



San Ysidro

School District **EST - 1887**

QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

Preschool & Child Development Programs

Parent Handbook



Board of Education

- Antonio Martinez ● Rudy Lopez ● Rosaleah Pallasigue
- Humberto Gurmilan ● Irene Lopez

Superintendent

Gina A. Potter, Ed.D.



Main Office for Preschool: 1880 Smythe Avenue, San Ysidro, CA 92173

(619) 428-2352 or 428-4476 ext. 3584

Office Hours: 7:30 a.m. - 4:00 p.m.

Revised 08/2021



Important Notice

2021-2022 School Year

As we enter post COVID-19 safety measures, we will continue to update you on policies in place to ensure the safety of the entire San Ysidro School District Preschool community. We ask that everyone follow the safety guidelines that were shared during the mandatory parent orientation meetings. We will continue to update measures as needed.



See the COVID-Decision Tree for Preschool & Childcares in the Resources section for information.

Our COVID-19 Prevention Plan is posted on the Preschool & Child Development Program webpage on the district website.

Our San Ysidro School District's Vision

"The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high quality, multicultural learning environment that promotes academic excellence, social responsibility and physical and emotional well-being for all students."

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Dear Families:

Welcome to the San Ysidro School District Preschool & Child Development Programs! We are very pleased that you have chosen to enroll your child to our programs. We look forward to working with you and sharing in your child's growth and development. We have an educational program staffed by professional teachers, instructional aides, and support staff. Our daily activities for children focus on developmentally appropriate key experiences that promote social, physical, cognitive, and language growth to prepare children for kindergarten. Our goals for your child include:

1. Cognitive/Language Development

- To develop their creativity and thinking skills through language and literacy experiences
- To develop number, shape, and other logic and mathematic concepts and perceptive skills
- To demonstrate reading-like behaviors and develop an interest in books

2. Social/Emotional Development

- To develop a sense of self, friendships, cooperation, and responsibility.
- To develop healthy relationships with adults and children.

3. Physical Development and Self-Care

- To develop and exercise small and large muscles.
- To increase their perceptual skills in reading and writing.
- To learn self-management, independence, responsibility, decision making, and problem solving skills.

A strong emphasis is placed on the family/school relationship. If you have any questions, concerns and/or suggestions please contact us. If your family has any needs with which we can help, please feel free to rely on our staff to act as a resource to direct your family to the best possible services available.

Thank you for choosing the San Ysidro School District's Preschool & Child Development Programs as the roots for your child's education.

Lorena Varela-Reed
Director of Child Development



San Ysidro School District

Mission Statement

*"Quality education and opportunity
for all students to succeed"*

Our Philosophy

The San Ysidro School District Preschool & Child Development Program's philosophy is based on the premise that each child is a unique and capable individual. We strive to provide a program that values creativity, encourages curiosity, and fosters a love of learning. Using developmentally appropriate strategies, the staff facilitates student growth in all areas: physical, social, emotional, and intellectual. Varying levels of ability, overall development and learning styles are anticipated. We promote ethnic and cultural recognition of all children and encourage parent participation.

Program Information

Preschool Programs & Funding Sources

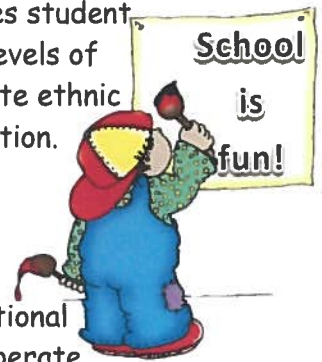
The San Ysidro School District provides families in the community with educational opportunities for preschool-aged children. The District receives funding to operate preschools from several sources:

- We offer California State Preschool Program (CSPP) and Head Start for children ages 3 and 4 years whose birthday is on or before September 1st of the school year of enrollment.
- The San Diego County Office of Education's Quality Preschool Initiative Program (QPI) subsidizes the State Preschool and Head Start Programs. The funding is used to enhance the programs in the area of staff development in and out of the classroom.

Eligibility/Enrollment for California State Preschool (CSPP) and Head Start

Enrollment is determined according to income and for Head Start, also a need for early intervention services. Enrollment is based upon the criteria and priorities established by Title 5 of the California Code of Regulations and Federal Head Start Performance Standards. Documentation is necessary to determine eligibility.

- Children must be 3 or 4 years of age on or before September 1st of the school year of enrollment. **First Priority** shall go to children receiving protective services through the local county welfare department and children at risk or abuse, neglect, or exploitation. **Second Priority** shall go to eligible four-year-old children, with the lowest income per capita. **Third Priority** shall go to other eligible three-year-old children, in ranking order.



- Children must have all immunizations current and a complete physical exam is required for children before enrollment (the preschool office will furnish you with the proper form). 3 Polio / 4 DTP / 3 Hep B / 1 MMR / 1 Varicella / 1 Hib
- Tuberculosis test results, DTAP, MMR, and Influenza for adult participating in program (parents are invited to participate one day per month).
- Families re-enrolling a child for a second year are required to remain eligible and complete the registration process every year.
- Documents to present for registration are: birth certificates for all children counted in the family size, up-to-date immunization record, family's current proof of income (within last 30 days), and two residency verifications (e.g., current utility bills with name and address, rent receipt or mortgage documents).

Wait List

Once classrooms are full, a wait list of eligible families will be established. Students will be assigned placement based on age/ranking as openings become available. Enrollment is continuous, so a person's spot on a wait list may fluctuate depending on the age and priority of the families that enroll throughout the year. Because of this, a family's ranking on the wait list will not be released.

Notice of Action

Services may not begin until the application for services is signed by both office staff and parent. At the time of approval of services, staff will issue a Notice of Action (NOA) to the family indicating the hours of service approved. The Notice of Action is a written notification of status change for California Families. Please note that a NOA will be issued by staff when any of the following occurs:

- *Certification is complete
- *Termination of services



Upon receipt of a NOA, all participants have the right of appeal. Please see the back of the NOA for information about the appeal process (*please note that the appeal process is time sensitive*). The district's grievance procedures are listed in the Board Policy Handbook and are available for your review in the Preschool & Child Development Office.

Non-Discrimination Statement

The San Ysidro School District (SYSD) Preschool & Child Development 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 children are served. The SYSD Preschool & Child Development Program welcomes enrollment of children with disabilities.

Refrain from Religious Instruction

SYSD Preschool & Child Development Programs refrains from religious instruction or worship, and complies with the regulations which stipulate that religious instruction or worship is prohibited.

Open Door Policy

SYSD Preschool & Child Development Programs maintain an open-door policy. We welcome parents to visit our classrooms unannounced to observe their child at any time during program hours. Our programs are based upon a partnership with the parents of the children enrolled.

Preschool Program Staff

Every class is led by a qualified teacher and has a ratio of one adult for every eight students. Every teacher holds a Child Development Permit from the California Commission on Teacher Credentialing and the majority have college degrees. All instructional aides have taken college classes in child development. For the specific experience and education of your child's classroom staff, please refer to the documents on the parent bulletin board in the classroom. As a state licensed early childhood program, our staff is mandated to report suspected child abuse or neglect to local authorities.

Staff Development Program

Ongoing staff development is provided to all preschool program employees. This includes, but is not limited to orientation for new employees, ongoing training and staff development on curriculum, instruction, and best practices for early childhood, coaching to meet individual needs, and regular evaluations per collective bargaining agreements. Each employee is supported through internal communication systems and individualized support to ensure all program requirements are met, and to ensure that quality care is provided to each child enrolled in the program.

Nutrition Program for Preschoolers

Preschool children are served either breakfast or lunch at each site free of charge to the families. Menus are provided for parents to review each month on the district's website and are posted in each classroom. The district must follow the State's Nutritional guidelines established for all public schools (SB12 & SAB965). This policy requires that all foods served to students are of high nutritional value. This applies to foods from the school cafeteria or store bought foods provided for special occasions by staff and/or parents.



Communication

We value keeping our lines of communication open between home and school. In order to keep you informed, we ask that you follow these procedures:



- Children will have a cubby in their classroom. **We ask that you check your child's cubby or mailbox daily.** We will keep you posted on school activities and events through our monthly calendars, newsletters and flyers.
- We ask that you do not use your child's cubby/mailbox as a means of communication with other parents in regards to birthday invitations or personal messages.

- We want to be sensitive to you and your child's culture and home values. It is important to notify the teacher and the director whether or not you celebrate holidays or activities that may make you or your child feel uncomfortable. The teacher can make adjustments to include all children.
- When appropriate, feel free to let your teacher know whenever anything "traumatic" occurs in your family (moving, death of a family relative, friend or pet, changes in the household or a new baby). We will work as a team to give you feedback and/or referrals if necessary.



Birthdays

Equal recognition is given to all children on each child's birthday. The San Ysidro School District has a Wellness Policy in place that states that **no food items** may be brought to school for birthday celebrations. You may bring a non-food treat for all children on your child's birthday. Examples: A book to donate in the child's name, baggies with pencil, stickers, toys, etc. Notify the teacher in advance and ask for the number of children in the classroom. We will not accommodate party-like items/activities, such as balloons, party favors, parties, nor any food items.

Toys/Share Items

Do not allow your child to bring toys, jewelry, DVD's, tablets or other items not requested from your child's teacher. Your child's teacher will let you know when your child may bring a special item to share.

Policies and Procedures

Parent Orientation

All parents of preschoolers are asked to attend a mandatory orientation meeting. At this meeting parents will receive additional information about preschool policies and procedures.

Attendance Policy

It is important that your child attend class every day so that they may take full advantage of what our wonderful program has to offer. Regular attendance will teach your child the importance of school and will help them develop good habits for future school years.

Please note the following: If your child will be absent, please call and notify the Preschool & Child Development Office at (619) 428-2352.

- Parents must provide the specific reason for their child's absence in the Learning Genie Parent App's Health Card in the notes area.
- A doctor's clearance may be required when a child's illness exceeds **three** consecutive days.
- **Excused Absences** Include:
 - Illness or quarantine of the child
 - Illness or quarantine of the parent
 - Court ordered visitation (we must have a copy of the Court Order Visitation in your child's file)
 - Medical or dental appointments
 - Best interest of the child

- **For State Preschool Only:** Up to ten days per year can be used for "Best Interest Days". Examples are "Special Day" with parent, vacation, severe weather conditions, transportation problems, work/school holiday for parent scheduled on a day which differs from district's observance, traffic court, illness of sibling, or other family emergency that requires traveling away from home.
- **Unexcused Absences** are defined as absences other than those mentioned above are considered unexcused. **An accumulation of five (5) unexcused absences or more than ten (10) "Best Interest" days will result in program termination.** A Notice of Action will be sent to families terminating services.

Sign In/Out Procedures

- The State of California requires that you (or a designated adult 18 years or older) sign in by using your **FULL NAME**, on the Learning Genie Parent App, which is a free App that you can download on your iPhone or Android mobile device.
- Be sure that the teacher acknowledges your child's presence before you leave.
- Please plan to be at school a little earlier than the official dismissal time to pick up your child. Children get anxious when their friends have gone home and no one has come for them.
- **If you will be late, please call and notify the Preschool & Child Development Office at (619) 428-2352 or (619) 428-4476 ext. 3584.**
- Authorized adults must show proper ID when picking up your child from school.
- **No child will be released to a person that is not authorized on your Emergency Contact Release Form;** therefore it is crucial to fill this form out completely. Please keep this information accurate and up-to-date.
- If someone other than yourself or those listed to pick your child up, comes for your child, you must go to the main preschool office and add them to the Emergency Card in advance, and that person must show proper ID.
- Please drop off and pick up your child at the correct times. We are not able to provide additional supervision for extended care.

Late Arrival/Late Pick-Up

We must ensure that children are picked up and arrive on time. Dropping off or picking up children late could be a stressful and traumatic experience for children; therefore, we request that you be on time. Students with three (3) tardies and/or late pickups in one month ~ the preschool director will meet with parents. Five (5) tardies and/or late pickups in one month ~ may be terminated from the preschool program.

Late Pick-ups at Site:

It is the parent's responsibility to ensure that your child is picked up on time every day at dismissal time. If you find that you will be late, you are required to make arrangements for an authorized adult (listed on the Emergency Card) to pick up the child. **This person must be prepared to show proof of identification with a picture before the child will be released.** Should you or your authorized adult arrive late to pick up your child more than five times in a 30-day period, services may be terminated. Please be considerate of our teaching staff.



Children Unclaimed after Closing Time - IMPORTANT

If, after site personnel have exhausted all known means to locate you or an authorized emergency contact to come for your child, and no one can be located after the better part of a half an hour after the program's closing time, Child Protective Services (CPS) will be called for assistance. CPS will call the police and transport your child to the Polinsky Children's Center. Please help us avoid this action.

Court Orders and Custody

Our Program recognizes that in most situations both parents have a legal right to be part of their child's life. We will deny parent access to their child ONLY if there is a legal document, which addresses those restrictions.

Limited Term Service Leaves

If you have a family emergency that requires you to miss three or more days you can request a Limited Term Service Leave for the program to hold your spot.

Dress Code

The students attending the San Ysidro School District abide by a uniform dress code. The uniform colors are white, navy blue, or red collar tops (polo style) and navy blue or khaki bottoms. Children should wear closed toe shoes and should always wear socks. We ask that you provide your child with an extra set of clothing (socks, underwear, pants, and shirt) to keep at school in case of an "accident" or messy art and/or outdoor play activities. Please send the change of clothing in a Ziploc bag with your child's name.

Withdrawing Students from School

In the event that you move out of the San Ysidro School District, please notify the Preschool Office at least 24 hours in advance. We will be happy to forward records upon request to your new school of residence.

Parking

Each preschool site has parking areas for the delivery and pick-up of children. Each child is to be escorted to and from the classroom by an authorized adult, 18 years of age or older. Check with your teacher regarding specific procedures for parking. Please do not leave children of any age unattended in a parked vehicle. **Children must be placed in a proper car/booster seat before transporting children from the premises and never left alone in a car.** Teachers and instructional aides are mandated reporters and will notify authorities if they see any violations of the law relating to transporting children. Use precautions when driving in the parking lots and around schools ~ young children are hard to be seen. Park your vehicle only in marked stalls. Cars parked in the handicap parking spaces must display their permits. Do not double park or block other vehicles. not park on red emergency zones.



Gates/Doors to Preschool Sites:

Please make sure that gates/doors remain closed when you enter or leave the pre-school site. We do not want children running out into the parking lot or street. This is for the safety of all children. Please help us protect the children and to prevent accidents.

Emergency Procedures

Our staff is certified in both First Aid and C.P.R. The health clerk, teacher, instructional aide, or office staff will handle minor injuries sustained during the school day. Ice, soap, water, and band-aids will be the extent of the first aid given. If your child is hurt while at school, an "Ouch Report" will be completed by the staff and placed on your child's sign-in sheet informing you what happened (these are for minor injuries, bumps, cuts, etc.)

It is essential that each child's **Emergency Information Card** be kept up-to-date, including numbers, addresses and a list of adults who may be contacted in case of an emergency. **If there is a change, you must make changes to the Emergency Card at the main preschool office** (Preschool & Child Development Center-CDC) and also notify the teacher promptly. The listed procedures will be followed in the event of a medical emergency:

1. Staff will attempt to notify the parent by phone immediately.
2. If unable to locate parents, emergency contacts will be called.
3. Staff will attempt to contact the child's physician.
4. Necessary attempts will be taken to protect the life and health of the child, which may include:
 - a. Use of EMT and ambulance services.
 - b. Use of emergency medical care at a nearby hospital
5. If non-emergency situations, transportation to the physician or hospital may be provided by a staff member.



Emergency Preparedness/Response

Each classroom posts information regarding Emergency and Disaster Preparedness and Response (earthquakes, fires, lock-down, etc.). Each preschool site follows the plan that has been developed at the elementary school site where they are housed. The plans are posted and monthly drills are conducted to familiarize the children with the procedures at each site. In case of an emergency, the staff has access emergency kits. Staff will stay with the children in emergency situations until the crisis subsides, and will also make efforts to comfort children during these high-stress situations. Please be reminded that children will only be released to persons on the emergency card who present photo identification. Parents/guardians who retrieve children during an emergency/crisis will need to sign a release form indicating the time the child was picked up.

Visitors

Any visitor to the classroom must follow district procedures. Visitors must register at the school office and receive a Visitor's Badge. To ensure minimum interruptions of the class, the visit should be arranged with the main preschool office and the teacher. If a conference is desired, an appointment should be made with the teacher before or after school.



Medical and Health Information

Health

Our preschool staff continually strives to keep the preschool environment healthy and free of communicable disease. **All parents will have to perform a Health Check of their preschool child on the Learning Genie Parent App.** Health checks will be performed daily on each child. Staff will look for the following symptoms of illness:

- ✓ Tired, watery or glassy eyes
- ✓ Thick mucus from eyes or nose, especially green or orange
- ✓ Low energy, fatigue or listlessness
- ✓ Lack of appetite or stomach upset
- ✓ Red cheeks, itchy scalp, or rashes



If a child becomes ill at preschool, the health clerk will see the sick child. If your child has a fever, is vomiting or has diarrhea, the parents/guardians will be contacted. Immediate arrangements must be made by the parents/guardians to pick up the child. Parents/guardians are strongly encouraged to arrange for back-up child care in case their child is too ill to be in school. Your child should be free of symptoms for 24 hours before returning to school. Any communicable disease is a basis to keep your child at home until well.

Medications

Since we are a part day program, our staff will not administer medications. Some exceptions may apply for children with special needs or chronic health conditions when a health protocol is in order. The following is required:

- Medical form with a written, detailed description of the condition including the name and dosage of each medication signed by the doctor.
- Written permission to administer the prescription on medication signed by the parent and the physician. Dosage and times that medication is to be administered must be included.
- Please come to the main preschool office (Preschool & Child Development Center-CDC) for the forms.
- If your doctor states that the child has a need for a medication, you must bring the medications in its original container, or sign a refusal to supply the medication to the school.


Allergies/Medical Conditions

All diagnosed allergies and medical conditions must be documented in child's file, and each staff person responsible for supervising the child must be notified. It is the parent/guardian's responsibility to inform the staff at the time of enrollment and the child's teacher of any and all known (potentially harmful) allergies or medical conditions, i.e. asthma, diabetes, seizures, etc.



Specific Conditions

The following is an outline of certain common illnesses and the approximate length of time a child must be excluded from the preschool:

IF I HAVE...	PLEASE KEEP ME HOME UNTIL...	IF I HAVE...	PLEASE KEEP ME HOME UNTIL...
1. Fever	24 hours after the temperature returns to normal.	11. Viral or other Meningitis	Notify Health Department as soon as informed of case.
2. Vomiting and/or diarrhea	Child must be free of episodes for a minimum of 24 hours.	12. Bacterial Meningitis (H Influenza Type B)	Notify Health Department. Vaccine is available to present H Influenza Type B.
3. Cold involving thick, colored nasal discharge or chronic cough	Until condition clears discharge or constant, heavy cough that hampers the child's ability to participate in activities.	13. Pink Eye (Conjunctivitis) Bacteria	Exclude until all discharge and redness is gone.
4. Chicken Pox	Until seven (7) days after appearance of skin rash. Highly contagious.	14. Impetigo Contagious (Staph or Infection)	If a single lesion, under treatment and covered, may attend school. Otherwise, not until healed.
5. German Measles (Rubella)	Until recovery. At least five (5) days.	15. Ringworm	Condition is healed or, if single lesion, same as Impetigo.
6. Measles (Rubella)	Four (4) days from appearance of rash.	16. Scabies	Doctor's note.
7. Whooping Cough (Pertussis)	During early "cold" symptoms and for 21 days after appearance of cough unless antibiotic is used.	17. Hand, Foot & Mouth Disease (Coxsackie Virus)	Until temperature is normal for 24 hours.
8. Mumps	Until swelling has subsided, but not more than nine (9) days.	18. Head Lice	Treated with recommended shampoo and cleared by health clerk to return to school.
9. Strep Infection (Respiratory)	24-48 hours after start of antibiotics.	19. Pinworms	Doctor's note
10. Hepatitis A	Notify Health Department. Use careful hand washing to prevent spreading.		



Parent Involvement

Parent Advisory Committee

The Parent Advisory Committee (PAC) is composed of parents from each preschool site. This committee acts in an advisory capacity, providing assistance to the program. The committee members assist in planning, assessing, and evaluating the program. The Parent Advisory Committee meets several times per year. One parent representative from each class or site is recommended. All interested parents are invited to attend.

Parent Volunteers

*****Volunteer restrictions are still in place post COVID-19*****

Parents are partners in the education of their young children so parent involvement is critical in order for your child to have a successful preschool experience. State and Federal guidelines promote parent participation in the preschool classroom. Upon enrollment you may indicate the specific day(s) you can participate and assist the teacher each month. Your child's teacher will schedule parents for their selected days and plan activities for them. Parents are encouraged to join you school's PTA.

Parent volunteers must have proof of recent DTAP, MMR, Influenza, negative TB test or chest x-ray result, and completed the SYSD Volunteer Handbook to participate in the classroom. In addition, volunteers must have a clearance according to Megan's Law Check, in accordance with SYSD board policy. Children not enrolled in the program are not permitted to remain in the classroom during class time per Community Care Licensing regulations. Parent volunteers may help prepare classroom materials at school or at home.

Parent Workshops and Trainings

Parent education and workshops are offered throughout the school year. Workshops are intended to provide parents with knowledge of parenting and child development, parental resilience, an array of social connections, and concrete support in times of need. Parents are highly encouraged to attend workshops and trainings. *****All parent workshops will be virtual until further notice.*****

Parent Rights

Our preschool program invites parents to drop in unannounced at any time to observe their child's classrooms. Parents/guardians, upon presentation of identification, have the right to enter and inspect the facility, in which their child is receiving services, without advance notice. Entry and inspection are limited to the normal operating hours while their child is in class and office staff may accompany. The district requires that all visitors check-in at the main school office and obtain a visitor ID to wear for identification purposes. The law authorizes the person in charge of the facility to deny access to a parent/guardian under the following circumstances: The parent/guardian is behaving in a way which poses a risk to the children in the facility. The adult is non-custodial parent and the facility has been instructed in writing through a court order to deny access to the non-custodial parent.

Please note that parents **do not** have the right to threaten, intimidate, or be disrespectful to staff. Parents **do not** have the right to engage in disciplinary actions with any child other than their own. District Grievance Procedures are listed in the Board Policy Handbook and are available for your review in the Preschool & Child Development Office.

Parent Meetings and Conferences

The Preschool Program plans several meetings for parents each year including parent orientation. Conferences may be arranged at any time with the teacher or director as requested by parents. Bi-annual parent/teacher conferences are arranged in the fall and spring. Conferences will provide you opportunities to meet with the teacher to discuss your child's progress. ***All parent conferences and meetings will be virtual until further notice.***

Child Behavior

It is the goal of the Preschool & Child Development Programs at the San Ysidro School District to provide a safe and secure environment for all children and staff. The Teaching Pyramid Program provides environmental and behavioral support for every child to be successful within the classroom setting.

The preschool staff believes that systematic implementation of developmentally and culturally appropriate skills enable preschool-age children to develop the ability to manage their emotions, relate to adults, relate to classmates, and to feel good about themselves. Throughout the school year, your child's teacher will create and maintain a classroom environment which supports healthy social emotional development and will engage in specific teaching activities to assist students needing additional guidance.

Healthy Social Emotional Development includes:

- A sense of confidence and competence
- Ability to develop good relationships with adults
- Ability to make friends and get along with peers
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings and emotions
- Ability to constructively manage strong emotions
- Development of empathy



Challenging behavior can be described as:

- Any repeated pattern of behavior that interferes with learning or engagement in positive social interactions with peers or adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal or motor behavior, property destruction, self-injury and or injury to others, noncompliance and withdrawal.



The Teaching Pyramid approach is based on a pyramid structure of support. The base of the pyramid emphasizes the development of positive relationships with children and families. It also suggests typical good practice in the area of social and emotional development such as making expectations clear and providing a balance between active and quiet times, and teacher directed and student directed activities.

The second level of the pyramid focuses on intentional teaching of social problem-solving strategies and other socially appropriate skills for students who are found to need this level of support.

The top of the pyramid includes more intensive supports involving family members, school staff and experts whose efforts are targeted toward individual children with persistent behavior challenges.

Our Preschool Program Expectations:

- We are safe & healthy.
- We are respectful.
- We are friendly.



Program-wide Expectations

All of the preschool classes have specific behavioral expectations for all children. They will learn to be safe & healthy, be respectful, and be friendly, and to understand the meaning of these words. Classroom rules and redirection by teachers and staff will always be stated with positive words, helping children understand the classroom expectations. The teacher/staff may say, "Let's be safe and use walking feet."

Procedures for Working with Children who have Challenging Behaviors

The focus of our program is to prevent challenging behaviors. In the event that your child may need a more individualized plan to prevent this/her challenging behaviors, the teacher will let you know which strategies at the second level worked with him/her. If additional support is needed at the third level of the pyramid, the teacher will invite you to participate in the planning and creating a behavior support plan for your child. In the rare instance your child behaves in a way that endangers either himself/herself or others, he/she may be excluded from the program.

Best Practices in Early Childhood Education

Our preschool curriculum, Big Day for Pre-K, provides a wide variety of activities and techniques that enhance the social skills, language development, and general problem solving.

The instructional program follows the State of California's Preschool Learning Foundations and Preschool Curriculum Framework to structure learning opportunities in the areas of Social-Emotional Development, Language and Literacy, English Language Development, Mathematics, Motor Skills, Science, and the Arts.

Ages and Stages Questionnaire

All children receive a developmental screening using the Ages and Stages questionnaire which is done with the parents. The results of the screening are shared by the teacher with the parent during parent-teacher conference. For a child who may have a delay in an area of development, the teacher may make a referral to the District for consultation. Parents will be notified of any concerns.

Desired Results for Children and Families

Both the California Department of Education (CDE), Early Learning & Care Division (ELCD) and the Head Start Education Performance Standards require all programs to implement a research based assessment. Desired Results Developmental Profile (2015) results document the progress made by children and families in achieving desired results, and provide information to help staff improve your child's instructional program

The Desired Results Developmental Profile is an observation tool for recording the achievement of "desired results" for children. It measures how well children are doing in meeting four broad desired results:

1. Children are personally and socially competent.
2. Children are effective learners.
3. Children show physical and motor competency.
4. Children are safe and happy.



Early Childhood Curriculum

Our early childhood curriculum addresses the developmental domains outlined in the California Preschool Learning Foundations and the California Preschool Frameworks:

Social-Emotional Development	English Language Development	Motor Physical Development
Language and Literacy	Fine Arts	Health & Well-being
Mathematics	Science	Social Studies

Learning and development activities are presented on themes of interest to preschool children. While attending our preschool program, your child will be learning with his/her body and senses, memory, perception skills, and thinking skills. Your child's teacher will offer numerous opportunities to make meaningful connections between what is learned at school and family, home, and neighborhood. The teacher will regularly communicate with you regarding the theme/skills being presented and how you can support your child at home.

Environmental Rating Scale

Every year, all of the staff participates in rating the classroom environment by using a tool called the Environmental Rating Scale to measure the quality of the program.

Parent Surveys

Once a year you will be asked to complete the Desired Results Parent Survey and the First Five Parent Survey forms. These forms are very important in providing information to support the improvement of your child's program.

Annual Self-Evaluation Process

The preschool program participates in a self-evaluation process each year in order to review progress and set program goals for the following year. Student data, along with classroom data and parent survey results are used to identify areas of strength and need, and to identify program goals based on the California Early Learning Quality Systems. Members of the Preschool Parent Advisory Committee and preschool staff are instrumental in this process.

Technology

Computers are available to every student every day. Students will learn how to use an educational computer program designed to help develop listening, comprehension, and speaking skills. It guides students to explore learning activities and interact to practice their skills. All classrooms are also equipped with interactive Smart Boards and iPads.

Family Support

The Preschool Program strives to support families as we work together to prepare children for kindergarten and lifelong learning. At times, families may encounter circumstances that affect their ability to support their child. Upon admission to the Preschool Program, every family is given a list of community agencies and service organizations that may assist in areas such as accessing health services or insurance, child care, parent education, family or child counseling, homelessness, etc. In addition, families are encouraged to talk to their child's teacher or call the main preschool office for additional information on how to find support or resources through the school district or community. If you suspect your child has learning, behavior, or developmental concerns, the Preschool Program can arrange for you to meet with a school psychologist and or speech and language specialist to determine a plan to support your child in the classroom.





Resources & Information



San Ysidro School District



Preschool & Child Development Programs

Main Office

1880 Smythe Avenue, San Ysidro, CA 92173

(619) 428-2352 * (619) 428-4476 ext.3584

Office Hours: 7:30 a.m.-4:00 p.m.

Our Preschool Sites

~Ocean View Hills Elementary~

4919 Del Sol Blvd., San Diego, CA 92154

~Smythe Elementary~ Preschool & Child Development Center (CDC)~

(Preschool Main Office located at this site)

1880 Smythe Avenue, San Ysidro, CA 92173

~Sunset Elementary~

3825 Sunset Lane, San Ysidro, CA 92173

Staff

Lorena Varela-Reed, Director of Child Development

Eugenia Teodoro, Administrative Secretary II

Nancy Serrano, Preschool Resource Teacher

Claudia Uribe, Children & Family Project Facilitator

Silvia Hernandez & Leticia Gutierrez, Head Start Family Support Technicians



2021

SAN YSIDRO SCHOOL DISTRICT STUDENT CALENDAR

2022

Month	M	T	W	TH	F	Student Days	Holidays
July 2021	5	6	7	8	9		7/5 - In lieu of Independence Day - Legal Holiday
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	5	7/26 - First Day for Students
August 2021	2	3	4	5	6		
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30	31				22	
September 2021	6	7	8	9	10		9/6 - Labor Day - Legal Holiday
	13	14	15	16	17		
	20	21	22	23	24		9/20 - 10/1 Fall Break
	27	28	29	30		12	
October 2021	4	5	6	7	8		10/4 - Students Return
	11	12	13	14	15		10/8 - Progress Report #1 (middle schools)
	18	19	20	21	22		
	25	26	27	28	29	20	
November 2021	1	2	3	4	5		11/5 - End of first trimester (64 days - elementary schools)
	8	9	10	11	12		11/11 - Veteran's Day - Legal Holiday
	15	16	17	18	19		11/15 - 11/19 Parent Conferences
	22	23	24	25	26		
	29	30				16	11/25 - 11/26 Thanksgiving Legal and Local Holidays
December 2021	6	7	8	9	10		12/17 - End of first semester (88 days - middle schools)
	13	14	15	16	17		12/20 - 1/10 Winter Break
	20	21	22	23	24		12/23 - 12/24 Declared and Legal Holidays
	27	28	29	30	31	13	12/31 - Declared Holiday
January 2022	3	4	5	6	7		1/3 - In lieu of New Year's Day - Legal Holiday
	10	11	12	13	14		1/11 - Students Return
	17	18	19	20	21		1/17 - Martin Luther King Jr. - Legal Holiday
	24	25	26	27	28		
	31					14	
February 2022	7	8	9	10	11		2/18 - Lincoln Day - Legal Holiday
	14	15	16	17	18		2/21 - Washington Day - Legal Holiday
	21	22	23	24	25		
	28					18	
March 2022	7	8	9	10	11		3/4 - End of second trimester (60 days - elementary schools)
	14	15	16	17	18		3/11 - Progress Report #2 (middle schools)
	21	22	23	24	25		3/14 - 3/18 Parent Conferences (elementary and middle)
	28	29	30	31		14	3/21 - 4/4 Spring Break
							3/31 - Cesar Chavez - Observed Holiday
April 2022	4	5	6	7	8		4/5 - Students Return
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29	19	
May 2022	2	3	4	5	6		
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30	31				21	5/30 - Memorial Day - Legal Holiday
June 2022	6	7	8	9	10		6/8 - End of third trimester (56 days - elementary schools)
	13	14	15	16	17		6/8 - End of second semester (92 days - middle schools)
	20	21	22	23	24		6/8 - Last Day for Students
	27	28	29	30		6	
						180	

◇ First/Last Day for Students ○ Minimum Days □ Legal/Local Holidays
 --- End of trimester / semester

School Closed

Board Approved: 04/15/2021

Subject to modification if required by Collective Bargaining

Learning Genie Parent App-It's Free!

Learning Genie Parent App

Learning Genie for Parents is a free mobile app for your iPhone or Android device.

To minimize COVID related risks, you will be able to have contactless sign in and sign out of your child by you signing on your phone.

You will also be completing a health check before your child arrives to school.

Our staff will be able to communicate with parents & share learning resources.

The staff will be able to take attendance, monitor data, & print attendance reports. The app assists in meeting the documentation reporting requirements set by California's Department of Education.

**Learning Genie
Parent App**
You can find it in the
App Store on your
mobile device.



It's the blue app.



At childcare site, child or staff member develops any one of the following signs or symptoms:

☐ Fever with or without chills/rigors (fever defined as $T > 100.0$ that does not resolve within 30 min. without medication)

FOR PRESCHOOLS & CHILDCARES ONLY

- ☐ Cough* ☐ Shortness of breath ☐ Nasal congestion/rhinorrhea (runny nose)* ☐ Sore throat
- ☐ Nausea, vomiting, or diarrhea* ☐ Fatigue* ☐ New loss of taste/smell ☐ Headache*
- ☐ Muscle or body aches* ☐ Poor feeding or poor appetite*

FOR CHILDCARES & PRESCHOOLS ONLY

* Disregard this symptom if childcare staff/personnel already aware of a chronic, pre-existing condition that causes the symptom. The nature of the presenting symptom (e.g., duration, intensity) must be consistent with the underlying chronic condition.

ACTION:

Apply appropriate PPE; isolate child/staff member until sent home; recommend they contact health care provider for instructions/testing. Note: Other infections can cause similar symptoms (e.g., flu, strep) but these do not rule out COVID-19 as co-occurring.

FOR PRESCHOOLS & CHILDCARES ONLY



CHILD / STAFF TO STAY HOME UNTIL...

FOR CHILDCARES & PRESCHOOLS ONLY

With PCR OR Antigen COVID-19 viral test
(For diagnostic testing, PCR is strongly preferred)

Negative Antigen

Confirmatory PCR

Positive

Negative PCR

Proof of negative test required.

May return to school after 24 hours have passed without fever and symptoms have started improving.

Consider notification to childcare community.

Positive (Antigen or PCR)

Identify all close contacts (as defined by CDC). Identify all cohort/groups/class members. Quarantine and exclude close contacts (and work with public health & local Child Care Licensing Regional Office on decision to exclude entire cohort) for *14 days after last date case present.

Notification to childcare community of a known case.

Retested or Not Retested
(Proof of negative test not required)

If note from MD/DONP/PA, or public health defines case as presumed COVID-19 virus (based on symptoms and circumstances), then: (a) consider notifying staff and parents of cohort of a potential exposure; and (b) in conjunction with public health & local Child Care Licensing Regional Office, exclude "close contacts" (using CDC definition) for *14 days from last day of exposure. *A 10-day quarantine may be considered for staff NOT in direct contact with children and if a mask can be worn and 6 ft distance maintained when a person returns on days 11-14.

Without PCR Covid-19 viral test OR with only a negative Antigen test

Note from healthcare provider re: chronic illness

A signed note from a licensed MD/DO/NP/PA (who manages that condition) must: confirm the chronic diagnosis (i.e., cites labs, date-of-record when diagnosed); include provider's contact information; explain how symptoms are unrelated to COVID-19; and be accompanied by signed consent for childcare provider to interact with MD/DO/NP/PA.

May return to childcare immediately

Consider individualized child health plan to prevent any future unnecessary dismissals.

Isolate the case. May return when:
(a) 24 hours without fever (no meds) and (b) symptoms are improving AND (c) at least 10 days from symptom onset or test date.



If childcare provider becomes aware of one case in one cohort/class/group, then have childcare administrator fill out the **COVID-19 Online Notification Form** & call the local Child Care Licensing Regional Office at (619) 767-2200 to report the case for further directions on quarantine. For questions on reporting, outbreaks, or general questions, please call the COVID-Epi Schools line at (619) 692-8636, leave a message and your call will be returned.

AAP-CAS

American Academy of Pediatrics

Your Child at 2 Years*



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 2. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Copies others, especially adults and older children
- ☐ Gets excited when with other children
- ☐ Shows more and more independence
- ☐ Shows defiant behavior (doing what he has been told not to)
- ☐ Plays mainly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

- ☐ Points to things or pictures when they are named
- ☐ Knows names of familiar people and body parts
- ☐ Says sentences with 2 to 4 words
- ☐ Follows simple instructions
- ☐ Repeats words overheard in conversation
- ☐ Points to things in a book

Cognitive (learning, thinking, problem-solving)

- ☐ Finds things even when hidden under two or three covers
- ☐ Begins to sort shapes and colors
- ☐ Completes sentences and rhymes in familiar books
- ☐ Plays simple make-believe games
- ☐ Builds towers of 4 or more blocks
- ☐ Might use one hand more than the other
- ☐ Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- ☐ Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- ☐ Stands on tiptoe
- ☐ Kicks a ball
- ☐ Begins to run
- ☐ Climbs onto and down from furniture without help
- ☐ Walks up and down stairs holding on

- ☐ Throws ball overhand
- ☐ Makes or copies straight lines and circles

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Doesn't use 2-word phrases (for example, "drink milk")
- ☐ Doesn't know what to do with common things, like a brush, phone, fork, spoon
- ☐ Doesn't copy actions and words
- ☐ Doesn't follow simple instructions
- ☐ Doesn't walk steadily
- ☐ Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at cdc.gov/FindEI.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!

★ It's time for developmental screening!

At 2 years, your child is due for general developmental screening and an autism screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App



Learn the Signs. Act Early.

Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 2-year-old child today.



What You Can Do for Your 2-Year-Old:

- ☐ Encourage your child to help with simple chores at home, like sweeping and making dinner. Praise your child for being a good helper.
- ☐ At this age, children still play next to (not with) each other and don't share well. For play dates, give the children lots of toys to play with. Watch the children closely and step in if they fight or argue.
- ☐ Give your child attention and praise when he follows instructions. Limit attention for defiant behavior. Spend a lot more time praising good behaviors than punishing bad ones.
- ☐ Teach your child to identify and say body parts, animals, and other common things.
- ☐ Do not correct your child when he says words incorrectly. Rather, say it correctly. For example, "That is a ball."
- ☐ Encourage your child to say a word instead of pointing. If your child can't say the whole word ("milk"), give her the first sound ("m") to help. Over time, you can prompt your child to say the whole sentence — "I want milk."
- ☐ Hide your child's toys around the room and let him find them.
- ☐ Help your child do puzzles with shapes, colors, or farm animals. Name each piece when your child puts it in place.
- ☐ Encourage your child to play with blocks. Take turns building towers and knocking them down.
- ☐ Do art projects with your child using crayons, paint, and paper. Describe what your child makes and hang it on the wall or refrigerator.
- ☐ Ask your child to help you open doors and drawers and turn pages in a book or magazine.
- ☐ Once your child walks well, ask her to carry small things for you.
- ☐ Kick a ball back and forth with your child. When your child is good at that, encourage him to run and kick.
- ☐ Take your child to the park to run and climb on equipment or walk on nature trails. Watch your child closely.

Milestones adapted from *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5*, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and *BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS*, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

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www.cdc.gov/ActEarly

1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

Your Child at 3 Years



How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- ☐ Copies adults and friends
- ☐ Shows affection for friends without prompting
- ☐ Takes turns in games
- ☐ Shows concern for a crying friend
- ☐ Understands the idea of "mine" and "his" or "hers"
- ☐ Shows a wide range of emotions
- ☐ Separates easily from mom and dad
- ☐ May get upset with major changes in routine
- ☐ Dresses and undresses self

Language/Communication

- ☐ Follows instructions with 2 or 3 steps
- ☐ Can name most familiar things
- ☐ Understands words like "in," "on," and "under"
- ☐ Says first name, age, and sex
- ☐ Names a friend
- ☐ Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- ☐ Talks well enough for strangers to understand most of the time
- ☐ Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- ☐ Can work toys with buttons, levers, and moving parts
- ☐ Plays make-believe with dolls, animals, and people
- ☐ Does puzzles with 3 or 4 pieces
- ☐ Understands what "two" means
- ☐ Copies a circle with pencil or crayon
- ☐ Turns book pages one at a time
- ☐ Builds towers of more than 6 blocks
- ☐ Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- ☐ Climbs well
- ☐ Runs easily
- ☐ Pedals a tricycle (3-wheel bike)
- ☐ Walks up and down stairs, one foot on each step

Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Falls down a lot or has trouble with stairs
- ☐ Drools or has very unclear speech
- ☐ Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- ☐ Doesn't speak in sentences
- ☐ Doesn't understand simple instructions
- ☐ Doesn't play pretend or make-believe
- ☐ Doesn't want to play with other children or with toys
- ☐ Doesn't make eye contact
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO (1-800-232-4636).

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/ActEarly

1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 3-year-old child today.



What You Can Do for Your 3-Year-Old:

- ☐ Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- ☐ Work with your child to solve the problem when he is upset.
- ☐ Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- ☐ Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds to 1 minute in a chair or in his room. Praise your child for following the rules.
- ☐ Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."
- ☐ Read to your child every day. Ask your child to point to things in the pictures and repeat words after you.
- ☐ Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.
- ☐ Play matching games. Ask your child to find objects in books or around the house that are the same.
- ☐ Play counting games. Count body parts, stairs, and other things you use or see every day.
- ☐ Hold your child's hand going up and down stairs. When she can go up and down easily, encourage her to use the railing.
- ☐ Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities.

www.cdc.gov/ActEarly

1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

Your Child at 4 Years



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Enjoys doing new things
- ☐ Plays "Mom" and "Dad"
- ☐ Is more and more creative with make-believe play
- ☐ Would rather play with other children than by himself
- ☐ Cooperates with other children
- ☐ Often can't tell what's real and what's make-believe
- ☐ Talks about what she likes and what she is interested in

Language/Communication

- ☐ Knows some basic rules of grammar, such as correctly using "he" and "she"
- ☐ Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- ☐ Tells stories
- ☐ Can say first and last name

Cognitive (learning, thinking, problem-solving)

- ☐ Names some colors and some numbers
- ☐ Understands the idea of counting
- ☐ Starts to understand time
- ☐ Remembers parts of a story
- ☐ Understands the idea of "same" and "different"
- ☐ Draws a person with 2 to 4 body parts
- ☐ Uses scissors
- ☐ Starts to copy some capital letters
- ☐ Plays board or card games
- ☐ Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- ☐ Hops and stands on one foot up to 2 seconds

- ☐ Catches a bounced ball most of the time
- ☐ Pours, cuts with supervision, and mashes own food

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Can't jump in place
- ☐ Has trouble scribbling
- ☐ Shows no interest in interactive games or make-believe
- ☐ Ignores other children or doesn't respond to people outside the family
- ☐ Resists dressing, sleeping, and using the toilet
- ☐ Can't retell a favorite story
- ☐ Doesn't follow 3-part commands
- ☐ Doesn't understand "same" and "different"
- ☐ Doesn't use "me" and "you" correctly
- ☐ Speaks unclearly
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App



Learn the Signs. Act Early.

Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 4-year-old child today.



What You Can Do for Your 4-Year-Old:

- ☐ Play make-believe with your child. Let her be the leader and copy what she is doing.
- ☐ Suggest your child pretend play an upcoming event that might make him nervous, like going to preschool or staying overnight at a grandparent's house.
- ☐ Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.
- ☐ During play dates, let your child solve her own problems with friends, but be nearby to help out if needed.
- ☐ Encourage your child to use words, share toys, and take turns playing games of one another's choice.
- ☐ Give your child toys to build imagination, like dress-up clothes, kitchen sets, and blocks.
- ☐ Use good grammar when speaking to your child. Instead of "Mommy wants you to come here," say, "I want you to come here."
- ☐ Use words like "first," "second," and "finally" when talking about everyday activities. This will help your child learn about sequence of events.
- ☐ Take time to answer your child's "why" questions. If you don't know the answer, say "I don't know," or help your child find the answer in a book, on the Internet, or from another adult.
- ☐ When you read with your child, ask him to tell you what happened in the story as you go.
- ☐ Say colors in books, pictures, and things at home. Count common items, like the number of snack crackers, stairs, or toy trains.
- ☐ Teach your child to play outdoor games like tag, follow the leader, and duck, duck, goose.
- ☐ Play your child's favorite music and dance with your child. Take turns copying each other's moves.

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1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

Your Child at 5 Years



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 5. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Wants to please friends
- ☐ Wants to be like friends
- ☐ More likely to agree with rules
- ☐ Likes to sing, dance, and act
- ☐ Is aware of gender
- ☐ Can tell what's real and what's make-believe
- ☐ Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- ☐ Is sometimes demanding and sometimes very cooperative

Language/Communication

- ☐ Speaks very clearly
- ☐ Tells a simple story using full sentences
- ☐ Uses future tense; for example, "Grandma will be here."
- ☐ Says name and address

Cognitive (learning, thinking, problem-solving)

- ☐ Counts 10 or more things
- ☐ Can draw a person with at least 6 body parts
- ☐ Can print some letters or numbers
- ☐ Copies a triangle and other geometric shapes
- ☐ Knows about things used every day, like money and food

Movement/Physical Development

- ☐ Stands on one foot for 10 seconds or longer
- ☐ Hops; may be able to skip
- ☐ Can do a somersault
- ☐ Uses a fork and spoon and sometimes a table knife
- ☐ Can use the toilet on her own
- ☐ Swings and climbs

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Doesn't show a wide range of emotions
- ☐ Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- ☐ Unusually withdrawn and not active
- ☐ Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- ☐ Doesn't respond to people, or responds only superficially
- ☐ Can't tell what's real and what's make-believe
- ☐ Doesn't play a variety of games and activities
- ☐ Can't give first and last name
- ☐ Doesn't use plurals or past tense properly
- ☐ Doesn't talk about daily activities or experiences
- ☐ Doesn't draw pictures
- ☐ Can't brush teeth, wash and dry hands, or get undressed without help
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App



Learn the Signs. Act Early.

Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 5-year-old child today.



What You Can Do for Your 5-Year-Old:

- ☐ Continue to arrange play dates, trips to the park, or play groups. Give your child more freedom to choose activities to play with friends, and let your child work out problems on her own.
- ☐ Your child might start to talk back or use profanity (swear words) as a way to feel independent. Do not give a lot of attention to this talk, other than a brief time out. Instead, praise your child when he asks for things nicely and calmly takes "no" for an answer.
- ☐ This is a good time to talk to your child about safe touch. No one should touch "private parts" except doctors or nurses during an exam or parents when they are trying to keep the child clean.
- ☐ Teach your child her address and phone number.
- ☐ When reading to your child, ask him to predict what will happen next in the story.
- ☐ Encourage your child to "read" by looking at the pictures and telling the story.
- ☐ Teach your child time concepts like morning, afternoon, evening, today, tomorrow, and yesterday. Start teaching the days of the week.
- ☐ Explore your child's interests in your community. For example, if your child loves animals, visit the zoo or petting farm. Go to the library or look on the Internet to learn about these topics.
- ☐ Keep a handy box of crayons, paper, paint, child scissors, and paste. Encourage your child to draw and make art projects with different supplies.
- ☐ Play with toys that encourage your child to put things together.
- ☐ Teach your child how to pump her legs back and forth on a swing.
- ☐ Help your child climb on the monkey bars.
- ☐ Go on walks with your child, do a scavenger hunt in your neighborhood or park, help him ride a bike with training wheels (wearing a helmet).

Milestones adapted from *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5*, Fifth Edition, edited by Steven Shelov and Tanya Remar Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and *BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS*, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/ActEarly

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