Special Education Preschool (SEP) is located on a comprehensive elementary campus (kindergarten - 5th) that also houses two general education preschool classes. It is provided according to Title V of the Education Code, Section 564441.4 (d) A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming; and (f) A public school setting which provides an age-appropriate environment, materials, and services defined by the superintendent.

The goal of SEP is to provide a nurturing, interesting, safe, and happy place for young children to learn and develop. A special education teacher who is credentialed for early childhood education teaches SEP. In addition, there are one or more instructional assistants. With this small class size, staff is able to provide one-on-one and small group instruction for each child.

30 EC 56441.5 - Adult-to-Child Ratios for Preschool Services. Appropriate instructional adult-to-child ratios for group services shall be dependent on the needs of the child. However, because of the unique needs of individuals with exceptional needs between the ages of three and five years, inclusive, who require special education and related services, the number of children per instructional adult shall be less than ratios set forth in subsection (b) of Section 18204 of Title 5 of the California Code of Regulations, as it read on May 1, 1987, for young children in a regular preschool program, which is no more than seven preschool children for each adult. Group services provided to individuals with exceptional needs between the ages of three and five years, inclusive, identified as severely disabled pursuant to Section 56030.5 shall not exceed an instructional adult-to-child ratio of one to five.



PHILOSOPHY

The philosophy of SEP is to provide and promote experiences that meet the needs of children by stimulating learning and providing interventions in all developmental areas of assessed need. The curriculum is state-adopted for English Language Arts and Math and is developmentally appropriate as well as challenging. The program is designed around evidence-based practices for preschool children with disabilities. Interventions are designed to address each student's IEP goals and objectives.

We believe parents are the young child's first teachers. Our staff provides positive role models as well as interventions for parents and children. We believe when preschool staff and parents communicate and work together, it is in the best interest of the child and promotes life-long learning and resiliency.

EDUCATIONAL PROGRAM AND GOALS

30 EC 56001 - Legislative Intent – that special education programs provide the following:

(a) Each individual with exceptional needs is assured an education appropriate to his or her needs in publicly supported programs through completion of his or her prescribed course of study or until the time that he or she has met proficiency standards prescribed.

(b) Early educational opportunities shall be available to all children between the ages of three and five years who require special education and services.

SEP provides each child an IEP-based curriculum that utilizes activities, interventions and materials appropriate for the child's age, developmental level, culture, language, strengths and identified needs.

The program is designed to create an atmosphere that will facilitate each child's engagement in the learning process.

The Houghton-Mifflin preschool curriculum for math and language arts are used in addition to:

- Planned experiences balanced with spontaneous self-directed play in all areas of curriculum: language, numbers, music, and art
- Emphasis on language development, including opportunities for verbal communication and the development of listening skills
- Opportunities for creative exploration, self-expression, and aesthetic appreciation (art, music, dance and drama)
- Physical activities that help develop children's large and small muscles
- Health, nutrition, and safety education
- Activities that enhance the development of self-esteem



ELIGIBILITY

30 EC 56441.11 - Special Education Eligibility Criteria for Preschool Children

A preschool child, between the ages of three and five years qualifies as a child who needs early childhood special education services if the child meets the following criteria:

(1) Is identified as having one of the following disabling conditions, as defined in Section 300.8 of Title 34 of the Code of Federal Regulations, or an established medical disability, as defined in subdivision (d):

- (A) Autism
- (B) Deaf-blindness
- (C) Deafness
- (D) Hearing impairment
- (E) Mental retardation
- (F) Multiple disabilities
- (G) Orthopedic impairment
- (H) Other health impairment
- (I) Serious emotional disturbance
- (J) Specific learning disability
- (K) Speech or language impairment in one or more of voice, fluency, language and articulation
- (L) Traumatic brain injury
- (M) Visual impairment
- (N) Established medical disability

(2) Needs specially designed instruction or services as defined in Sections 56441.2 and 56441.3

(3) Has needs that cannot be met with modification of a regular environment in the home or school, or both, without ongoing monitoring or support as determined by an individualized education program team pursuant to Section 56431.

(4) Meets eligibility criteria specified in Section 3030 of Title 5 of the California Code of Regulations.

A child is not eligible for special education and services if the child does not otherwise meet the eligibility criteria and his or her educational needs are due primarily to:

- (1) Unfamiliarity with the English language
- (2) Temporary physical disabilities
- (3) Social maladjustment
- (4) Environmental, cultural, or economic factors

For purposes of this section, "established medical disability" is defined as a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and services.



ADMISSIONS POLICY

In addition to the Individualized Education Plan (IEP), a completed enrollment packet is required for admission to school. It includes:

- Birth Certificate
- Required immunizations
- Physical examination
- TB clearance

These documents must be on file prior to the child beginning the Special Education Preschool program.

A child need not be potty-trained to attend. This may be one of the goals parent and classroom staff work collaboratively toward. Parents will supply diapers and ensure a clean change of clothing is maintained in the classroom at all times.

HEALTH & WELLNESS

When a child has been diagnosed with a communicable disease or other serious medical problem, he or she must not attend school. Because illness can occur, parents are advised to have a plan for childcare on days when the child cannot attend school.

The following things may temporarily exclude a child from school:

- Fever
- Head Lice
- Cold with runny nose
- Diarrhea
- Rash that could indicate a communicable disease
- Pink Eye
- Impetigo
- Vomiting
- Ringworm
- Injuries that require medical care

Fever/Vomiting

A child with fever or vomiting must be excluded from school until free from fever for 24 hours or has a clearance signed by a physician.

Diarrhea

A child with two or more diarrhea stools in less than four hours is excluded from school until the child has been free from diarrhea for a 24-hour period or has a clearance signed by a physician.

If a child arrives at school ill, becomes seriously ill while at school or is involved in a serious accident that requires medical attention, parent will be notified immediately. If the parent or the person designated on the emergency card cannot be reached, the child will be taken to a doctor, specified by the parent, or urgent care center/emergency hospital.



MEDICATION ADMINISTRATION

If a physician prescribes medication that must be administered during school hours for a nonepisodic condition, pursuant to MUSD board policy, the following requirements apply:

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Parent/Guardian Responsibilities

Before a designated employee administers or assists in the administration of any prescribed medication to any student or any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the district shall have a written statement from the student's physician and a written statement from the student's parent/ guardian. (Education Code [49423](#), [49423.1](#); 5 CCR [600](#))

The physician's written statement shall clearly: (Education Code [49423](#), [49423.1](#); 5 CCR [602](#))

1. Identify the student
2. Identify the medication
- 3 Specify the method, amount and time schedules by which the medication is to be taken
4. Contain the name, address, telephone number and signature of the physician
5. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, confirm that the student is able to self-administer the medication

The parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for the authorized district representative to communicate directly with the student's physician, as may be necessary, regarding the physician's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication



4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the physician and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication

5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

If a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall also: (Education Code [49423](#), [49423.1](#))

1. Consent to the self-administration

2. Release the district and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication

The parent/guardian shall annually provide the Superintendent or designee a new written statement from himself/herself and the student's physician. In addition, the parent/guardian shall provide a new physician statement if the medication, dosage, frequency of administration or reason for administration changes. (Education Code [49423](#), [49423.1](#))

Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions. Medications that are not in their original container shall not be accepted or administered. Medications shall be delivered to the school by the parent/guardian, unless the Superintendent or designee authorizes another method of delivery.

The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage and the name of the supervising physician.

A parent/guardian may designate an individual who is not an employee of the district to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established. The parent/guardian shall provide a written statement designating the individual and containing the information required above.

Designated Employee/District Responsibilities

The school nurse or other designated school personnel shall:



1. Administer or assist in administering the medication in accordance with the physician's written statement
2. Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt
3. Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication
4. Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; physician's name and contact information; and a space for daily recording of medication administration.

The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication.

5. Maintain a medication record including the physician's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained (cf. [5125](#) - Student Records)
7. Coordinate the administration of medication during field trips and after-school activities
8. Report any refusal of a student to take his/her medication to the parent/guardian
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. Communicate with the physician regarding the medication and its effects
11. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose
12. By the end of the school year, ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws and local ordinances



ABSENCES

Parent/Guardian must telephone (661) 792-3255 or send a notice to inform the teacher of absences.

Excused absences are defined as: (1) personal illness; (2) quarantine under the direction of a county or city health officer; (3) medical, dental, optometrical, or chiropractic appointment; (4) attendance at funeral services for a member of the immediate family limited to one day if the service is conducted in California or three days if the service is conducted out of state.

SCHOOL CALENDAR

SEP will observe the McFarland Unified School District's school calendar. Class begins for students on the first day of school and ends on the last day of school. The class operates on the same schedule as the morning kindergarten, Monday through Friday, four hours per day. Based on a student's assessed needs, he or she may receive services for fewer than five days per week.

Holidays

SEP will observe the same holidays as the District. These include Labor Day (September), Veterans Day and Thanksgiving (November), Winter Break (December), New Year's Day and Martin Luther King Observance (January), Washington's and Lincoln's Observance (February), and Spring Break (March or April) and Memorial Day (May).

SEP will also observe the same minimum days, such as student and teacher delay days, as the District and Kern Avenue Elementary School. Parent/guardian will receive a calendar of such days with the scheduled class times.

Fog Delays

In the event of a fog delay for the McFarland Unified School District, preschool students will attend on the morning kindergarten schedule. They will continue to receive four hours of instruction on fog delay days.

SCREENING

The McFarland Unified School District nurse conducts vision and hearing screening when mandated or indicated. The nurse is also available for consultation about health-related matters with students, their parents, and the staff. Speech and language screening is be done by the school speech-language pathologist when indicated.

RELATED SERVICES

Related services such as speech or language therapy, occupational therapy, audiological services or adapted physical education are provided when an assessment of these skills reveals a student



requires the service *and* the IEP team has developed goals for such. When a related service is identified in the student's IEP, that service is typically provided when the student is at school.

TRANSITION PLANNING

When a student in the SEP is approaching kindergarten age, she/he will be assessed to determine an appropriate transition and services for kindergarten. An assessment plan will be developed prior to assessment and written parental consent will be obtained. Results and recommendations will be discussed in an IEP team meeting. Because a student with an IEP receives specialized academic instruction appropriate to her/his ability, retention in preschool is not recommended.

NUTRITION

The Special Education Preschool Program provides each student with breakfast and a hot lunch daily. Funding for the nutrition program provides food for the children only. None of these foods can be taken home. Menus and serving amounts for each age group are posted in the classroom.

Foods that may be new or different to a child are served occasionally to expand children's knowledge of the many varieties of food. Children are encouraged to try all foods. Meal times are utilized not only for nutrition, but also to teach hygiene, independent eating skills and table manners. Each child is supervised and assisted as needed.

If a child has food allergies, this is addressed in the IEP prior to placement. A form signed by the child's physician must be completed and returned. The Food Services department utilizes this information to prepare appropriate foods for the child.

Parent/guardian Responsibilities

- Sign the child in and out of the preschool when arriving and leaving. This includes any time away from the preschool during the day. A full signature is required. This does not apply if student rides the bus.
- In addition to signing in and out, parent/guardian must verbally notify a staff member when a child is arriving or leaving the preschool.
- Give written consent if a person other than a parent is to pick up the child. Any designee must be at least 18 year of age and must have a picture ID. Designated adults must be listed on the student's emergency information card.
- Dress child in appropriate clothing for preschool. Student may get food, paint spills, glue, or soil on his or her clothes.



- Be prompt in picking up child at the end of the school day.
- Keep emergency contact information current.
- Attend all IEP team meetings, parent meetings, and parent-teacher conferences.
- Keep child at home when he/she is exhibiting signs of illness.
- Do not allow child to bring toys. Toys may get lost, broken, and/or taken home by other children.

CONFIDENTIALITY OF INFORMATION

All special education student records are confidential. The use or disclosure of this information is limited to staff who work with the student and for purposes directly related to the administration of the Special Education Preschool Program. No other use of this information shall be made without parents' prior written consent. Parents shall have access to all information contained in their own child's individual files.

EMERGENCY PLANNING

The Special Education Preschool participates with Kern Avenue Elementary School in fire and disaster drills. In the event of an actual disaster, such as an earthquake, children will remain at the preschool until picked up by parent/guardian, or other authorized adult 18 years or older.

Emergency phone numbers and addresses are very important. Parent/guardians must ensure emergency information on file is correct and current at all times.

TRANSPORTATION

A student may receive home to school bus transportation provided by the district if the IEP team has identified this as a service required for the student to benefit from his or her special education program. A parent/guardian or someone over 18 years of age must be at home to ensure the child gets on the bus in the morning and to receive child when the bus returns her home at the end of the school day.

MANDATED REPORTING

State law requires that all suspected cases of child abuse or neglect must be reported. Staff members are subject to prosecution for failure to notify the appropriate law enforcement agency immediately.



CONCLUSION

It is the intent of the Special Education Preschool to provide a positive learning experience for each child. An Individualized Education Plan team meeting will be held at least every 12 months to review each student's progress toward goals and objectives and make recommendations for the following year. A meeting to develop additional goals, review concerns or make recommendations can be requested by any team member at any time.

If questions arise, the special education teacher is a parent's first contact. If the question or concern is not addressed or answered, or additional input is required, the teacher will direct parent to the appropriate contact. Any staff members listed on page one of this handbook can help, if contacted.

Please keep this handbook with your student's records and refer to it throughout the year as needed.



APPENDIX

Video Release: Parent Consent and Waiver of Rights
Special Education Preschool Consent
2009/2010 Calendar
SEP Sample Daily Schedule



**PHOTO/VIDEO RELEASE
PARENT CONSENT AND WAIVER OF RIGHTS**

I hereby grant consent for the child named below ("Child") to participate and appear in programming (collectively the "Programming"), whether via television, film, video or audiotape or electronic media for the McFarland Unified School District, and waive any right to control approval use or reuse of the Programming.

All rights of any nature, which may arise from the Programming are hereby granted, worldwide and in perpetuity, to McFarland Unified School District.

On behalf of Child and myself, I hereby waive any rights to fees, royalties, or other compensation, which may arise from Child's participation in the Programming under the laws of the United States or any state therefore, or under the laws of any other nation or jurisdiction.

On behalf of Child, I grant full permission for the use of Child's name, likeness, performance, voice, and biography for the purpose of publicizing, advertising, or promoting the Programming in any medium, including the print media, radio, television, film, and audio or videotape.

I expressly represent that I have authority, either as a parent or legally appointed guardian, to execute this Consent and Release on behalf of Child.

PLEASE PRINT THE FOLLOWING:

Child's Name _____ DOB _____

Name of Parent or Legal Guardian _____

Address: _____

City _____ State _____ Zip _____

Home phone (____) _____ Cellular phone (____) _____

Signature of Parent/Legal Guardian Date

Signature of Parent/Legal Guardian Date



SPECIAL EDUCATION PRESCHOOL CONSENT

I have read this handbook and understand its provisions and have been given an opportunity to discuss any concerns or questions regarding its contents. The Special Education Preschool Staff has reviewed, discussed, and answered any questions regarding this handbook with me prior to my child's enrollment.

Signature of Parent/Legal Guardian

Date

Signature of Parent/Legal Guardian

Date