

**Chula Vista Elementary School District  
Student, Family & Community Services & Support**



# **PRESCHOOL PROGRAM HANDBOOK**



**Board of Education**

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• Francisco Tamayo • Lucy Ugarte

**Superintendent**

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The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable state and federal laws and regulations. The District office that monitors compliance is the Human Resources Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone 619-425-9600, ext. 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources Office.

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Web page: <a href="http://www.CVESD.org">www.CVESD.org</a>	

Early Childhood Education Programs  
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### WELCOME TO PRESCHOOL!

The staff of the Chula Vista Elementary School District (CVESD) welcomes you and your child to our early education programs. This handbook provides important information to you about preschool policies. We look forward to a great year of partnership with you.

### Our Philosophy

We believe that each child is a unique, capable individual. We strive to provide a program that values creativity, encourages curiosity, and fosters a love of learning. Using developmentally appropriate teaching 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, accepted, and used to design appropriate activities.

My child will be learning at the following preschool site:

School: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Class times: From \_\_\_\_\_ To \_\_\_\_\_

Teacher: \_\_\_\_\_ Room \_\_\_\_\_



## Program Information

### Eligibility/Enrollment for California State Preschool Program (CSPP)

Enrollment is based upon criteria and priorities established by Title 5 of the California Code of Regulations. Documentation is necessary to determine eligibility. All parents in the State Preschool Program have the right to appeal their eligibility for service. Complete information concerning this procedure is on the back of your written "Notice of Action".

### Eligibility/Enrollment for San Diego County Quality Preschool Initiative (SDQPI)

All children who qualify for the California State Preschool Program (CSPP) automatically qualify for Quality Preschool Initiative (SDQPI) as part of their program. The additional funding received by the District from SDQPI is used to enhance the program in the area of staff development, teacher coaching, parent education and additional materials and supplies for the classroom.

The Chula Vista Elementary School District Preschool Program serves primarily residents living within the Chula Vista Elementary School District boundaries. If you move out of the CVESD boundaries, please notify the preschool office, and the school office.

Services are available to all eligible persons without regard to sex, sexual orientation, gender, race, religion, ethnicity, national origin, color, ancestry or mental or physical disability. The Chula Vista Elementary School District Preschool Program promotes inclusive practices.

### Wait List

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

### Returning Student Registration

Children who are returning to preschool will need to update information in their registration packet. Priority will be given to returning children ***as long as families provide the required updated information within the priority window*** (scheduled prior to July 1 each year). Returning families will be sent a letter that includes the dates and times to re-enroll along with required documentation needed. Families must annually provide new verification of residency, and updated emergency and health information. In addition, in order to re-enroll, families must have demonstrated compliance with all agency policies, procedures and program requirements.

## **Nutrition Program for Preschoolers**

Our program is part of the National School Nutrition Program. The Chula Vista Elementary School District Food Services Program provides **either** a breakfast or lunch for our preschoolers. The meals are designed to meet one-third of a child's minimum daily requirements. **If your child has any allergies or reactions to certain foods, please provide a Medical Statement to Request Special Meals and/or an Accommodations form completed by your child's Physician to ensure these foods/beverages are not given to your child.** A breakfast/lunch menu will be sent home with each child at the beginning of every month. Please do not send lunch boxes, money, or snacks with your child. Students enrolled in the State Preschool program receive a free meal.

CVESD has adopted a Wellness Policy to support the healthy growth and development of our students. The District prohibits the use of food items in celebration of student's birthday during the school day. Schools are permitted no more than two celebrations with food for each class, per school year. All food items should be store-bought, pre-packaged, and/or pre-wrapped for food safety and food allergies.

## **Preschool Program Goals and Objectives**

- To provide the physical, emotional, social and mental development support of each child in the preschool.
- To provide each child with a program that will enable him/her to gain an appreciation of self-worth and a positive self-image.
- To provide a sound foundation for continuing academic and social success in the years to follow.
- To provide every child with a feeling of being loved and accepted for his/her own unique self.
- To remember that a child's work is play and that valuable learning and development experiences come through play.
- To expose the child to literacy and technology, which will give the child skills to compete in a changing world.

Communication is vital to the success of your child's preschool experience. If you have questions or concerns regarding your child, please call the school and leave a message for his or her teacher. Your call will be promptly returned. Parent/teacher conferences are scheduled in the fall and spring, allowing opportunities to discuss your child's progress. We are committed to working with you to ensure a positive educational experience for your child.

## **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 college degree and a Child Development Permit from the California Commission on Teacher Credentialing. All Instructional Assistants 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 his/her classroom.

## **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 that quality care is provided to each child enrolled in the program.

## **Recommended Clothing for Preschoolers**

Preschool activities include messy, fun educational experiences, so we suggest that children wear comfortable play clothes. The following are suggestions for appropriate clothing for the Preschool Program:

Shorts, pants or jeans, tee shirt/blouse, dresses or clothing with elastic waistbands that is easy for children to use.

In planning clothing for your child, please remember that preschoolers use lots of paint and play in sand. Please send your child in washable play clothes. Clearly mark jackets or sweaters with your child's name. Please send an extra set of clothing (especially socks and underwear) and staff will keep them for emergencies. **For safety purposes, children should not wear sandals, or open-toed shoes.**

Though some of Chula Vista's schools suggest their students wear uniforms, this is optional for State Preschool students.

## **Reporting Concerns**

If you should ever have a concern regarding your child's or any other child's health and safety at school, you are encouraged to report it immediately. Your first contact person is your child's teacher. If that contact is not appropriate at the time, please contact the school office and the principal. The preschool office is always available to address parent concerns if they cannot be addressed at the school site by the teacher, the office staff or the school principal. The District has a Uniform Complaint Policy in place to address formal concerns. Further information on this policy is located on the District's website.

## Policies and Procedures

### Parent Orientation Meeting & First Day of School

All parents of preschoolers will be requested to attend an orientation meeting and a visit to their child's classroom prior to the child's first full day of attendance. At this meeting parents will receive additional information about preschool policies and procedures. The classroom visit is an opportunity to meet your child's teacher, the instructional assistants, and your child's classmates. The Chula Vista Preschools meet all district and professional state requirements.

Children who enter any program after the start of the school year may visit the classroom with their parent prior to their first day of enrollment. Policies and procedures will be explained to parents at that time.

### Attendance

Regular attendance plays a key role in the success a preschooler achieves in school. It is the District's expectation that all children enrolled in the Chula Vista Preschool Program will be able to attend school regularly. Please follow the school calendar included in this handbook and note that minimum days do not apply to preschool.

### Excused Absences/Tardies

Absence from school may be "**Excused**" for the following reasons:

1. Illness or quarantine of the child
2. Illness or quarantine of the parent
3. Court ordered visitation\*
4. Best interest of the child\*\*
5. Medical or dental appointments

\*If an excused absence is based on time spent with a parent or other relative as required by a court of law, a copy of the Court Order must be given to the teacher to be filed in the child's basic data file.

\*\*Absences in the "best interest of the child" might include, but not be limited to, family emergencies, transportation problems, a death in the immediate family, moving, religious events, or a special occasion such as a wedding.

Excused absences "in the best interest of the child" shall be limited to ten **(10)** days during the school year. Parents must report the reason for the absence to the teacher.

## Unexcused Absences/Tardies

Absences other than those in the previously mentioned categories 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.

## Extended Absences

If it is necessary for your child to miss an extended period of school, please talk with your child’s teacher prior to the absence. Children can be excused from the preschool for a maximum of 10 “Best Interest” days in a school year, including planned vacations or family emergencies. Your child will automatically lose his/her class placement after exceeding the limit of absences.

## Reporting Absences

When a preschooler is absent from school, state regulations require that a satisfactory explanation verifying the absence be presented. The following methods may be used to verify student absences:

1. Conversation by phone or in person between the child’s parent/guardian and the verifying employee at the child’s school. A subsequent written record will be kept.
2. Written note from the parent/guardian.
3. Any other reasonable method which establishes the fact that the child was absent for the reasons stated.

## Arrival and Departure from School

It is the responsibility of the parents to provide transportation to and from school each day. Teachers will designate a location for parents and children to wait prior to class beginning. Each child must be signed in and out with the staff. The time of arrival/departure of child is to be noted on sign-in/out sheet. Children will be released only to parents, legal guardians, or other persons authorized in writing to pick up their child. When you sign in and out, please use your full legal signature.

**It is very important that parents bring and pick up their children promptly.** Please be aware of the start and end time of the class and have the child at class on time as well as pick up the child on time each day. **Parents of children brought to school late ten (10) minutes or more on five (5) separate occasions will need to speak with the Principal or Director to discuss consequences which can affect your child’s program.**

Teachers are not available to care for children after the assigned time of class. Only persons over 18 years of age are allowed to drop-off or pick-up your child. **Children who are picked up late by ten (10) minutes or more on at least (3) three separate occasions will need to speak with the Principal or Director to discuss consequences which can affect your child’s program.**



## Leaving School During the Day

If your child must leave class before the end of the school day, a parent, legal guardian or another person, authorized in writing and with a valid photo ID, must sign the child out with the classroom teacher or instructional assistant and indicate the time of departure.

## Withdrawing Students from School

If you move out of Chula Vista Elementary School District, please notify the Preschool Office at least 24 hours in advance.



## Medical and Health Information

### Health Requirements

Each Preschool child shall have a complete physical examination 90 days prior to enrollment or within 30 days after enrollment. This is required by the State Department of Education and Licensing, Title 22. For your convenience, the Preschool office will furnish you with a list of providers of physical examination through the CHDP (Child Health and Disability Prevention) Program. Please note that children should be independent in their use of the restroom. Staff provides limited bathroom support. If an accident occurs parents may be called to help child change clothes.

### Emergency Information

Your cooperation in filling out the health and emergency cards at the beginning of the school year and updating them as needed will help us to keep our records up-to-date and ensure the safety of your child. It is extremely important that we have your address and phone number in case we need to reach you regarding your child. Any current changes in emergency information needs to be made first with your child's teacher, then with the school office.

**Please note that your child will only be released to adults listed on the emergency card.** *Adults related to children with court-ordered limited contact may not be listed on the emergency card.* If no emergency information is available, your child may not attend preschool until such information is provided. This is to ensure your child's safety.

### Daily Health Screening

Our goal is to provide a healthy environment for the children. Staff will visually check each child when they arrive at preschool, to assure they have no contagious condition. Children who are contagious will not be accepted. We ask you to help by checking your child's health before bringing him/her to school.

You can assist in ensuring the health of your child and others in the following ways:

- Do not bring your child to school if he or she has vomited, had a fever of over 100, or had diarrhea in the last 24 hours.
- Dress your child accordingly for the weather.
- Keep your child home if he/she is not well enough to participate in all activities. If your child is not well enough to play outside, then they are not well enough to attend preschool.
- The Preschool Program cannot keep ill children. In the event of any illness, we will contact you to come and pick up your child.

## Medication

Medication cannot be administered at school without written authorization from you and your doctor. District medication forms are available in the school office.

## Medical Conditions

If your child has a chronic medical condition requiring special care, medication and/or a special diet, you will be required to present additional medical information to the preschool office or the school nurse at your child's school. These conditions may include but are not limited to allergies, casts on broken limbs, asthma, diabetes, seizure disorders, etc. It is the parents' responsibility to inform school staff any time there is a change in the child's health condition.

*(The following is a letter from the District to families regarding Health Services)*

### **Health Services Guidelines for keeping a student home**

Some students are more susceptible to infection as they have reduced ability to fight off disease. Your help is needed to ensure that children who have illnesses that are contagious and serious are **not** sent to school.

### **Do not send a child with the following symptoms to school:**

- **Chicken pox** – Keep child home until all blisters are scabbed over and there are no signs of illness.
- **Cold sores** – Child may attend school, unless there are also mouth ulcers and blisters and the child has uncontrollable drooling.
- **Cough and difficulty breathing** – Children may attend school with symptoms of a cold, cough and nasal mucus. However, do not send your child to school if the child has labored breathing (heaving of chest muscles with each breath), rapid breathing at rest, blue colored skin, or wheezing for the first time. If your child has been given a diagnosis of pertussis/whooping cough, your child will require 5 days of antibiotics before coming to school. If your child has a diagnosis of tuberculosis, your child may not return to school until treated. (Having just a positive tuberculosis skin test does not mean your child has tuberculosis).
- **Diarrhea** - If the child is having uncontrollable diarrhea (three or more episodes), do not send to school.
- **Fever of 100.5°F or more, orally (or 101°F if taken by ear, rectally or temporal scan) on the day before school or the morning of school:** Note that ear temperatures may be inaccurate, and temperature should be taken by using another method if the temperature is high. **Keep child home until he/she is fever free for 24 hours without the use of fever-reducing medication.** *Due to the increase chance of developing Reye's Syndrome, aspirin and aspirin-containing medications should not be given to children without first consulting a physician for each specific use.*
- **Impetigo** – Once your child has started an antibiotic, your child may return to school **the following day.**

- **Undiagnosed Rash.** When there is a fever and behavioral change accompanied by a rash, seek guidance from a health care provider.
- **Ringworm** (contagious skin fungus infection). Keep child home until treatment is started. Ringworm on the body can be treated with a cream applied directly to the affected area and covered with a bandage. Ringworm on the scalp requires an oral medication, but child may return to school if cream is applied.
- **Seizures** – Do not send your child to school if your child has been administered emergency seizure medication(s) within **9 hours** of the start of school.
- **Vomiting** more than once a day or if vomiting is accompanied by fever. Seek medical assistance if there is blood or green mucus in the vomit, there is no urine output in 8 hours, there is a recent history of head injury, or the child looks or acts very ill.

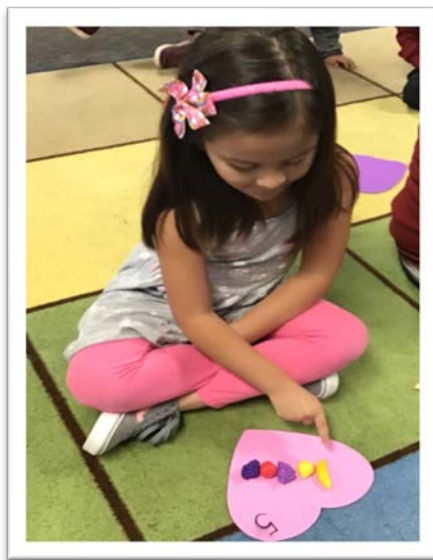
## **Antibiotics**

Children who are placed on antibiotics for the above ailments or a contagious disease should be on them for a FULL 24 hours (longer for Pertussis/Whooping Cough) before returning to school, in order to prevent the spread of infection.

If at any time you are unsure if your child's illness is contagious, call your child's primary care provider. If you have further questions, please contact your school nurse.

Thank you for your continued support of the families in our school community.

Rev.01/2020



## Students

### **HEAD LICE**

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent/designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent/designee may distribute information to the parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent/designee also may provide related information to school staff.

*(cf. 4131 – Staff Development)*

School employees shall report all suspected cases of head lice to the school nurse/designee as soon as possible.

If a student is found with active, adult head lice, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. Student will be granted no more than one day of excused absence. The parent/guardian shall also be informed that the student will be checked upon return to school and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse/designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse/designee shall contact the student's parent/guardian to discuss treatment. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

*(cf. 5141.3 – Health Examinations)*

If a student is consistently found to be infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse/designee, representatives from the local health department and social services, and other appropriate individuals to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

Students

**HEAD LICE (continued)**

*(cf. 5113 – Absences and Excuses*

*(cf. 5113.1 – Perfect Attendance)*

When it is determined that one or more students in a class or school are infested with head lice, the principal/designee may, at his/her discretion, notify parents/ guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

*(cf. 4119.23 – Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 – Student Records; Confidentiality)*

Legal Reference:

EDUCATION CODE

48320-48325 School attendance review boards

49451 Physical examinations: parent's refusal to consent

Management Resources:

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities,  
rev. March 2012

A Parent's Guide to Head Lice, 2008

CALIFORNIA SCHOOL NURSES ORGANIZATION

Pediculosis Management, Position Statement, rev. 2011

Management Resources: (continued)

WEB SITES

American Academy of Pediatrics: [www.aap.org](http://www.aap.org)

California Department of Public Health: [www.cdph.ca.gov](http://www.cdph.ca.gov)

California School Nurses Organization: [www.csno.org](http://www.csno.org)

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice: U

Policy

Adopted: 11/13/90

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Revised: 03/06/13 Chula Vista, California

## Parent Involvement

### Parent Advisory Committee

The Preschool Program has a Preschool Parent Advisory Committee. This committee is involved in planning, developing, and contributing to the educational program for the preschool students. Preschool parents who would like to participate on this committee are invited to contact their child's teacher, or the Preschool Office at (619) 409-6604. All parents are welcome to attend meetings. Complete information regarding the meeting dates for the committee are included as a separate handout within this handbook.

### Parent Education Sessions

A variety of topics will be presented during the school year, based on parent interests. Information regarding topics, times, and locations will be shared by your child's teacher.

### Parent Volunteers

\*\*Protocols for volunteering will be shared by your classroom teacher upon receiving further guidance from the county with regards to COVID19 safeguards\*\*

One of the most important aspects of our program is using **parent volunteers** on a part time basis. If you are not working during the day, we invite you to assist in the classroom. Your help will make the preschool experience much more valuable and meaningful to you and your child. If you have younger children, you can discuss with the teacher ways you can assist by taking projects home.

To ensure the health of all children and to meet the State Licensing requirements all **parents must have a TB clearance**. In addition, as of September 1, 2016, a new licensing requirement mandates that all staff members and parent volunteers be immunized against influenza, pertussis, and measles. The TB clearance can be obtained at any of the Chula Vista Elementary School Districts TB clinics at no charge, any county health clinic, or your doctor's office. You must provide proof of immunization requirements to the classroom teacher before assisting in the classroom.

The Preschool Program encourages the participation of parents in their child's classroom. Teachers will contact parents to arrange convenient times for their participation. Per California licensing requirements, when you volunteer, brothers and sisters must stay home. We will provide opportunities for them and other family members to participate on special occasions and/or school-wide events. Because we feel that parents are an essential part of a child's learning potential, we provide opportunities for active participation in all preschool activities.

## **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, principal 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.

## **Child Behavior**

It is the goal of the Early Childhood programs in the Chula Vista Elementary School District to provide a safe and secure environment for all children and staff. **The Teaching Pyramid Framework** implemented by our early education staff provides environmental and behavioral techniques and supports 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/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’s approach is based on a tiered 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, as well as teacher 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.

*“We are safe,  
respectful,  
and friendly”*



### Program-wide Expectations

All of the preschool classes have specific behavioral expectations for all children. They will learn to Be safe, Be respectful, and Be friendly, and to understand the meaning of these words. Classroom rules and re-direction 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 his (or her) challenging behaviors, the teacher will let you know which strategies at the second level worked for him (or her). If additional support is needed at the third level of the pyramid, the teacher will invite you to participate in planning and creating a behavior support plan for your child. In the rare instance your child behaves in a way that endangers either himself (or herself) or others, he (or she) may be excluded from the program.

## Best Practices in Early Childhood Education

Our preschool curriculum, PREK ON MY WAY 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. In accordance with Education Code requirements, childcare programs do not include religious instruction or worship.

### Ages and Stages Questionnaire

All children receive a developmental screening using the Ages and Stages questionnaire. This is done through an interview with the parent, usually by the teacher or Instructional Assistant. The results of the screening are shared by the teacher with the parent during the parent-teacher conference. For a child who may have a delay in an area of development, an example might be fine motor skills or communication, the teacher may make a referral to the District for consultation. Parents will be notified of any concerns.

### Desired Results for Children and Families

The California Department of Education (CDE), Child Development Division requires 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 (2015)* 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 adopted early childhood curriculum addresses the developmental domains outlined in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks:

- Social- Emotional Development
- Language and Literacy
- English Language Development
- Mathematics
- Motor Physical Development
- Fine Arts
- Health & Well-being
- 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 their body and senses, memory, perception skills and their thinking skills. Your child's teacher will offer him/her numerous opportunities to make meaningful connections between what he/she learns at school and his 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. The curriculum is available in English and in Spanish, to support the learning of children.



## Environmental Rating Scale

Every year, all 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 Survey

Once a year you will be asked to complete the *Desired Results Parent Survey*. This survey is 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 participants in this process.

## **Technology**

Computers are available for students in every classroom. The use of technology and educational software guides students to explore a variety of learning activities and practice their digital learning skills.

## **Health and Social Services and Community Partnerships**

The Chula Vista Elementary School District partners with several community agencies to ensure families in our district are provided appropriate support. Our Family Resource Centers are located at several of the district's elementary school sites and are ready to assist families with a variety of resources. The Child Study Team comprised of district and community service representatives will make other referrals as deemed necessary when these are beyond the scope of simple referrals at the classroom level.

## **Inclusion of Children with Special Needs**

Inclusion classrooms are general education preschool classes that are specifically staffed and equipped to meet the needs of children with required specialized academic instruction, as determined by the IEP team. This model allows all children to learn in the same environment with the services and support they need to be successful. Inclusion benefits typically developing children by teaching compassion, acceptance of diversity, self-esteem, friendship skills, and problem-solving. All children are welcome in the early childhood programs in CVESD.





## **Our Vision**

- The Chula Vista Elementary School District is committed to providing a successful, safe, challenging, and nurturing education experience, while promoting the joy and importance of learning for all our children.
- Our children are high-achieving innovative thinkers. They are multi-literate, self-reliant, and confident. They have a lifelong love of learning and are socially responsible citizens. The District takes pride in developing each child's full potential, while recognizing his or her uniqueness.
- We value and find strength in our diversity. Learning is meaningful and relevant, connected with each child's individual needs, ethics, culture, and experiences and is linked with the world outside the classroom.
- Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community.
- The entire educational community accepts the challenge of change and is motivated to acquire skills and values for a rapidly changing world. We create dynamic learning experiences by supporting and encouraging excellent teaching and the educational growth of family and staff.
- The Chula Vista Elementary School District community is dedicated to instilling hope for the future so that today's children will share their vision with future generations.

## **Our Values**

### **Equality**

- We believe each child is an individual of great worth entitled to develop to his or her full potential.
- All children can and will learn and deserve equal access to a quality education.

### **Equity**

- We believe there is no significant difference in educational outcomes based on race, gender, or economic status.
- Solutions, resources, programs, services and support are applied in a manner which develops the full potential of each child.

### **Accountability**

- We value and recognize individuals who assume responsibility for and demonstrate commitment and dedication to serving the interests of all children.

### **Ethical Responsibility**

- We value each individual who practices, teaches and serves as a role model of dignity, respect, honesty, integrity, and trust.

### **Diversity**

- We seek, encourage, and respect each individual's contributions and value a multicultural perspective.

### **Teamwork**

- We believe that families are the primary role models for our children.
- We are committed to teamwork and collaboration to provide maximum services for students, staff, and community.
- This partnership among families, community, and schools is the foundation of our children's educational success.

### **Innovation**

- We are committed to challenging the status quo and embracing a technological world.

### **Excellence**

- We are committed to high standards of performance throughout the District and continuously seek and utilize new knowledge and skills.

## Decision Making

Improving student learning, ethical responsibility, and stakeholder involvement are three principles we work with in the decision-making process. The following essential questions provide guidelines as we apply these principles.

### How does the decision improve student learning?

- Rationale or evidence that it makes a difference for all children
- Support for our vision statement

### Is the decision illegal, unethical or immoral?

- Support our values statement

### Is there adverse impact on others?

- Collaboration with staff, parents, community
- Data collection / research
- "District" included in problem solving process
- Fiscal and personnel impact

### How are individual needs balanced with group needs?

- Equity



# PRESCHOOLERS AT WORK!







# Resources & Information

