

Parent Handbook

Page Learning
Academy, Inc.



Page
Learning
Academy

2026 – 2027

Welcome Letter

Dear Parents and Guardians,

Welcome to Page Learning Academy, Inc.!

Welcome — and congratulations! Your family has just joined a community that has been loving, teaching, and celebrating young children for more than three decades.

We are honored that you have chosen us, and we do not take that trust lightly. From the moment your child walks through our doors, our team is committed to giving them a warm, joyful, developmentally appropriate program built around three things we believe every child deserves: character, confidence, and community. While you pursue your educational and career goals, your child will be busy pursuing their own — playing, learning, and growing every single day.

Every child at **Page Learning Academy, Inc.** belongs to a classroom family, and each one is named for a small creature with a big sense of wonder. Because we serve families at more than one site, our classroom names also tell you where your child's day happens:

At our **Vernon** site:

- Dragonflies — infants and toddlers
- Ladybugs — ages 2 to 3
- Bumblebees — ages 3 to 5

At our **Inglewood** site:

- Caterpillars — ages 2 to 3
- Butterflies — ages 3 to 5

This year's theme: "**Once Upon a Preschool...**" Every great story begins somewhere, and this year, yours begins here. Our classrooms will be filled with stories — the ones we read together, the ones children act out and illustrate, and the ones they write simply by showing up each day and becoming a little more themselves. We hope you will read along with us all year long.

Consider this your family's guide to our program. Inside you will find our policies and procedures, and the answers to most of the questions that come up along the way. Please take the time to read it carefully — while your child is enrolled with us, these policies are a shared agreement between your family and ours. And know that our "**Open Door**" policy is a real invitation: you are welcome to visit our sites any time during business hours. This is your child's second home, which makes it yours, too.

Page Learning Academy, Inc. is a 501(c)(3) non-profit corporation in the State of California. Our Infant/Toddler Program is funded by the **California Department of Social Services (CDSS)**, and our Preschool Program is funded by the **California Department of Education (CDE)**, Early Education Division. We are licensed by the State of California Department of Social Services and adhere to Title 5 and Title 22 regulations.

Thank you for being here. We cannot wait to watch your child discover, question, create, and surprise us all. Welcome to **Page Learning Academy, Inc.** — "A Place Where All Children Count."

With warmth and excitement,

Lisa Square
Program Director

Page Learning Academy, Inc.

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Section 1: Our Program/Philosophy

Page Learning Academy, Inc. grounds its educational philosophy in constructivist theories of early development, most notably the work of Jean Piaget, which emphasizes the interactions among the child, others, and the environment, as well as the child's prior experiences. Children construct understanding through active, hands-on exploration in relationship with responsive adults and peers.

We implement **The Creative Curriculum**, a research-based, developmentally appropriate curriculum aligned with the California Infant/Toddler Learning and Development Foundations (ITLDF) and the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF). The curriculum is values-based and intentionally reflects the cultural, linguistic, and ethnic diversity of the children and families we serve.

Page Learning Academy, Inc. uses the Desired Results Developmental Profile (2025) — the DRDP (2025) — a formative assessment instrument developed by the **California Department of Education** (CDE) and the **California Department of Social Services** (CDSS) to observe, document, and reflect on the learning and development of children in state-funded programs. The DRDP (2025) is aligned with the ITLDF and PTKLF. Our objective for every child is steady progress at their own individual pace along the developmental continuum.

The DRDP (2025) is not a test. Teachers complete it using ongoing, authentic observation — documenting what children know and can do during familiar daily activities and routines, in their own classrooms, with the adults who know them best. Results identify each child's current developmental level and guide teachers in planning the experiences and support that move the child forward.

The DRDP (2025) is completed for each child enrolled for at least 10 hours per week, and for each child with exceptional needs, regardless of hours enrolled. For our **Infant/Toddler Program (funded by CDSS)**, the first DRDP is completed within **60** calendar days of the child's enrollment. For our **Preschool Program (funded by CDE)**, the first DRDP is completed between **60 and 90** calendar days of the child's first day of attendance. Thereafter, the DRDP is completed at least once every six months for all children. Children with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) are assessed in both fall and spring.

Following each rating period, parents and teachers meet in conference to review the child's developmental progress report, celebrate growth, and set shared goals. Parents are partners in their child's learning, and the information families share about their child at home is a valued part of the picture. All assessment results are kept confidential and are shared only with the child's family and the staff who work directly with the child.

In addition to the DRDP (2025), **Page Learning Academy, Inc.** administers the annual Desired Results Parent Survey to gather family input on program quality, and uses the **Environment Rating Scales** — the **Infant/Toddler Environment Rating Scale** (ITERS) and the **Early Childhood Environment Rating Scale** (ECERS) — to evaluate the condition and appropriateness of the physical environment and classroom practice. Findings from all three instruments feed our annual Program Self-Evaluation, through which we identify strengths, target areas for improvement, and report results to our funding agencies.

The staff of **Page Learning Academy, Inc.** respects parents and welcomes you as valued partners in our learning centers. When families and teachers work together, children carry their learning between home and school, and each setting strengthens the other. Your input, questions, and ideas are genuinely welcome, and we invite you to share what you know about your child with us. We respect the religious traditions and cultural backgrounds of every family we serve. **Page Learning Academy, Inc.** does not teach religion at any of our sites.

Page Learning Academy, Inc. centers are in diverse communities. We encourage business members, dentists, the fire department, police officers, health centers, grocery store attendants, and others to visit our centers; walking field trips are scheduled for the children to explore who and what is in their immediate environment. Businesses are encouraged to support families by sharing which products are available to them, as well as groceries, health facilities (including child guidance), WIC, and any other agencies designed to assist families.

Page Learning Academy, Inc. has established relationships with The Los Angeles Child Guidance Counselors, The South, and Westside Regional Centers. Children are referred to these agencies, with the knowledge and consent of their parent, for evaluation based on observed and documented behaviors.

Page Learning Academy provides the following experiences:

01

For children to grow and advance in the areas of personal and social competencies.

02

For children to demonstrate that they are effective learners.

03

For children to learn and show physical and motor competencies.

04

For children to be safe and healthy.

05

Families are to demonstrate support for their child's learning.

06

Child's development and achievement of their own goals.



Our Mission

The mission of **Page Learning Academy, Inc.** is to provide a safe, nurturing, and healthy environment that fosters children's social, emotional, cognitive, and developmental growth, as well as a love of learning through a developmentally appropriate, child-centered curriculum.

Program Goals



Encourage an enthusiasm for exploration, learning, and creativity.



Provide a balance of educational, social, and physical development opportunities for all.



Respond to the changing needs and interests of children.



Growing individual



Joyful Learners



Establish partnerships with families, which include opportunities for parents to actively participate in all aspects of the program.



Growing individual



When the Atmosphere encourages learning, the learning is inevitable."

-Elizabeth Foss



Section II: Program Infrastructure



Daily Schedule

Class Schedule

- 7:00 a.m. – 8:10 a.m.** – Arrival, Welcome & Health Check / Free Choice
Approaches to Learning | Social and Emotional Development
- 8:10 a.m. – 8:20 a.m.** – Clean Up
Approaches to Learning
- 8:20 a.m. – 8:30 a.m.** – Transition/Handwashing & Restroom
Health
- 8:30 a.m. – 9:00 a.m.** – Breakfast
Health
- 9:00 a.m. – 9:50 a.m.** – Circle Time & Small Groups
Language and Literacy | Social and Emotional Development
- 9:50 a.m. – 10:00 a.m.** – Transition/ Handwashing & Restroom
Health
- 10:00 a.m. – 11:00 a.m.** – Outdoor Play & Learning Centers
Physical Development | Health | Approaches to Learning
- 11:00 a.m. – 12:00 p.m.** – Lunch / Handwashing & Restroom
Health | Social and Emotional Development
- 12:00 p.m. – 2:00 p.m.** – Rest Time
Health
- 2:00 p.m. – 2:15 p.m.** – Wake Up / Handwashing & Restroom
Health
- 2:15 p.m. – 2:35 p.m.** – Snack
Health | Social and Emotional Development
- 2:40 p.m. – 3:40 p.m.** – Outdoor Play
Physical Development | Health | Approaches to Learning
- 3:40 p.m. – 4:30 p.m.** – Learning Centers & Small Groups
Mathematics | Science | Visual and Performing Arts
- 4:30 p.m. – 4:40 p.m.** – Transition / Handwashing & Restroom
Health
- 4:40 p.m. – 5:00 p.m.** – Departure
Social and Emotional Development



Operational Hours

Our operating hours are Monday through Friday. We provide service twelve (12) months a year. Our centers observe all major holidays. Please make every effort to drop off and pick up your child promptly within the timeframe specified in your Notice of Action contract, which is provided at the time of enrollment. Your hours of service are set for your child based on your need for services.

- **Instructional program begins at 9:15 a.m.** This schedule allows students to start their day with a nutritious breakfast, which is essential for their physical and cognitive development. Following breakfast, the free time in centers provides an opportunity for students to engage in various activities that promote social interaction, creativity, and independent play. This structured yet flexible approach helps set a positive tone for the instructional period that follows
- If your child arrives after **9:00 a.m.**, please call the school to inform them.

Preschool Sites

01 Vernon

Site Director: Ms. Jessy Ogbuefi
216 W. Vernon Ave
Los Angeles, CA 90037

02 Inglewood

Site Supervisor: Ms. Kassandra Grant
726 Centinela Ave
Inglewood, CA 90302

Ages of Children Served

Page Learning Academy, Inc. offers morning and afternoon programs. Programs are available to parents of infants and toddlers (6 weeks to 24 months) and preschoolers (3-5 years). Our infant/toddler program is only available at our Wilton Site. Our Wilton site is temporarily closed. Children should be at least 6 weeks of age.

Student Teacher Ratio

Our student-to-teacher ratio:

- 1:8 adult-child ratio, 1:24 teacher-child **5 CCR 17713**
- **CDSS: 5 CCR 18291 and 18292** Infants (birth to 18 months) – 1:3 adult-child ratio, 1:18 teacher-child ratio
- **Toddler** (18 months – 36 months) – 1:4 adult-child ratio, 1:16 teacher-child ratio

Program Infrastructure(Cont.)

Staff Development

Page Learning Academy, Inc. is committed to providing quality early childhood education by hiring qualified staff. All staff hold the appropriate credentials and permits required by the **California Department of Education (CDE)** and **California Department of Social Services (CDSS)**.

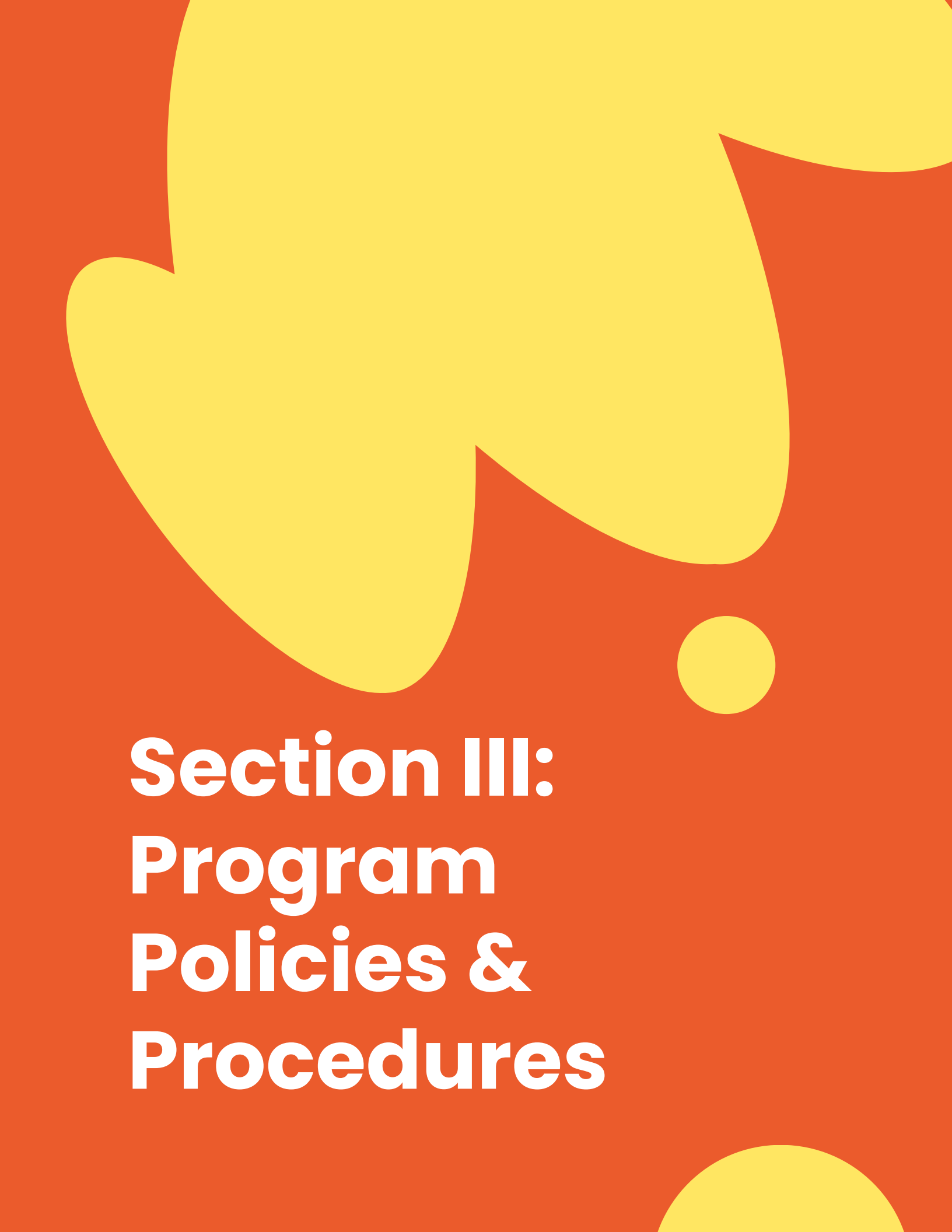
- New employees receive orientation to help them understand how agency policies relate to their job descriptions. Orientation covers program philosophy, health and safety, mandated reporting, and confidentiality before an employee assumes full classroom responsibility.
- All staff work under the direct supervision of a **Site Director** and receive ongoing classroom observations and feedback.
- Each employee receives a formal written performance evaluation annually, with goals and training needs identified for the year ahead.
- Staff must maintain current credentials, permits, and clearances as a condition of continued employment.
- We support continuous staff growth by assessing staff needs and providing Professional Development activities to enhance their development.
- To support the implementation of the employees' job description, the **Site Supervisor/Director** and others in the field of Child Development provide staff development. Our staff members are evaluated annually and as needed.

We have effective internal communication mechanisms, including email, phone, and newsletters, to provide staff with the information they need to carry out their duties. We encourage staff to continue training to consistently provide the latest educational techniques for our students.



“Great things in business are never done by one person; they’re done by a team of people.”

–Steve Jobs



Section III: Program Policies & Procedures

Curriculum

Page Learning Academy, Inc. utilizes the “Creative Curriculum,” a “Child-centered” curriculum that is focused on the needs of the whole child and is enhanced by the teachers and instructional staff. Children are given choices about the activities they wish to participate in. The children are “active learners,” investigating, exploring, using problem-solving skills, developing their minds and bodies. Research shows that children who are exposed to materials in an active learning environment retain more of the information. **Page Learning Academy, Inc.** employs the hands-on approach. Children are provided with a variety of materials to “play” with. It is through children’s play that they learn to interpret their world and life experiences.



Desired Results Developmental Profiles (DRDP)

Page Learning Academy, Inc. utilizes the **Desired Results Developmental Profile (DRDP)**, which was developed by the **California Department of Education (CDE)** to ensure that all children are making progress in all domains: social, emotional, language and literacy, math, science, social studies, physical and health development.

DRDP (Cont.)

- We use DRDP (2025), a tool developed by the CDE, to assess children's development.
- Children are assessed twice per year, in the fall and spring. The initial assessment occurs **60** days for **infants and toddlers** and **60 - 90** days for **preschool students** of enrollment and every six months thereafter.
- Parent/guardian's input is a necessary component of this assessment.
- The assessment is also used to plan and conduct age-appropriate developmental activities for children.

Developmental Screening — Ages & Stages Questionnaires (ASQ)

Page Learning Academy, Inc. is committed to supporting every child's growth from the moment they join us. Within the first **45** calendar days of your child's enrollment, you will complete an **Ages & Stages Questionnaire (ASQ)** developmental screening for your child. As your child's first teacher, you know them best, and your responses give us the most accurate picture of their development. Our teaching team will provide the questionnaire, answer any questions you have while completing it, and review the results with you.

The **ASQ-3** is a brief, research-based screening tool that looks at communication, gross motor, fine motor, problem-solving, and personal-social skills. It is completed in partnership with you — families know their children best, and your observations are an essential part of the process. Depending on your child's classroom, we also complete the **Ages & Stages Questionnaires: Social-Emotional (ASQ:SE-2)**, which looks at self-regulation, communication, and adaptive behaviors.

What a Screening Is — and Is Not.

A screening is a snapshot, not a diagnosis or an evaluation. It helps us identify children who may benefit from a closer look and plan classroom experiences that match your child's strengths, interests, and needs.

Your Consent

Screening is conducted with your written permission. You will receive a **Permission to Screen** form at enrollment. Families may decline; if you choose to decline, we will document your decision in your child's file, and the screening will not be conducted.

DRDP (Cont.)

Results

You will receive your child's results, and a member of our team will be available to review them with you. If the screening indicates a possible area of concern, we will meet with you to discuss next steps, which may include additional observation, classroom supports, re-screening, or a referral to your pediatrician or your local early intervention or school district program. Any referral is made with your consent, and we will support you through the process.

Ongoing screening

Children are re-screened annually, and additional screenings may be completed at any time at a family's or teacher's request, or when staff observes an emerging concern.

Please note that the 45-day timeline is calculated in calendar days, beginning on your child's first day of attendance.

Environmental Rating Scales (ECERS)

The Environment Rating Scales ensure that **Page Learning Academy, Inc.** provides enriching language skills, meets all health and safety regulations, and offers an array of educational activities in a safe, warm, and supportive learning environment. **Page Learning Academy, Inc.** creates action plans for each classroom and uses them to develop annual program goals/action plans.

The following measures are evaluated with the **ECERS** tools:



Space & Furnishings



Personal Care Routines



Language-Reasoning



Activities



Interaction



Program Culture



Parents & Staff

Infant/Toddlers Environmental Scales (ITERS)

At Page Learning Academy Inc., we are committed to providing a high-quality early childhood education environment that meets the needs of all children. We strive to create a nurturing and stimulating environment where children can thrive. To ensure that our program aligns with best practices in early childhood education, we utilize the **Infant/Toddler Environment Rating Scale (ITERS)**. This tool helps us assess and improve the quality of our care and educational experiences.

The following measures are evaluated with the ITERS tools:



Space and
Furnishings



Personal Care
Routines



Language and
Reasoning



Activities



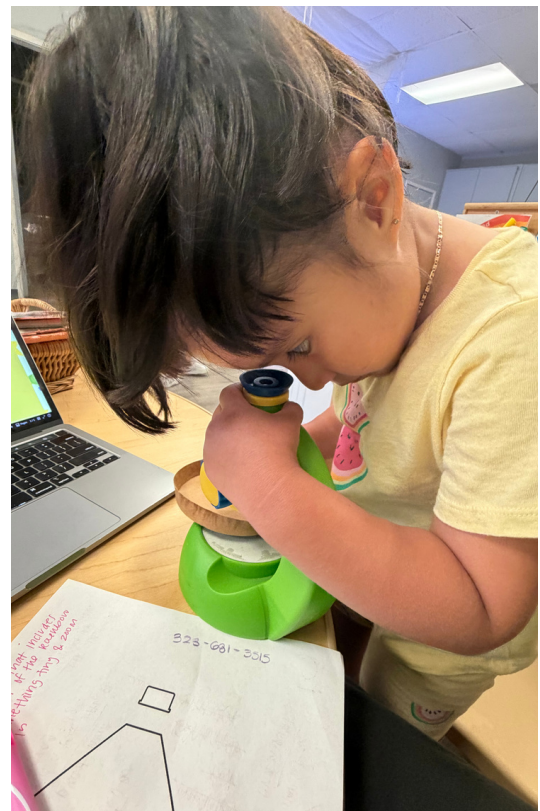
Interaction



Program Structure



Parents and Staff



Program Self- Evaluation

To ensure quality programs and learning environments for children, staff, and families, **Page Learning Academy, Inc.**, relies on various methods to support self-evaluation of our program operations and the services we provide. We conduct an annual Program Self-Evaluation to submit to the **California Department of Education (CDE)** and the **California Department of Social Services (CDSS)** by June 1st each year, in accordance with **5 CCR 17709**. These evaluations help us enhance the services we provide to our students.

To effectively evaluate our Preschool Program, the following tools are utilized:

- **Desired Results Developmental Profile (DRDP)** - Results from the DRDP are compiled and utilized to inform program planning and curriculum.
- **Desired Results Parent Surveys** - Surveys parents/guardians to gather feedback on the program, support their child's learning and development, and assess how the program is meeting the needs of the family.
- **Early Childhood Environmental Rating Scale (ECERS)** - Used to evaluate the quality of the preschool program in terms of arrangement of indoor/outdoor space, materials and activities offered to children, supervision and interactions in the classroom, scheduling and routines, and parental and staff support.
- **Program Self-Evaluation (PSE)** - Annual evaluation that focuses on family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning.
- **Quality Start Los Angeles (QSLA)** - used to evaluate the quality of the preschool program in terms of classroom interactions between teachers and children, and what teachers do with the materials they have.



**If we don't
change, we don't
grow. If we don't
grow, we aren't
really living.**

-Gail Sheehy

Program Self- Evaluation (Cont.)

Based upon the findings/results of these tools, a plan of action is established as follows:

- A written list of tasks needed to modify or improve the program will be assessed in a timely and effective manner.
- All areas of need will be identified, and a timeline for improvements will be implemented. This implementation process will include staff and family members.
- Procedures for ongoing program monitoring to meet standards will include staff observations and use of the assessment tools above.
- The agency Annual Report will summarize the findings of the Program Self-Evaluation and will be forwarded to the **California Department of Education (CDE)** and the **California Department of Social Services (CDSS)** on **June 1st**.

Parent Orientation

Parents/Guardians receive an orientation to the program. The orientation for parents will be provided by the Site Supervisor and includes topics such as mission, philosophy, goals, purpose, volunteer opportunities, enrollment, due process procedures, and program policies like signing in/out, drop-off and pick-up; as well as the importance of attendance, and celebrations for both the child and **Page Learning Academy, Inc.**

Parent Involvement and Education

A parent is a child's first teacher! Parents play an important role in your child's development and learning. For this reason, Parent education and involvement are essential components of a quality child development program. Parents can get involved and participate in various ways:

- Parent Advisory Council (PAC)
- Parent Meeting and Workshops
- Volunteering in the Classroom and/or Special Events & Occasions, Field Trips, etc.
- Parent-Teacher Conferences

Parent Involvement Opportunities

Page Learning Academy, Inc., welcomes parents and guardians to volunteer in the classroom. It is not required or mandatory. To obtain more information about becoming a volunteer at **Page Learning Academy, Inc.**, parents can take the following steps:

1. Visit the Parent Board: The Parent Board is a valuable resource where parents can find information regarding volunteer opportunities, requirements, and expectations. It may contain announcements, forms, and contact details relevant to volunteering.

2. Inquire with the Site Supervisor/Director: Parents are encouraged to directly reach out to the Site Supervisor or Director of **Page Learning Academy, Inc.** This contact can provide specific details about what is required to volunteer, including any necessary background checks, training sessions, or commitments expected from volunteers.

By following these steps, parents can ensure they have all the necessary information to engage effectively as volunteers at **Page Learning Academy, Inc.**

01 Parent / Teacher Conferences

Parent Conferences take place twice per year in the fall and spring. Parents and teachers work collectively to meet children's individual needs. During Parent Conferences, parents' input is sought to continue establishing a healthy partnership.

02 Parent Meetings & Workshops

Parent meetings & workshops are scheduled throughout the school year. Please refer to our 2026 - 2027 Calendar of Events for a current list.

03 Parent Volunteers

Page Learning Academy, Inc., welcomes parents and guardians to volunteer in the classroom. It is not required or mandatory.

04 Fostering a safe and inclusive classroom environment

As the parent/guardian, you have a variety of opportunities to participate in Parent Committees. Our Parent Advisory Council (PAC) is composed of one representative from each site. Meetings are held four times per year. The purpose of the PAC is to advise the program on issues related to services to families and children. All parents/guardians are welcome at all meetings.

Health & Social Services

A Family Needs Assessment is completed during the enrollment process. A community resource list will be available to guide families for health and social services in the community. We work with social services agencies as needed to assist families in obtaining necessary services to meet their needs

Nutrition

All meals are prepared in our offsite satellite kitchen located in Inglewood and delivered daily to each site. All meals served meet or exceed the requirements set by the U.S. Department of Agriculture and the California Department of Education, Child Care Food Program. Our school participates in the California State Child and Adult Care Food Program (CACFP) and is subject to California State monitoring for compliance with the regulations.

Breakfast is served at 8:30 a.m., **lunch** at 11:00 a.m., and **snack** at 2:15 p.m.

We provide:

- Nutritious, balanced meals and snacks to all the children in our program at no separate charge
- Menus are posted in each classroom.

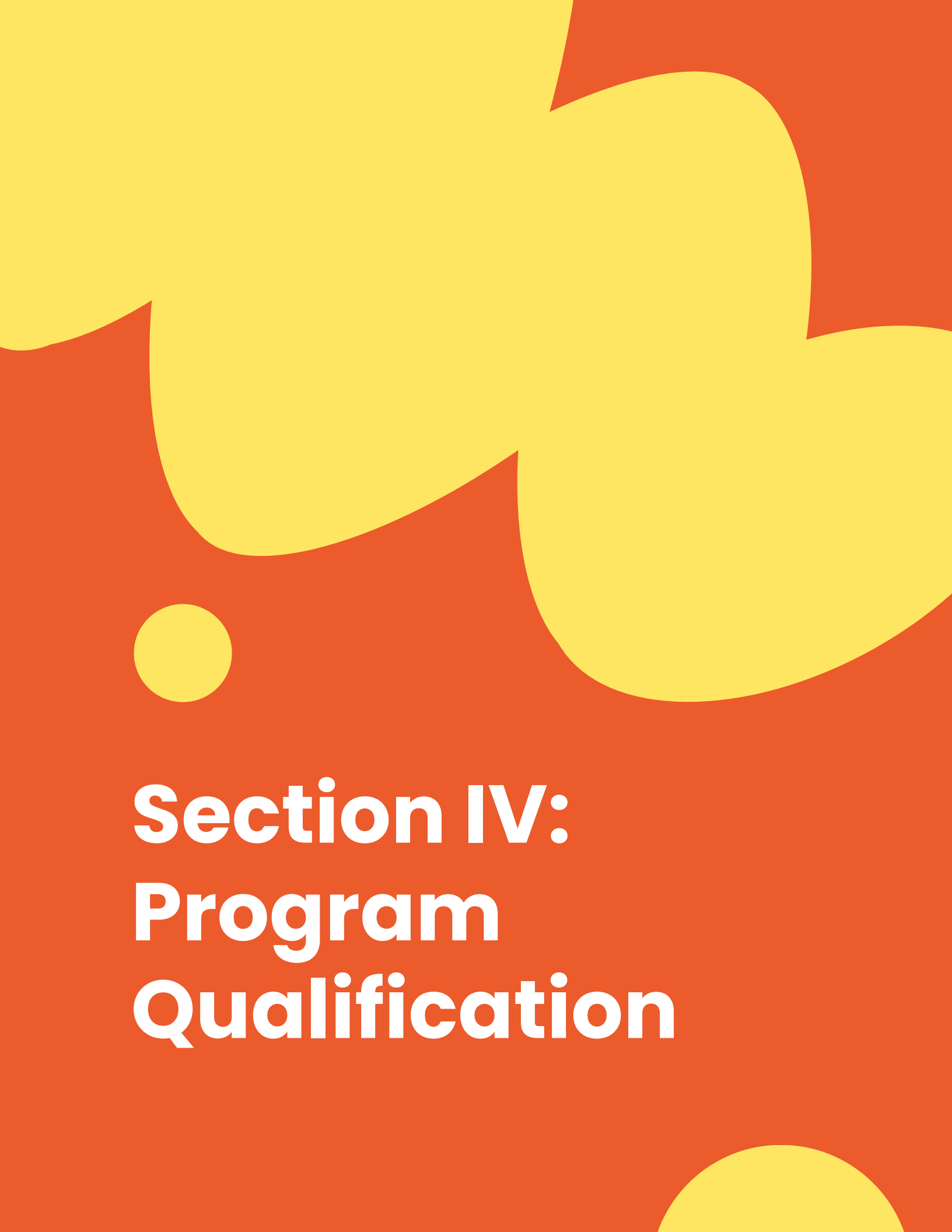
If a student arrives after the scheduled times, alternative meals are provided to ensure they receive balanced, nutritious meals.

Meals are considered an integral part of our daily educational program. Every effort is made to introduce children/families to healthy and nutritious foods. Please be reminded that food must be eaten on the premises and may not be taken out of the center. Children are taught how to serve themselves, practice portion control, use table manners, know the names of foods, colors, and textures, and eat family-style, etc. All enrolled children are eligible for the meals. Menus are posted weekly on our Parent Board, sent home every Monday, and posted at our Sign In/Sign Out station.



**Our bodies are our gardens –
our wills are are our
gardeners”**

–William Shakespeare

The background is a solid orange color. It features several abstract yellow shapes: a large, irregular blob in the upper left and center, a smaller circle on the left side, and a partial circle at the bottom right.

Section IV: Program Qualification

Program Qualification

Application / Enrollment

A complete application for enrollment must be submitted to **Page Learning Academy, Inc.** to be considered for service.

Application Priorities (CCTR)

Families will be ranked in the Child Care and Development Priority Order for children from families whose primary home language is a language other than English. **5CCR 18106**

01 First Priority

Child Protective Services (At Risk)

02 Second Priority

Homeless, Cash Aid (CALWORKS), and/or Income Eligible



Application Priorities (CDE)

Families will be ranked according to guidelines of the **California Department of Education**, Early Education and Support Division.

First Priority:

- Three- or four-year-old neglected or abused children who are recipients of child protective services.
- Children who are at risk of being neglected or abused.

Second Priority:

- Shall be given to eligible CSPP four-year-old children who are not enrolled in a state-funded TK program, whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility tables as published by SSPI at the time of enrollment. Enrollment priority is given to four-year-old children.
- When two or more eligible families have the same ranking, priority is given to the child with exceptional needs.

Application Process

The following documents are submitted with the application:

- Proof of Income (pay stubs, self-declaration form, CALWORKS, Social Security, Child Support)
- Birth records, such as birth certificates of all children under the age of 18 living in household
- Proof of Residence – (b) Any evidence of a street address or post office address in California will be sufficient to establish residency. A person identified as homeless pursuant to section 18078 (h) (2) is exempted from this requirement and shall submit a declaration of intent to reside in California
- Official Class Schedule
- Additional documentation may be requested, such as an Educational Plan

Application Priorities (CDE), (Cont.)

Documentation of Total Countable Income

Applicants must submit one month of current income. (i.e., check stubs, unemployment verification, etc.). If the parent is self-employed, other documentation will be required.

Total countable income is defined as:

- Gross wages or salaries
- Overtime
- Tips
- Disability or Unemployment Compensation
- Public cash assistance
- Child Support payments (received)
- Portion of student grants or scholarships, not intended for educational purposes such as tuition, books, or supplies

Documentation of College or Training

Applicants must submit the following as requested:

- Official Class Schedule
- Name of the school or organization where training is received
- Dates that current training activities will begin and end
- A statement of the parent's vocational goal(s) and the anticipated completion date(s) of all required training activities to meet the vocational goal
- Documentation that the parent is making progress toward the attainment of his/her coursework and education/vocational goal
- Additional documentation may be requested by individual campuses



**Sometimes it takes only one
act of kindness and caring to
change a person's life.**

–Jackie Chan

Application Priorities (CDE), (Cont.)

Documentation of Parental Incapacity

The documentation of a parent's incapacitation provided by a legally qualified professional needs to include the following:

- A description of the nature of incapacitation
- The duration of the incapacitation
- A statement that the parent's incapacitation prevents the parent from caring for the child
- The number of hours that services are needed each day because of the incapacitation.
- **Services certified under parental incapacity may not exceed 50 hours per week.**
- The name, address, telephone number, and signature of the legally qualified professional who is determining the incapacitation status

Documentation of Homelessness

The documentation needs to include a written referral from an emergency shelter or other legal, medical, or social service agency, or a written parental declaration that the family is homeless.

Documentation for Seeking Permanent Housing

If the applicant is seeking permanent housing for family stability, the documentation shall include evidence of homelessness and a written parental declaration stating that the family is seeking permanent housing and needs childcare/early education services while doing so.

Documentation of Child Protective Services

The documentation shall contain a written referral, dated within the six (6) months immediately preceding the date of application for services, from a legal, medical, social service agency, or emergency shelter. The written referral shall include either (Continued on Next Page):

Application Priorities (CDE), (Cont.)

- A statement from the local county welfare department child protective services unit certifying that the child is receiving child protective services and that the childcare/development services are a necessary component of the Child Protective Services plan
- A statement by a legally qualified (licensed) professional that the child is at risk of abuse or neglect and the childcare/development services are needed to reduce or eliminate that risk
- The duration of the child protective service plan or the at-risk situation
- The name, address, telephone number, and signature of the legally qualified professional who is making the referral

Documentation of Child's Exceptional Needs

Documentation of the child's exceptional needs shall include:

- A copy of the child's **individual family service plan (IFSP)** or the **individualized education program (IEP)** that includes the information specified in **EC section 56026** and **CCR, Title 5, section 3030 and 3031**
- Signed by a legally qualified professional
- Includes the name, address, license number, and telephone number of the legally qualified professional who is rendering the opinion



Family Fees

- **Tuition:** All family fees are **collected monthly in advance**. Tuition is due on the **first of the month** and is to be paid in full, regardless of the child's attendance- illness, holidays, or vacation. Tuition is based on enrollment, not attendance.
- **Tuition Rates:** Some families enrolled at **Page Learning Academy, Inc.** are assessed a monthly family fee. Family fees are set by the **State of California** through the Family Fee Schedule issued each fiscal year by the **California Department of Education (CDE)** and the **California Department of Social Services (CDSS)**. **Page Learning Academy, Inc.** does not set these fees and has no authority to raise, lower, or waive them.
- **How your fee is determined.** Your family fee is a flat monthly amount based on three factors: your family's adjusted monthly income, the number of people in your household, and your hours of certified need as documented on your application for services. The schedule differentiates between full-time and part-time fees. By law, a family fee may not exceed one percent of a family's adjusted monthly income. Your fee does not change based on how many days your child attends in a given month, nor is it tied to the cost of care or the amount of the subsidy.
- **When your fee is assessed.** Fees are assessed only at three points: at initial certification, at recertification, or when you voluntarily request a fee reduction and provide documentation supporting the change. If your income or family size changes during the year in a way that would lower your fee, you may request a reassessment at any time — please speak with your Site Director.
 - Families exempt from fees. Under state law, the following families are exempt from paying a family fee:
 - Families receiving CalWORKs cash aid
 - Families of children enrolled in a part-day California State Preschool Program
 - Families with children identified as at risk of abuse or neglect, or receiving child protective services, for up to 12 months when a fee exemption is required by the child's service plan
 - Families with an adjusted monthly income below 75 percent of the State Median Income
- **Advance Payment of Fees:** Fees will be collected in advance of providing services. Fees shall be considered delinquent after seven (7) calendar days from the date the fees are due. A Notice of Action Recipient of Services will be provided to each family to inform them of the following: Total amount of unpaid fees; the fee rate; the period of delinquency; that services shall be terminated two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two-week period;
- A payment plan will be accepted from parents if reasonable for delinquent fees. Services will continue to be provided, provided the parent pays current fees when due and complies with the provisions of the repayment plan. Upon termination of services for non-payment of delinquent fees, the family shall be ineligible for childcare and development services until all delinquent fees are paid.
- **Credit for Fees Paid to Other Service Providers:** Credit will be applied to the family's subsequent fee billing period. The family will not be allowed to carry over the fee beyond the fee billing period. Copies of receipts or cancelled checks for the other childcare and development services are required by the parents and/or guardian.
- **Receipt for Payment of Fees:** Parents will be provided with an original pre-numbered receipt. The receipt shall show the amount paid, the date of payment, the payment rate, and the period of service purchased. The Academy will retain a copy of the receipt.

Withdrawal Policy

Page Learning Academy, Inc. requests two weeks' notice for a parent/guardian to withdraw a child from the center. Tuition must be paid for these two weeks, whether the child is in attendance.

Disenrollment

The following outlines the grounds for immediate disenrollment from the program to ensure clarity and adherence to established policies. Each point is critical in maintaining a safe and effective environment for all participants.

01 **Fraudulent Information**

Any instance of fraudulent information submitted on the enrollment application or related forms will result in immediate disenrollment. This includes, but is not limited to, providing false income statements, misrepresenting personal details, or any other deceptive practices that compromise the integrity of the enrollment process.

03 **Documentation Compliance**

It is mandatory for parents to provide all necessary documentation and mandated forms as requested by the program. Non-compliance with this requirement may result in immediate disenrollment, as proper documentation is essential to maintaining accurate records and ensuring regulatory compliance.

05 **Policy Adherence**

Parents must follow all program policies and guidelines. A failure to adhere to these established rules can disrupt the program's operation and negatively impact other participants, warranting immediate dis-enrollment.

These grounds are established to ensure a safe and supportive environment conducive to learning and development for all children involved in our programs.

02 **Income Reporting**

Your family is certified for at least 24 months. During that time you do not need to report changes in income, family size, or employment — with one exception. If your child was enrolled based on income, you must notify the center in writing within 30 calendar days if your family's adjusted monthly income rises above the limit for your program:

- **State Preschool (CSPP):** above 100% of the State Median Income (SMI) for your family size. If you were enrolled under the 15% allowance, report when income goes more than 15% above that limit.
- **General Child Care (CCTR):** above 85% of SMI for your family size.

Income above the limit ends eligibility, and the family will be disenrolled through a Notice of Action that explains your right to appeal. Families enrolled on a basis other than income — child protective services, at risk, or experiencing homelessness — are not required to report income changes.

04 **Behavioral Expectations**

Any aggressive behavior towards agency faculty/staff, other program parents, or children will not be tolerated. This includes yelling, making derogatory or demeaning statements, or engaging in any form of harassment.

06 **Child Behavior Concerns**

If a child's behavior poses a threat to the physical or emotional well-being of other children or staff members, this will be grounds for disenrollment. The safety of all participants is paramount.

Notice of Action

The NOA is a contract between families and the center stating that childcare services are being provided. This signed document concludes the certification process, allowing the child to begin services.

Re-Certification (CCTR)

- **CCTR** families shall be recertified for services by the contractor no later than **50** calendar days after the last day of the **24-month** certification period, which begins on the day the agency signed the last application for services.
- To recertify families, the authorized representative shall notify the parent in writing in the **final 30 days of the 24-month certification period**, which starts the day the agency signed the last application for services.

Re-Certification (CSPP)

- Full-day **CSPP** families are recertified each program year.
- We will make a determination no more than 30 calendar days after you sign the application. All families must be recertified no later than August 15th.

Program Integrity Policy

Our “**program integrity policy**” is designed to address the intentional provision of false or misleading information on applications, agreements, sign-in sheets, and other documents. This policy applies in the following contexts:

- To begin receiving childcare/early education services: Any attempt to misrepresent information to gain access to these essential services will be considered fraudulent.
- To increase or continue receiving existing childcare/early education services: Families may not provide inaccurate details with the intention of enhancing their service levels or maintaining their current benefits.
- To prevent a reduction in childcare/early education services: Misleading information intended to prevent a decrease in service provision is also classified as fraud.

At any step during the enrollment process or while a child is enrolled in the program, if fraud is substantiated, services may be suspended or denied. This means that if it is determined that a family has engaged in fraudulent activities to obtain services, they will face immediate consequences.

Program Integrity (Cont.)

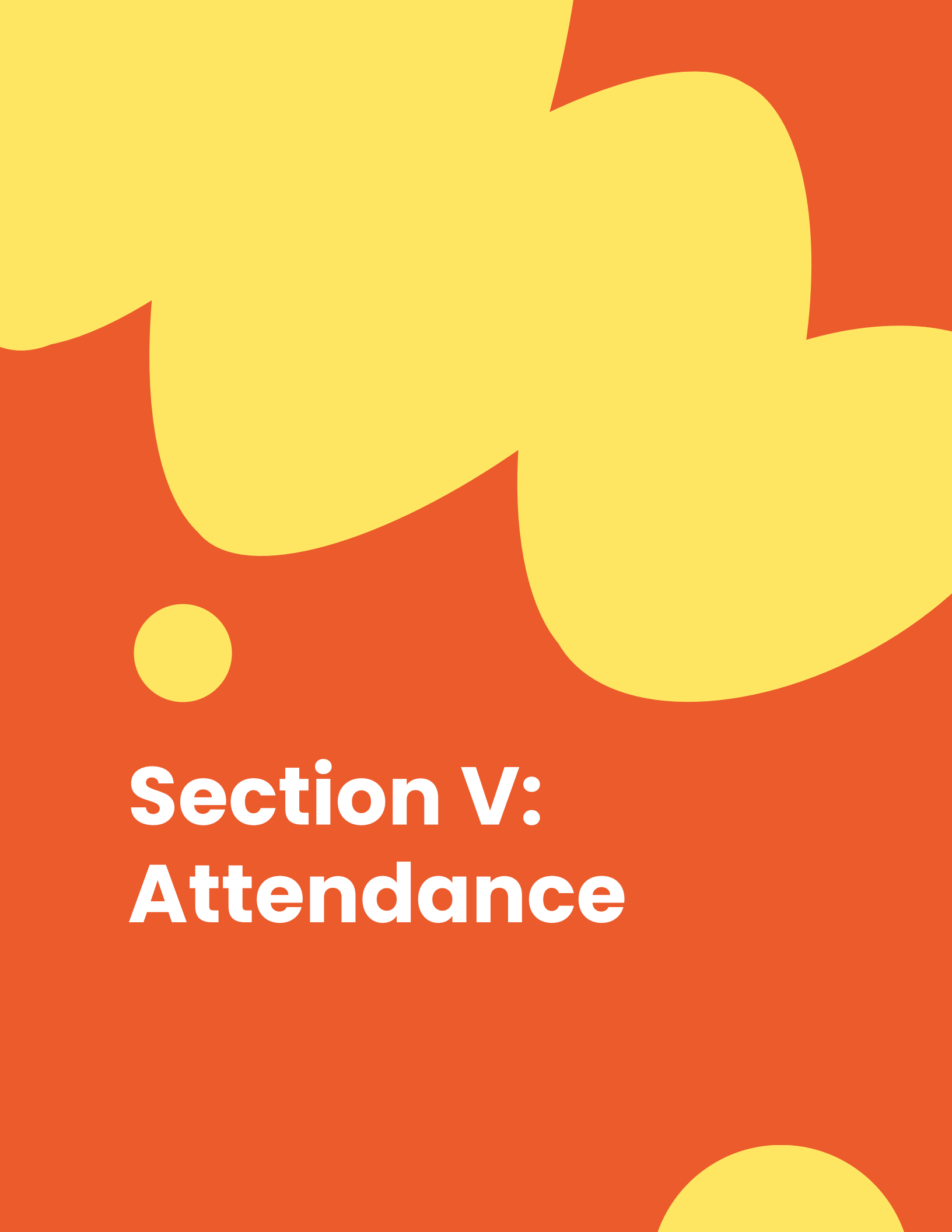
If a family obtains services through fraudulent means, they will be required to repay all fees associated with those services before any future applications for assistance can be considered. This repayment requirement underscores the seriousness of committing fraud within our system.

In cases where fraud has been confirmed, the parent will receive a Notice of Action (NOA) indicating disenrollment from the program. This notice serves as an official communication regarding the termination of services due to fraudulent activity.



“Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.”

-Oprah Winfrey

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Section V: Attendance

Attendance

Excused Absences (5 CCR 18066)

Parents need to notify the center whenever their child will be late or absent from the program. The following are examples of what is considered excused absences:

- Illness of child/parent
- Illness or quarantine of child/parent
- Family emergency
- Spend time with a parent or other relative as required by a court of law or that is clearly in the best interest of the child
- Medical appointment for child/parent
- Court ordered visitation
- Best Interest Days, the total number of "Best Interest" days allowed is ten (10) per child during a single school year.

Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences "in the best interest of the child" shall be limited to ten (10) days during the contract period.

Attendance

The parent is expected to notify the school by telephone when the child will not be attending his or her normally scheduled program and state the reason for absence. If a child is absent from school for any reason, upon returning please tell the Teacher or the Site Director the reason for the absence and note it in the Absence Log on the school sign-in sheet, accompanied with the reason and sign your statement.

Abandonment of Care (5 CCR 17819.5)

For purposes of abandonment of care, a "provider" includes an individual, family childcare home, or center based entity that provides subsidized preschool services directly to children.

- When the family has not been in communication with the provider for seven (7) consecutive calendar days and has not notified the provider of the reason the family is not using services, the provider, if not the contractor, shall promptly notify the contractor.
- Contractor shall attempt to contact parent in writing, which may be electronic methods. Keep record of all communication attempts.
- Issue a Notice of Action to disenroll the family based on abandonment of care when there has been no communication with the provider for a total of 30 consecutive calendar days.

Signing In/Out: To provide a safe learning environment, it is imperative that all children are signed in and signed out on **Page Learning Academy, Inc.** sign-in sheet daily. The responsible adult must sign in and out using the actual time of arrival/departure. Full legible signatures are required. **Initials are not acceptable.** Please ask for assistance if needed. Only those individuals designated on the child's "identification and Emergency Information Form" will be allowed to pick-up the child. Unfamiliar persons will have their Photo I.D. checked and verified.

Attendance (cont.)

Drop-Off Policy:

Children must be signed in and personally handed to a teacher at every arrival. **Under no circumstances may a parent or authorized adult leave a child at Page Learning Academy, Inc.:**

- before the center opens;
- before the child's certified start time, unless **Page Learning Academy, Inc.** has approved the change in advance; or
- without confirming that a teacher has received the child and completed the daily health check.

A child left unattended on the premises or dropped off outside our hours of operation is a serious safety concern, and staff are required to report it.

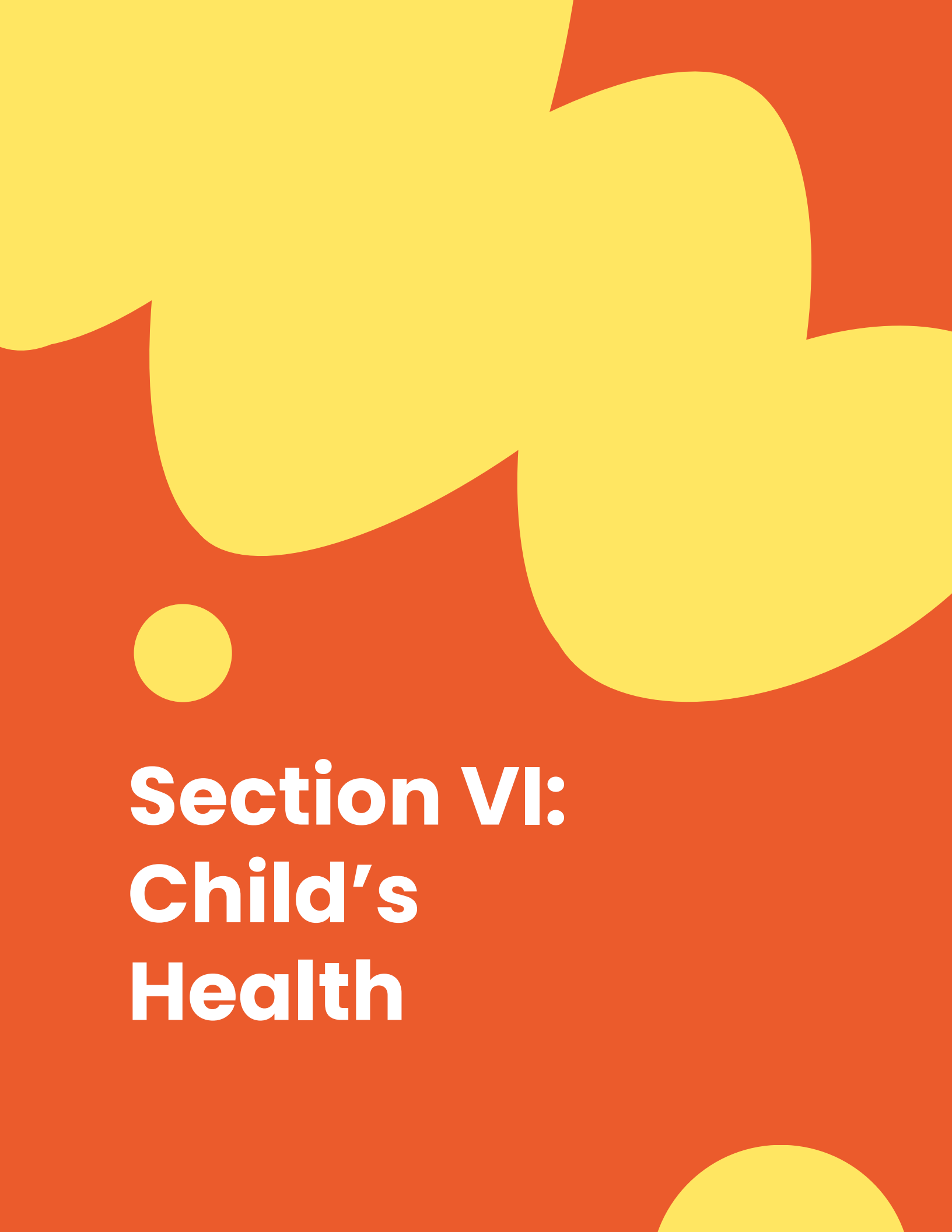
Please keep in mind that your teacher must monitor other children, if you need to have an extended conversation, please make an appointment at a time that is convenient for you and the teacher. Remember if you are going to **be late picking up your child it is your responsibility to contact your emergency pick-up person to retrieve your child in a timely manner.**

Pick-up Policy: To ensure the children's safety and security, **Page Learning Academy, Inc.** will adhere to the following procedures:

1. Children cannot be released to an intoxicated parent or authorized adult under the influence of Drugs or Alcohol.
2. Before releasing a child to someone other than a parent, staff will check his/her driver's license or other identification to make sure it matches the authorization form or special authorization note. Parents may not give oral authorization for pickup of children.
3. Under no circumstances will a child be released to a person who is not on the list. This includes staff member and other families the child may be familiar with.

Page Learning Academy, Inc. staff members who are on duty may not pick-up or take a child home. All other rules for pick-up and drop-off of children apply to staff members. Teachers will not release a child to a person they are not familiar with.

Late Fees: Parents must notify the center if they will be late to pick up their child. If the center has not received notification from the parent, attempts will be made to contact authorized representatives. After 30 minutes of unsuccessful attempts to reach parents/authorized representatives, the Sheriff Office will be contacted. The Sheriff may be required to contact Child Protective Services. The parent or guardian will be charged \$1.00 per minute when your child is picked up **after 5:00 p.m.** \$5.00 will be charged after the parent is 5 minutes late after close of the center. This fee is due within 24 hours from the time your child is picked up from school. This fee is to be paid in cash to the Director or the administrator.

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Section VI: Child's Health

Health Requirements

Since we are concerned about the health of all children, **PLEASE KEEP YOUR CHILD AT HOME IF HE OR SHE IS ILL.** It is imperative that we take extra precautions to prevent diseases among children and staff. **If a child is not well enough to go outside, then he or she is not well enough to be in school.**

Illness

Communicable Disease (Exclusion) Please notify **Page Learning Academy, Inc.** at once if a child has been ill (diarrhea, high temperature, stomachache, etc.) the night before coming to school, please keep child home from school for 24 hours until free of symptoms. **An ill child cannot be admitted.** If a child becomes ill at school, the parent or authorized adult must pick the child up immediately, as required by the State of California Licensing Dept. The child will remain in the isolation area until picked up. Alternative arrangements are the parents' responsibility when they are unable to pick up the sick child. Failure to pick up your child in a timely manner can result in termination of service to the family. A child with any contagious disease may return to school after being on a doctor's prescribed medication for at least 24 hours. Some examples: Conjunctivitis (Pink Eye); Tonsillitis; Strep throat; Ringworm; Pinworm; Scarlet Fever; and Ear Infection.

When a child becomes ill at school, the following procedures will be followed: A child with diarrhea should remain at home until there have been 24 hours free from loose bowel movements. If a child develops diarrhea at school, the parents will be notified, and the child should be picked up from school.



Health Requirements (Cont.)

Diaper Policy (Infant / Toddlers)

At our preschool, we are committed to providing a safe and nurturing environment for all children, including those who are not yet fully toilet trained. Our diaper policy is designed to ensure the health and well-being of every child while maintaining compliance with state regulations.

Parent Responsibilities

Supplies

Page Learning Academy provides diapers and wipes for children who are not yet toilet trained. Families are welcome to send their child's preferred brand of diapers, wipes, or diaper cream, and we will use what you send. If supplies run out, we will provide them so that no child goes without. Each child will have a designated storage area for these supplies.

Provider Responsibilities

Diaper Changes

Staff will change diapers regularly, typically every two hours or as needed based on the child's individual needs. Immediate changes will be made to soiled diapers containing feces. Staff will regularly monitor each child for signs that they need a diaper change. This includes checking the diaper at regular intervals, typically every two hours, or when there are indications from the child (such as fussiness or discomfort). Each check and change is recorded on the child's daily diaper log at the time it occurs, noting the time, whether the diaper was dry, wet, or soiled, and the initials of the staff member. The diaper log is kept in the classroom and is available to families at any time.

Regular Checks

Parents should check their child's clothes supply regularly and replenish as needed to ensure that there are always sufficient clothing available at preschool.

Hygiene Practices

All diaper changes will be conducted following strict hygiene practices:

- Staff will wash their hands before and after each diaper change.
- A clean changing surface will be used, which will be disinfected after each use.
- Children's hands will be washed immediately after a diaper change.



**Everything depends on
upbringing."**

-Leo Tolstoy

Health Requirements (Cont.)

Toilet Training

- **Encouragement:** We support parents in encouraging potty learning when the child shows readiness (typically between ages 2 and 3). Toddlers will begin potty learning at 2 or 2 ½, depending on their readiness. During this training process, parents must bring a week's worth of underwear as we begin the transition from diapers to underwear.
- **Communication:** Open communication between parents and staff is essential during the toilet training process to ensure consistency between home and preschool environments.

Health Regulations

- **Illness Exclusion:** Children exhibiting symptoms of illness (e.g., diarrhea) must remain at home until they are symptom-free for at least 24 hours or have a doctor's note confirming they are no longer contagious.
- **Emergency Procedures:** In case of any medical emergencies related to diapering (e.g., severe rashes or allergic reactions), parents will be contacted immediately.

By adhering to this policy, we aim to create a supportive environment that respects the needs of all children while ensuring their health and safety.



Immunization

Each child must present proof of proper immunization as stated in the California Health and Safety Code, Section **1596.81**, prior to enrollment. A “Physician’s Report Form” will also be required within 30 days of enrollment, documenting the child’s physical ability to attend Page Learning Academy, Inc., that a Tuberculosis (TB) test has been completed, immunizations, and any special health needs that the child may have.

Food Allergies

If a child has food allergies, the teacher and cook will be informed, and a letter from the child’s doctor should be submitted to the center indicating which foods the child is allergic to and providing accommodations and/or substitutions.

Illness

COVID Guidelines: If your child is experiencing a cough, a runny nose, or a temperature above 98.6° F, please keep your child at home. Seek medical assistance if symptoms persist. This will help protect and ensure the safety of your child, as well as other children and staff at your school site.

Physician’s Note

A Physician’s Note is required for the following contagious diseases: chicken pox, roseola, measles, conjunctivitis or any other eye infection, mumps, or body rashes, to return to school. If there is an outbreak of any other contagious disease, Page Learning Academy, Inc. has the option to require a Physician’s Note upon the return to school.

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Section VII: Child's Safety

Accidents and Emergencies

All accidents are reported in writing on a **Notification of Accident or Injury form**; an “Ouch” report will be given to the parent. Minor accidents such as cuts and scrapes will be treated with soap and water; bruises and bumps will be treated with ice. Certified personnel may administer additional first aid. If emergency treatment is necessary, parents will be notified immediately. **It is imperative that your “emergency contact” information be kept accurate and up to date.** Regardless of our ability to contact you in an emergency, we will take steps to obtain the care your child requires. Please inform the Site Director of any events that may affect your child's emotional well-being. **Page Learning Academy, Inc.** staff will attempt to provide your child with the emotional support which he or she may need.

Court Orders

The enrolling parent must notify **Page Learning Academy, Inc.** in writing of any changes in custody. **Page Learning Academy, Inc.** cannot restrict the rights of one parent at the request of the other parent without a copy of the custody order, or other court order affecting one parent's rights. If there is no custody order and either parent demands access, we will release the child. **Parents must keep emergency information up to date in files at the school site.**

Emergency Disaster Plan

In the event of a disaster, **Page Learning Academy, Inc.** has a disaster plan in place that includes evacuation procedures. The procedures are discussed and demonstrated to all students. The relocation site, in case of an emergency, is as follows:

01 Site 1
216 W. Vernon Ave, Los Angeles, CA

Pick-up at Junipero Serra Library, 4607 S. Main, Los Angeles, CA 90037

02 Site 2
726 Centinela Ave, Inglewood, CA

Pickup at Edward Vincent Park, 700 Warren Lane, Inglewood, CA 90302

Field Trip Policy

Field trips are at no cost to families unless the Parent Advisory Council (PAC) votes to fund a field trip that may incur a cost. A field trip fee not to exceed twenty-five dollars (\$25) per child may be charged. No adverse action shall be rendered against any parent for the inability or refusal to pay for a field trip fee.

Jewelry

We recognize that jewelry can be a form of self-expression for students. However, to maintain a safe and focused learning environment, specific guidelines must be followed regarding the types and sizes of jewelry permitted during school hours.

Students are allowed to wear earrings; however, there are restrictions in place to ensure safety and appropriateness. **Hoop earrings larger than a quarter are not permitted at any time.** This policy is in place to prevent potential accidents or injuries that could occur from larger hoop earrings during physical activities or interactions with peers.

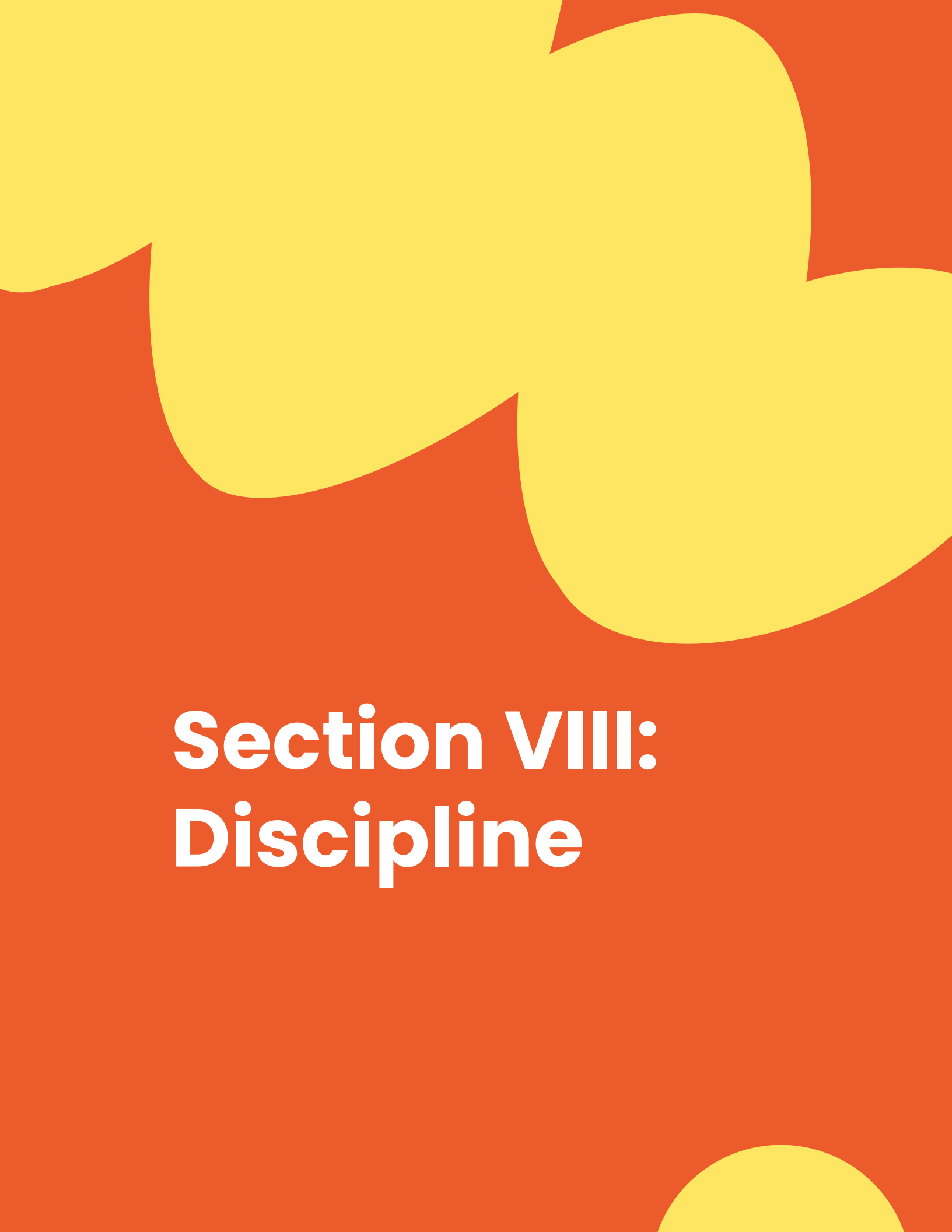
If a student is found wearing hoop earrings that exceed the size limit, the earrings will be removed from their ears, placed in an envelope for safekeeping, and returned to the parent the **same day**. If the earrings are found during Wellness Check-In, they will be given to the person who brings the child to school.

Mandated Reporting

The staff of **Page Learning Academy, Inc.** are advised to report child abuse. The staff members are obligated by law to report any suspected abuse (i.e., physical, sexual, etc.) to the proper authorities, which include the police department, immediately.

Medication

Administering medicine: **Under no circumstances** will staff administer to a child any of the following: aspirin, any medication from home, or take rectal temperature. We will administer medication authorized by the doctor, with the exact dosage and timing as prescribed on the medication in the child's name. Parents and/or authorized adults may come to the school to administer medicine.



Section VIII: Discipline

Discipline and Guidance

At **Page Learning Academy, Inc.**, we strive to provide a positive approach to discipline. To achieve this, the staff uses positive language when talking to the children (CLASS). When a situation arises that needs to be addressed, the staff explains what a child is doing that is inappropriate and uses positive language to express what actions need to take place. Redirection is also used. This allows the child to move on to another activity and show the staff the correct form of behavior. If constant redirection is needed and the behavior persists at a consistent level, the teacher, parent, and administrator will **develop a behavioral plan to best support the child's needs**. **Page Learning Academy, Inc.** has the right to dismiss a child from the school due to disruptive behavior or any other circumstances deemed necessary and/or harmful to other children by the Administration.



**Discipline is the bridge
between goals and
accomplishments."**

-Jim Rohn

Prevention of Suspension and Expulsion

Our team and program are dedicated to assisting **your child** and family during their preschool journey. We recognize that preschool is a crucial time for exploration, learning, and reaching developmental milestones, tailored to each child's needs. We also acknowledge that some experiences may pose challenges, leading to potential behavioral issues. In compliance with California state regulations, we must inform you about our **Prevention of Suspension and Expulsion** policies and procedures.

If your child encounters behavioral difficulties, our administrators will collaborate closely with you and your child's teaching staff. If needed, we will create Behavioral Intervention Plans that outline the specific behavioral challenges, the strategies our program will implement, and how parents or guardians can support these strategies at home. Furthermore, we will provide access to behavioral consultation services from field experts and share information on local resource and referral agencies to assist with any recommended assessments.





STEP 1

Proactive and Preventative Guidance

To prevent behavioral issues before they escalate, **Page Learning Academy, Inc.** will implement the following proactive strategies:

- **Positive Behavior Reinforcement:** Staff will consistently recognize and reward positive behaviors through verbal praise, recognition programs, special leadership roles, and incentives.
- **Social-Emotional Learning (SEL):** Integrate SEL into the curriculum to help students develop skills in self-awareness, self-management, social awareness, relationship skills, whole-body listening, and responsible decision-making.
- **Clear Expectations:** Establish clear behavioral expectations and communicate them regularly to students and families. This includes classroom rules, school-wide behavior policies, and consequences for inappropriate behavior.



STEP 1

Developmentally Appropriate Interventions

When serious or persistent behaviors occur, the following interventions may be employed:

- **Behavioral Intervention Plans (BSPs):** Develop individualized plans for students exhibiting challenging behaviors, outlining specific strategies tailored to their needs.
- **Community Resources:** Provide community resources who can work with students on behavioral issues through individual or group sessions.
- **Parent/Guardian Involvement:** Engage parents/guardians in discussions about their child's behavior and collaborate on strategies to improve.

Persistent and Serious Behaviors

The state of California characterizes persistent and serious behavior as “recurrent patterns of conduct that significantly disrupt the learning experiences of other students or hinder interactions with peers and adults, which do not respond to appropriate developmental support.” This definition encompasses any type of physical aggression, destruction of property, and/or self-harm. In instances where persistent or serious behaviors are observed, and interventions fail to yield positive results, parents or guardians will receive a notification regarding the intent to suspend and/or expel the student.

Page Learning Academy, Inc. shall develop a comprehensive plan for the **General Child Care and Development Program (CCTR)** that includes:

- **Assessment of Needs:** Conduct assessments to identify the student's specific behavioral challenges.
- **Resource Allocation:** Identify community resources available for families facing behavioral challenges, including mental health services, parenting classes, and support groups.
- **Page Learning Academy, Inc.** will actively seek partnerships with local community organizations to provide additional support services. This includes:
- **Referral Systems:** Create a system to refer families to community resources, including counseling services, family support organizations, and educational workshops.
- **Workshops for Parents/Guardians:** Organize sessions to educate parents on child development and effective discipline strategies.



Accepting help is its own kind of strength."

-Kiera Cass



STEP 3

Comprehensive Screening Control

A comprehensive screening tool will be used to systematically assess student behavior. This tool will include:

- **Behavioral Checklists:** Teachers will complete checklists assessing various aspects of student behavior over time.
- **Observation Records:** Document instances of concerning behavior with detailed notes on context, frequency, and triggers



STEP 4

Identifying Interventions

Based on the data collected from screenings and observations:

- **Data Analysis Meetings:** Regular meetings among staff to analyze behavioral data and determine appropriate interventions based on identified patterns.
- **Intervention Implementation:** Implement targeted interventions based on analysis results while continuously monitoring progress.





STEP 5

Documentation of Evidence of Behavior

All incidents of “**serious or persistent**” behaviors will be documented thoroughly:

- **Incident Reports:** Staff will complete incident reports detailing the nature of the behavior, the responses taken, and any required follow-up actions.
- **Behavior Logs:** Maintain logs that track ongoing behavioral issues over time to identify trends or improvements.



STEP 6

Notification Policies Regarding Expulsion and Suspension

Families will be informed about policies related to expulsion or suspension due to severe behavioral issues:

- **Written Policy Distribution:** Provide written copies of expulsion/suspension policies in handbooks distributed at the beginning of each school year.
- **Notification Process:** Notify families in writing if their child is at risk of expulsion or suspension due to behavior concerns.



STEP 7

Appeal Process

If a parent wishes to appeal an expulsion or suspension decision made by **Page Learning Academy, Inc.**:

- Our program will send a family a written **Notice of Action (NOA)**, which contains comprehensive details on how to initiate an appeal hearing with the California Department of Education (CDE). This document will also outline critical timelines that must be adhered to.
- The action's effective date will be at least **24 hours** following the delivery of the notice.
- Parent/guardians may contact the Department of CCDD Appeals via email at **CCDDAppeals@dss.ca.gov** for further guidance on the appeals process.

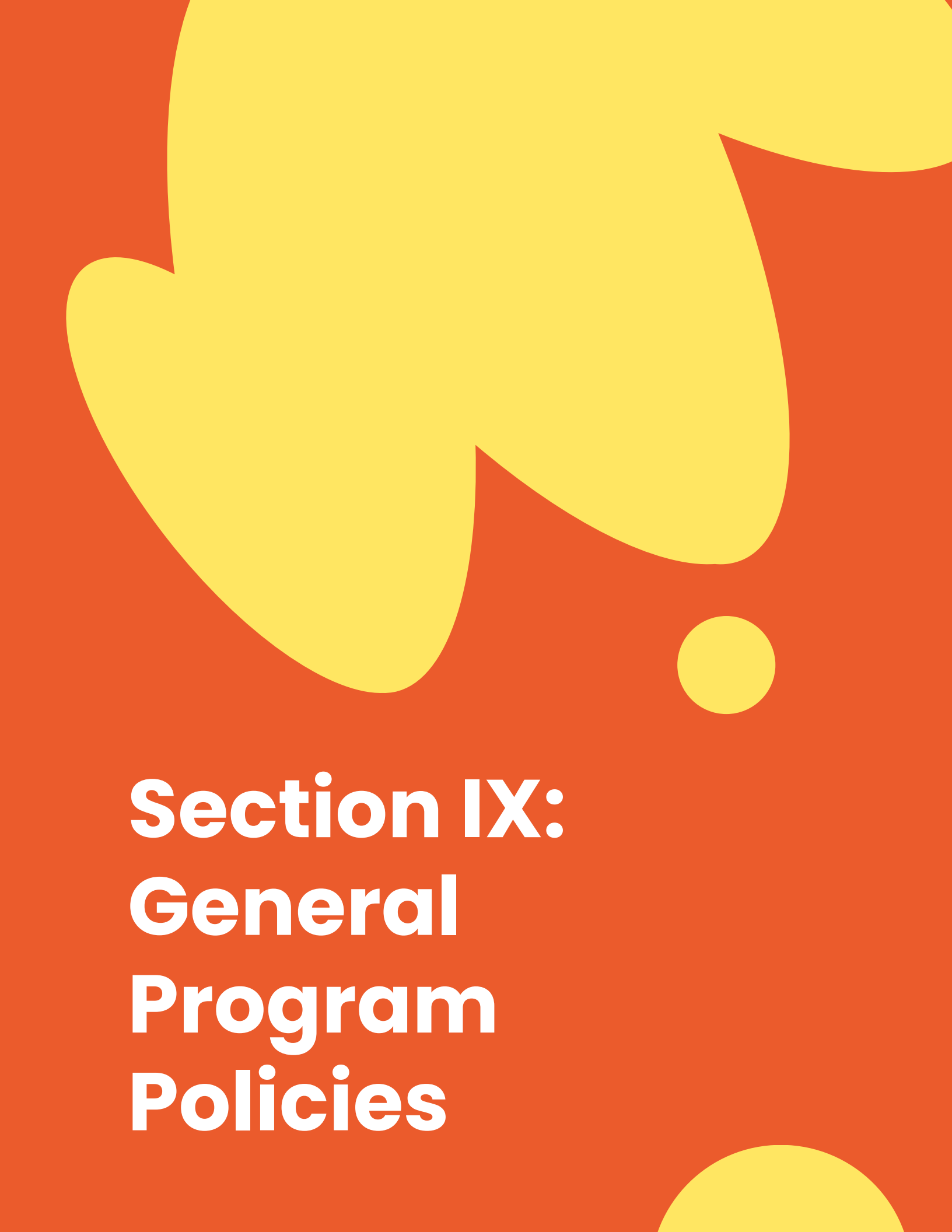
Given that the decision to suspend or expel a child is based on ongoing and serious behavioral issues, the child will not be permitted to attend the program during the appeal process.

By implementing these procedures comprehensively, **Page Learning Academy, Inc.** aims not only to address serious behavioral issues but also to prevent them while supporting students' growth in a nurturing environment.



You have been assigned this mountain so that you can show others it can be moved."

-Mel Robbins

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Section IX: General Program Policies

General Program Policies

Birthday Celebrations

We are glad to recognize your child's birthday. Please notify the site director at least three days in advance so we can plan around allergies and the snack schedule.

If you would like to send a treat, it must be store-bought and arrive unopened in its original packaging with the ingredient label intact. **Home-prepared food cannot be served.** Birthday celebrations take place only after the scheduled snack has been served, and treats are in addition to — **never a replacement for** — the snack our food program provides. We may be unable to serve a treat that conflicts with a documented allergy or poses a choking risk.

Non-food celebrations are always welcome: a book donated to the classroom in your child's name, a family member reading aloud, or a birthday song at circle time.

Open Door Policy

Page Learning Academy, Inc. welcomes parents and guardians to visit the school during operational hours. Upon presentation of proper identification, you have the right to enter and inspect **Page Learning Academy, Inc.** without advance notice. Please read the parent board, monthly food menu, and calendars to be aware of and support the daily schedule and planned activities. When your schedule permits, arrange to sit in and observe your child during learning centers. We welcome your input. We also promote an open-door policy, inviting parents to make unannounced visits to share aspects of their lives and allowing children to see their families as part of their educational team.

Religious Instruction

Page Learning Academy, Inc. refrains from religious instruction or worship.

Sexual Harassment Policy

Page Learning Academy does not tolerate sexual harassment of or by any child, family member, employee, volunteer, or visitor, at any site or program activity.

All staff are mandated reporters. Any suspicion of sexual abuse or exploitation of a child is reported immediately to Child Protective Services and to Community Care Licensing, as required by law. We report first; we do not investigate in place of the authorities.

To raise a concern, contact your Site Director or the Program Director at lisa@pagelearningacademy.com.

Uniform Complaint Procedure (UCP)

It is the intent of **Page Learning Academy, Inc.**, to fully comply with all applicable state and federal laws and regulations. **Page Learning Academy, Inc.** is operated on a nondiscriminatory basis, and services are not denied to any person based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining when families are served.

General Program Policies (Cont.)

Individuals, agencies, organizations, students, and interested third parties have the right to file a complaint regarding **Page Learning Academy, Inc.**'s alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Ed Code sections 200 and 220 and Government Code section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with the California Department of Education: **Early Learning and Care Division - Complaint Coordinator, 1430 N Street, Suite 3410, Sacramento, CA 95814** and the California Department of Social Services, **744 P Street, M.S. 9-3-52, Sacramento, CA 95814.**

Non- Discrimination

Page Learning Academy, Inc. operates on a non-discriminatory basis, and services are not denied to any person based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which families are served. **Page Learning Academy, Inc.** welcomes the enrollment of children with disabilities and other special needs and understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for children with exceptional needs.

Liability Insurance

The school carries liability insurance with a local insurance company for your protection and ours.



General Program Policies (Cont.)

Confidentiality

Page Learning Academy, Inc. believes in protecting the confidentiality of all families who choose to use our services. We will not discuss the affairs of one family with another family without prior mutual consent, nor will we release family information to any party outside Page Learning Academy, Inc., or to the public. It is also against **Page Learning Academy, Inc.'s** policy for staff members to discuss family affairs in casual conversation with the center, or in any inappropriate way at any time. We expect all families to follow the same principles of confidentiality with respect to all other families and staff members. Photographs of children or samples of children's work will not be displayed outside **Page Learning Academy, Inc.**, nor will copies be used for promotional or training purposes without the prior approval of the parents. All records are confidential as well.

Addressing Parents' Concerns

There is a dedicated space for parents, referred to as the Parent Resource board. This board serves as a source of information and, possibly, support for parents within the community. One of this board's features is that it allows parents to see how complaints are handled. This transparency in complaint handling helps build trust among parents and the community, demonstrating a commitment to fairness and accountability.

Personal Needs of Children

The school provides fitted sheets and blankets for each child in accordance with **5 CCR 11736**.

- All children need extra clothing (at least 2 complete changes) in their cubbyhole "cubby" for when accidents and spills occur.
- Soiled clothing will be sent home daily, and the clean "spare clothes" should be replaced as soon as possible. Please check your child's cubby daily. Should you find anything in the cubby that doesn't belong to your child, please give it to a teacher.
- All garments should be clearly marked inside with the child's name or initials, written in ink, taped, or labeled.

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Section X: Disclaimer

Disclaimer

The State of California requires that all early education programs distribute information to parents/guardians about their rights and responsibilities. These notices are taken from the California Education Code, the California Health and Safety Code, and other regulations applicable to early education programs. This handbook is to be distributed to all parents/guardians upon enrollment and annually thereafter. Any questions about the contents of this handbook should be directed to the Executive Director of the program.

State of California - Health and Human Services Agency

California Department of Social Services

Important Information for Parents

Caregiver Background Check Process

California Department of Social Services

The California Department of Social Services works to protect the safety of children in childcare by licensing childcare centers and family childcare homes. Our highest priority is to be sure that children are in safe and healthy childcare settings. California law requires a background check for any adult who owns, lives in, or works in a licensed childcare home or center. Each of these adults must submit fingerprints so that a background check can be conducted to determine whether they have any criminal history. If we find a person has been convicted of a crime other than a minor traffic violation, he/she cannot work or live in the licensed childcare home or center unless approved by the Department. This approval is called an exemption.

Disclaimer (Cont.)

The California Department of Social Services works to protect the safety of children in childcare by licensing childcare centers and family childcare homes. Our highest priority is to be sure that children are in safe and healthy childcare settings. California law requires a background check for any adult who owns, lives in, or works in a licensed childcare home or center. Each of these adults must submit fingerprints so a background check can be conducted to determine whether they have any criminal history. If we find a person has been convicted of a crime other than a minor traffic violation, he/she cannot work or live in the licensed childcare home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence, or molestation against children cannot, by law, be given an exemption that would allow them to own, live in, or work in a licensed childcare home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed childcare home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI, and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened, and whether the person has been honest in what they told us. The person who needs the exemption must provide information about the crime:

- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program
- The person also provides reference letters from people unrelated to them who know their history and current life.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

Disclaimer (Cont.)

How to Obtain More Information

As a parent or authorized representative of a child in licensed childcare, you have the right to ask the licensed childcare home or center whether anyone working or living there has an exemption. If you request this information and there is a person with an exemption, the childcare home or center must tell you the person's name and how he or she is involved with the home or center, and provide the name, address, and telephone number of the local licensing office. You may find the address and phone number on our website. The website address is <http://cclld.ca.gov/docs/maps/state.htm>



Children are the world's most valuable resource and its best hope for the future."

-John F. Kennedy

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Section XI: Personal Rights

Personal Rights

Personal Rights, See Section **101223** for waiver conditions applicable to Child Care Centers

Child Care Facilities. Each child receiving services from a childcare facility shall have rights which include, but are not limited to, the following:

1. To be accorded dignity in his/her personal relationship with staff and other people.
2. To be provided safe, healthful, and comfortable accommodation, furnishings, and equipment to meet his/her needs.
3. To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature including, but not limited to, interference with daily living functions, including eating, sleeping or toileting, or withholding of shelter, clothing, medication or aids to physical functioning.
4. To be informed and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
5. To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either inside or outside the facility, shall be entirely voluntary. (In childcare facilities, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s) or guardian(s) of the child.
6. Not to be locked in any room, building, or facility premises by day or night.
7. Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS: **Department of Social Services, Community Care Licensing, 300 N. Continental Blvd., Suite 290A, El Segundo, CA 90245. Telephone (424) 301-3077**

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Section XII: Parents' Rights

Notification of Parents' Rights

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect childcare without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review the childcare center, reports of licensing visits, and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the childcare center without discrimination or retaliation against you or your child.
5. Request in writing that a parent is not allowed to visit your child or take your child from the childcare center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address, and telephone number of the local licensing office. License Office Name: Department of Social Services, Community Care Licensing
7. Licensing Office Address: 300 N. Continental Blvd., Suite 290A, El Segundo, CA 90245 Licensing Office Telephone: (424) 301-3077
8. Be informed by the licensee, upon request, of the name and type of association with the childcare center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
9. Receive the Caregiver Background Check Process form from the licensee.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.



Section XIII: Acknowledgement

Acknowledgement

Page Learning Academy, Inc.

Acknowledgment of Notification of Parents' Rights, Personal Rights, Caregiver Background Check Process and Other Enrollment Information

To: Parent / Guardian or Authorized Representative

I, the parent/guardian/authorized representative of:

have received a copy of the "PERSONAL RIGHTS," "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS," and the

"CAREGIVER BACKGROUND CHECK PROCESS" forms from the center.

I have also received and reviewed, with the site administrator/designee, information regarding the early education center program, including parents' responsibilities and grounds for termination.

I have received a copy of "Parent Handbook 2026 - 2027."

Page Learning Academy, Inc.

(Name of Center)

(Address)

Parent/Guardian Signature Date

NOTE: This ACKNOWLEDGMENT must be kept in the child's file and a copy of the Handbook given to the parent/guardian/authorized representative.

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Section XIV: Best Interest Sample Letter



Page Learning Academy's Best Interest Letter

As of _____ has
used eight (8) "best interest of the child" absences.

The state allows a maximum of ten (10) "best interest of the child" absences per
fiscal year (July 1st through June 30th).

This letter is official notification that _____ has
two (2) "best interest of the child" days remaining.

(Please refer to your Parent Handbook, page ATTENDANCE)

Respectfully,

Page Learning Academy, Inc.

Digital Handbook

