

Notice of Nondiscrimination

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, and California law, Education Code §200 et seq., Bakersfield City School District will not discriminate against qualified individuals on the basis of disability, medical condition, sex or gender, age, race or ethnicity, color, national origin or nationality, religion, limited proficiency in English, sexual orientation, or anyone associated with a person or group with one or more of the above actual or perceived characteristics in its services, programs, or activities. Anyone who wishes to file a complaint alleging discrimination on one of the above basis in the provision of services, programs, or activities by the District may do so by contacting:

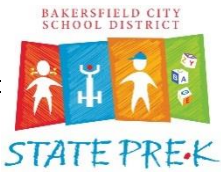
Human Resources Administrator
1300 Baker Street
Bakersfield, California 93305
(661) 631-4663

BAKERSFIELD CITY
SCHOOL DISTRICT



STATE PRE-K

1111 - 10th Street
Bakersfield, CA 93304
661-631-4936



Storiann Camps
Program Director

BAKERSFIELD CITY SCHOOL DISTRICT

STATE PRE-K ADMINISTRATION OFFICE, 1111 - 10TH STREET
BAKERSFIELD, CALIFORNIA 93304
(661) 631-4936
FAX: (661) 859-0513



Superintendent

Harry "Doc" Ervin

Program Coordinator

Storiann Camps

Site Administrator

School Principal

Bilingual Staff Secretary

Rocio Ramos

Bilingual Clerk

Silvia Aguirre Martinez

Teacher Tutor

Gloriah McDonald

Teachers:

**Lynette Aguilar Rodman
Elizabeth Araujo
Marta Barrientos
Maribel Bautista
Gina Cardenas
Barbara Carter
Lisette Deniz
Irma Duran**

**Paul Gamino
Laura Gutierrez
Mayra Gutierrez-Salazar
Alicia Larios
Lorrie Lozano
Marta Martinez
Kim McCoy
Martha Melendez**

**Elizabeth Mendoza
Rosalie Rodriguez
Marlene Sanchez
Debra Scott
Veronica Torres
Sheila Trinidad
Michelle Wathern
Amy White**

Instructional Aides: Magdalena Cruz, Rosalinda Martinez, Gina Ramirez

Information about your State Pre-K Center
Name of School:
Principal:
Teachers:
Address:
Telephone:
Class time:

California State Preschool Program (CSPP) Licensed Locations:

**BCSD/Evergreen Elementary
Pre-Kindergarten**

(153808411)
2600 Rose Marie Drive 93304
(661) 631-4925
Laura Orozco, Site Administrator

**BCSD/Hort Elementary
Pre-Kindergarten**

(Pending)
2301 Park Drive 93306
(661) 631-4936
Steve Robinson, Site Administrator

**BCSD/Pauly Elementary
Pre-Kindergarten**

(153808635)
313 Planz Road 93304
(661) 631-4504
Rachelle Montoya, Site Administrator

**BCSD/Rafer Johnson
Pre-Kindergarten**

(153808795)
1111 - 10th Street 93304
(661) 631-4936
Storiann Camps, Site Administrator

**BCSD/Roosevelt Elementary
Pre-Kindergarten**

(153808412)
2324 Verde Street 93304
(661) 631-4924
Susana Rios, Site Administrator

Horace Mann Elementary School

(150407178)
2710 Niles Street 93306
(661) 631-3258
Dayna Martin-Gardner, Site Administrator

John C. Fremont Elementary School

(150407115)
607 Texas Street 93307
(661) 631-4530
Julie Segura Padilla, Site Administrator

Longfellow Elementary School

(153801755)
1900 Stockton Street 93305
(661) 631-3154
Michael Barella, Site Administrator

McKinley Elementary School

(153801756)
601 4th Street 93304
(661) 631-4557
Rene Ashley, Site Administrator

Mt. Vernon Elementary School Pre-K

(150407495)
2161 Potomac Avenue 93307
(661) 631-3127
Alfonso Ceja, Site Administrator

Owens Elementary School PreK

(150407493)
815 Potomac Avenue 93307
(661) 631-3136
Sarita Arredondo, Site Administrator

Ramon Garza Elementary School

(150407105)
2901 Center Street 93306
(661) 631-3113
Teresa Arambula, Site Administrator

Wayside Elementary School PreK

(150407494)
1000 Ming Avenue 93307
(661) 631-4594
Dylan Capilla, Site Administrator

Table of Contents

	Page
Administration & Staff	I
State Pre-Kindergarten Locations	II
Table of Contents	III-IV
 Program Information	
Philosophy	1
Objectives	1-2
Governance	2
Licensing	2
California Preschool Learning Foundations	2-3
Desired Results Developmental Profile – Preschool.....	3
Early Childhood Environmental Rating Scale.....	3
Minutes of Instruction	4
Emergency Procedures	4
Worship and Religious Education	4
Midday Nutritional Supplement	5
Special Occasions	5
 Admission and Enrollment	
Admission Priorities and Procedures	6
Program Waiting List	7
Confidentiality of Information	7
Nondiscrimination Policy	7
Notice of Action	7
Termination of Services	7
Admission Agreement	8
 Student Attendance	
Attendance	9
Arrival/Dismissal	9
Absences	9-10
Late Policy	10
Field Trips	11
Double Sessions	11
Bank Days	11
Fog Delays	11
 Student Clothing and Personal Items	
Clothing	11
Uniforms	12
Personal Items	12

Student Discipline	
Discipline and Safety	12
Student Health	
Health Checks	13
Health Requirements	13
Tuberculosis Test	13
Immunizations	13
Medication	13-14
Wellness Policy	14
Teacher Information	
Teacher Qualifications & Professional Development	15
Teacher Responsibilities	15-16
Mandated Reporting	16
Parent/Guardian/Family Information	
Parent/Guardian Standards	16
Parent/Guardian Responsibilities and Involvement	16-17
Parent/Guardian Orientation	18
Parent/Guardian-Teacher Conferences	18
Parking Regulations	18
Volunteer/Visitor Policy	18
Parent/Guardian Volunteer Conduct	18-19
Open-Door Policy	19
Parent/Guardian Education Sessions	20
Parent/Guardian Advisory Committee	20
Student-Parent Compacts	20
Uniform Complaint Procedure	20
Child Care Center Notification of Parents' Rights	21
Personal Rights	22
Calendar	
2016-17 School Calendar	23

Program Information

Philosophy

Bakersfield City School District (BCSD) State Pre-Kindergarten (State Pre-K) Program will provide a secure environment with a program that addresses the social, emotional, cognitive, and physical needs of all children.



- Every child is unique and special and needs to know that they are loved and important.
- Love and concern for others is fostered in children and teachers demonstrate how to be caring towards others.
- Conflict resolution and problem solving skills are a major emphasis of the program.
- Children are an important part of the family unit. We meet the needs of our children and their families. We respect the individual culture, needs of families, and provide a large variety of family involvement activities.
- The program will be based upon the developmental needs and interests of the children.

Objectives

Based upon the philosophy, our program has developed objectives. Our program objectives will serve to:



1. Promote health, physical growth, and motor development.
Children are provided with health education and are made aware of their physical growth and development. Personal hygiene is continually emphasized. Activities are provided for both small and large motor development.
2. Increase independence in meeting and solving problems.
Children are provided with guidance to resolve problems and conflicts in positive and appropriate ways.
3. Strengthen inner emotional controls.
Children are encouraged to express their feelings in appropriate ways.
4. Help the children recognize reasonable limits and influence growth towards self-discipline.
Limits and responsibilities are established within the program. Children are provided with choices and the consequences of their decisions.
5. Encourage self-reliance, confidence, and understanding.
Staff personnel provide children with assistance in helping the children accept themselves as capable and significant individuals.
6. Foster security with adults.
Staff personnel provide a loving atmosphere and encourage an environment for open and honest communication.
7. Promote language skills.
Staff personnel encourage all children to verbalize their wants and needs and provide regular sharing time.

8. Provide free self-expression.
Activities are provided for self-expression through literacy, art, music, and dance.
9. Broaden intellectual horizons.
The entire educational program is directly related to the children's knowledge and interests and is designed to help them observe, ask questions, investigate, seek, and acquire information. The staff encourages critical thinking and feedback.

Governance

BCSD provides twenty-six (26) California State Preschool Program (CSPP or State Pre-K Program) classrooms on thirteen (13) BCSD school sites funded by the California Department of Education (CDE), Child Development Division (CDD). Funding requires annually entering into a contract with the CDE and compliance with the CDE's rules and regulations. The CSPP helps three (3) and four (4) year olds acquire pre-reading skills using many classroom-based strategies and parent-involvement activities. The BCSD State Pre-K Program is licensed under the California Department of Social Services, Community Care Licensing Division. Except as otherwise provided in law, policy, or procedures, the District's early education programs are subject to all District policies and procedures.

Licensing

The California Department of Social Services, Community Care Licensing Division shall have the authority to interview children and staff, and to inspect and audit child or facility records without prior consent. The program is required to "make provisions for private interviews with any child(ren), or any staff member, and for the examination of all records relating to the operation of the facility."

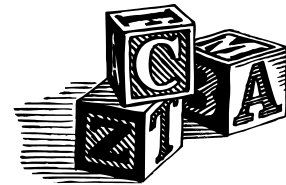
The California Department of Social Services, Community Care Licensing Division shall have the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect, or inappropriate placement, and to have a licensed medical professional physically examine the child(ren).

California Preschool Learning Foundations

On January 22, 2008, State Superintendent of Public Instruction Jack O'Connell, formally released the California Preschool Learning Foundations, which can be found on the following website: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>. Superintendent O'Connell stated that these foundations offer our early childhood educators a clear understanding of what our youngest learners should know before entering kindergarten.

These foundations include the following domains:

- Social – Emotional Development
- Language and Literacy Development
- English Language Development (for English Learners)
- Mathematics
- Visual and Performing Arts
- Physical Development
- Health
- History-Social Science
- Science



In California, priority has been placed on aligning expectations for preschool learning with kindergarten Common Core State Standards <http://www.cde.ca.gov/sp/cd/re/psalignment.asp>. The purpose of these Foundations are to help guide and support all California preschools as they offer developmentally appropriate activities and instruction that are both purposeful and playful, instilling in our young children a love of learning that will last a lifetime.

Desired Results Development Profile - Preschool

The State Pre-K Program follows the regulations stipulated by the CDE, which requires implementation of the Desired Results Structure consisting of the following six basic components:

- Children are personally and socially competent;
- Children are effective learners;
- Children show physical and motor competence;
- Children are safe and healthy;
- Families support their children's learning and development; and
- Families achieve their goals.

The Desired Results Development Profile-Preschool (DRDP-PS© (2015)) tool for children encompasses seven Developmental Domains which are Self and Social, Language and Literacy, English Language, Cognitive, Mathematical, Physical and Health. These are reflected and integrated through daily learning activities that include arrangement of the environment, scheduling, and intrapersonal relationships between children and adults.

Early Childhood Environmental Rating Scale

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

- Personal Care Routines;
- Space and Furnishings;
- Language-Reasoning;
- Activities;
- Interactions;
- Program Structure; and
- Parents and Staff.



Minutes of Instruction

20 minutes	Greeting/Health Check	Group sharing and discussion
10 minutes	Story Time	Language/Literacy Development
20 minutes	Small Groups	Cognitive and fine motor skills
30 minutes	Outside/Large Motor	Social and physical development
30 minutes	Midday Nutritional Supplement	Healthy Habits
60 minutes	Choice Time/Interest Areas	Child's choice to select activities
10 minutes	Music/Movement	Visual & Performing Arts

180 Total Minutes

Emergency Procedures

In case of an emergency occurring at school due to sudden illness or accident, the parent/guardian will immediately be notified. If the parent/guardian or authorized adult specified on the emergency card cannot be reached, the child will be taken to a doctor (specified by the parent) or to an emergency hospital. It is the parent's/guardian's responsibility to provide teachers with updated phone numbers and addresses.

In the case of less serious injuries, the staff will document the injury in the child's record and notify the parent/guardian with the nature of the injury.

In the event of an actual site emergency, Pre-K classes follow the instructions of the site administrator. Each school maintains a Comprehensive School Safety Plan. Emergency Procedures are posted in your child's classroom. Pre-K students participate in monthly fire and or disaster drills. Because emergency phone numbers and/or addresses are very important, parents/guardians are responsible for making sure the child's emergency information on file is current and correct at all times.

Worship and Religious Education

We believe it is important to model and teach values such as concern and respect for all people. This viewpoint reflects principles shared by all religions. However, staff members do not endorse, encourage, or solicit religious or anti-religious expressions or activities among children. Each child's individual right to freedom of religious practice is respected (Board Policy 400.40, Recognition of Religious Beliefs and Customs). All District programs and activities are free from discrimination based on religion (Board Policy 300.63, Nondiscrimination in District Programs and Activities).

Midday Nutritional Supplement

Meal menus are posted in each classroom and can be accessed on the BCSD website at <http://www.schoolnutritionandfitness.com/index.php?sid=160191641452689>. A nutritional supplement is provided to enrolled children free of charge. Items from the BCSD breakfast or lunch menu will be provided midday on a daily basis. Morning classes will receive breakfast and afternoon classes will receive lunch.

Adults are encouraged to eat meals with the children and model good social and interactive skills. New or different foods may be served occasionally to expand children's knowledge of various foods that are available. Children are encouraged to try all foods, although food is never used as a punishment or reward. Adults choosing to eat are charged \$2.65 for breakfast and \$3.85 for lunch payable at the school cafeteria.

Snack foods such as candy and gum will not be served as part of the nutrition program and should not be brought to school (Refer to Board Policy 600.3, Student Wellness).



Children who have been medically diagnosed as being allergic to certain foods will be served a nutritious replacement for that portion of the menu. The parent/guardian must provide medical documentation. It is the parent's/guardian's responsibility to contact the teacher and cafeteria manager at your school site.

Special Occasions

The following list illustrates some of the special occasions that are observed at each of the centers. Developmentally-age appropriate activities are included in regular schedules:

- Patriotic observances;
- Holiday seasons with various cultural traditions;
- 100th Day of School, etc.

Please notify your teacher if there are personal, cultural, or religious reasons you prefer your child not participate in special-occasion activities. An alternative activity will be made available to your child.



Admission and Enrollment

Admission Priorities and Procedures

Priority for services shall be given to eligible children (students must be age three or four by September 1, 2016) whose families have the lowest adjusted monthly income at the time of enrollment; not to exceed 15% of the income ceilings issued by the CDE, CDD.

Therefore, in an order determined by the CDE and BCSD, the State Pre-K Program has established the following priorities:

- First priority for enrollment is given to children in Child Protective Services.
- Priority is given to eligible four-year-old children prior to servicing eligible three-year-old children.
- Children who are identified as limited English or non-English proficient are given priority.
- Children who reside within the BCSD boundaries and meet the eligibility criteria are given priority.
- Priority is given to children with exceptional needs and who possess an Individualized Education Plan (IEP) as described in Section 56026 of the Education Code and Sections § 3030 and 3031 of the Title 5, California Code of Regulations, which identifies an all-day or a partial-day of a CSPP as being an appropriate placement as defined in Section § 18136 of the CDD.

To register, a family must:

1. Complete a registration packet;
2. Provide proof of up-to-date immunizations;
3. Provide child's tuberculosis clearance (results of TB test within one year);
4. Provide documentation to prove income;
5. Provide documentation to prove family size;
6. Provide documentation to prove marital status or single parent status;
7. Provide documentation to prove relationship to the child;
8. Provide a release of authorization to contact employers to verify employment information;
9. Provide proof of address (current utility bill and/or lease agreement);
10. Provide a completed physical within thirty days of enrollment (see page 15);
and
11. Provide a parent and/or adult volunteer a valid picture identification, TB clearance (results of TB test within one year), vaccination records to include influenza (dated between August 1 and December 1 each year), pertussis (whooping cough) and measles.

The registration process and parent orientation must be complete prior to the first day of attendance. Acceptable documentation may vary per family. For further clarification, you may access the Eligibility Regulations on the CDE website at <http://www.cde.ca.gov/sp/cd/lr/documents/title5.doc>.

Program Waiting List

The Pre-K Program maintains a current "Waiting List" in accordance with the Admission Priorities and Procedures and shall contact applicants in order of priority as vacancies occur.

This waiting process provides assurance that the most eligible applicants will receive childcare services first. The term "eligibility" is used because families are ranked by eligibility factors for subsidized care (i.e., income, family size, and other family needs); not just time on the list. Acceptance into the BCSD does not guarantee enrollment in the Pre-K Program. Before enrollment, families will be required to submit proof of income. Depending on program services, eligibility requirements vary; usually the neediest are served first regardless of how long others have been on the waiting list.

Confidentiality of Information

All information and records obtained from or regarding children shall be confidential. It is the responsibility of BCSD to safeguard the confidentiality of record contents. The use or disclosure of all medical, financial or other information concerning children or families will be limited to purposes directly connected with the administration of the Pre-K Program. No other use of this information may be made without the parent's/guardian's prior written consent. Parents/guardians shall have access to all information contained in their own child's file. It is the responsibility of the Pre-K staff to secure confidential files and prevent unauthorized access. (5 CCR §§ 18117)

Nondiscrimination Policy

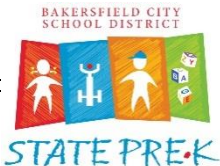
All District programs and activities shall be free from discrimination based on actual or perceived sex or gender, race or ethnicity, physical or mental disability, medical condition, age, color, national origin or nationality, religion, limited proficiency in English, sexual orientation, or anyone associated with a person or group with one or more of the above actual or perceived characteristics (Board Policy 300.63, Nondiscrimination in District Programs and Activities).

Notice of Action

All parents/guardians of children enrolled in the Pre-K Program will receive a Notice of Action (NOA) at the time of enrollment and at the time of termination (on the last day of the school year). Parents/guardians of age-eligible children will then have the opportunity to re-enroll at the designated registration sites for the following school year. Please see your child's teacher for information regarding enrollment for the next school year.

Termination of Services

A student subject to discipline may be provided with alternatives to program removal and/or may have the existing Pre-K program services altered or terminated. Services delivered in the Pre-K program may be discontinued or altered as specified by law or administrative regulations (Board Policy 400.47, Preschool/Early Childhood Education). If noncompliance with Pre-K Program requirements listed in the Parent Handbooks persist and all other remedies have been exhausted, parents/guardians will be given an NOA terminating services.



Storiann Camps
Program Director

BAKERSFIELD CITY SCHOOL DISTRICT

STATE PRE-K ADMINISTRATION OFFICE, 1111 - 10TH STREET
BAKERSFIELD, CALIFORNIA 93304
(661) 631-4936
FAX: (661) 859-0513



Admission Agreement

_____ **Pre-K**
Child's Name **Center's Name**

California State Preschool Program Admission Criteria:

*Children ages three (3) or four (4) on or before September 1, 2016
Family's whose adjusted monthly income does not exceed CDE income ceiling*

Admission Priorities:

*First priority is given to Child Protective Services Children—regardless of income
Eligible four-year olds have priority over eligible three-year olds
Families with the lowest adjusted monthly income shall be admitted first*

Basic Child Development Services:

*Developmentally and Culturally Appropriate Environments
Mid-day nutritional supplement
Social, emotional, physical, language, creativity, and cognitive developmental activities
Individual Developmental Profiles
Two individual parent conferences per school year*

Supplemental Services:

*Referral to Bakersfield City School District (BCSD) Search and Serve for language, health and/or mental needs
Refer to local Resource and Referral Services, Community Connection for Child Care, Kern County Superintendent of Schools (KCSOS).*

Transportation:

Transportation is the sole responsibility of the parent or guardian

Licensing:

The California Department of Social Services, Community Care Licensing Division shall have the authority to interview children or staff; and to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with any child(ren), or any staff member and for the examination of all records relating to the operation of the facility. The Department of Licensing agency shall have the authority to observe the physical condition of the child(ren) including conditions which could indicate abuse, neglect, or inappropriate placement.

I received the BCSD CSPP Parent Handbook which includes a copy of this Admission Agreement.

Parent's Signature **Date**

Principal's Signature **Date**

Student Attendance

Attendance

Attendance must correlate with the three contract hours (class time) as stipulated in the NOA. Children benefit when he or she attends and participates in the complete Pre-K day. Therefore, parents/guardians must drop off and pick up their child(ren) at the designated beginning and ending class times.

Without prior written approval from the Child Development Division, children shall not be concurrently enrolled in both a State-Funded Pre-K program and a State-Funded Child Development program.

Arrival / Dismissal

Morning (AM) Class: Arrival is 7:55-8:05 a.m./dismissal is 10:55–11:05 a.m.

Afternoon (PM) Class: Arrival is 11:40-11:50 a.m./dismissal is 2:40-2:50 p.m.

When you bring your child to school, be sure to sign your child in. **Each adult is to clearly sign their first and last name in full and record the correct time.** Parents/guardians or other adults are to wait until a staff member can check the child for signs of illness before leaving the child.

At the end of the school day, be on time to pick up and sign your child out. **Each adult is to clearly sign their first and last name in full and record the correct time.** Please let the teacher know that your child is being picked up.

- Parents/guardians must supervise their own child(ren) until the Pre-K center is open for service and the child has been signed in.
- The parent's/guardian's written permission is necessary if anyone other than those listed on the identification and emergency form is to pick up the child.
- If a completed or pending legal action curtails the parent or legal guardian's rights, the parent/guardian with custody of the child shall provide evidence of this action to the school.
- No one under the age of eighteen is allowed to pick up children.
- Parents/guardians are responsible to inform other adults who drop off and/or pick up their child of the arrival and departure procedure.
- For the safety of all children, adults must provide valid photo identification when picking up students.

Absences

When a child is absent, it is the parent's/guardian's responsibility to notify the teacher or office staff of the reason for the child's absence (Title 5, California Code of Regulations, Section § 8208(e), 8246(h); 5 CCR §§ 18104, 18065, 18066, 18068).

Regular attendance is required. Attendance must correlate with contract hours on current Notice of Action. After an absence of three (3) days without notification or three (3) unexcused absences between July 1, 2016, and June 30, 2017, a termination letter will be sent to the family.

After **three unexcused absences** during the school year, the Pre-K Program Coordinator or site supervisor shall provide written notice to the parent/guardian of the student indicating the removal of the student from the Pre-K Program. The notice will explain the reason(s) for the removal and offer a meeting with the parent(s)/guardian(s) to review the attendance criteria, absence record, and the decision to terminate services for the child. Unexcused absences are defined as: (1) child does not attend school due to lack of transportation; (2) parent does not notify staff of reason for child's absence; and/or (3) absences of three days without notification within the school year.

Excused absences are those which occur due to illness or quarantine of the child and/or parent, court order visitation, funeral of his/her immediate family member ("Immediate family" shall be defined as mother, father, grandmother, grandfather, brother, sister, or any relative living in the student's immediate household). After ten (10) excused absences, a doctor's note will be required to return to class.

Excused absences for the "**best interest of the child**" will be **limited to ten (10) days per school year** with the exception of children who are recipients of CPS or at risk of abuse or neglect (Title 5, CCR §§ 18066). Best interest of the child are defined as: (1) time spent away from the center for reasons that are clearly in the best interest of the child, (2) visitation of family members, (3) birth of a child (immediate family member), (4) inclement weather/natural disaster, (5) car accident, (6) funeral of non-immediate family member. If an excused absence is based on time spent with a parent or other relative as required by a court of law, the basic data file shall contain a copy of the applicable court order.

Termination of services may occur if a child's absences exceed the ten best-interest days (Board Policy 400.47, Preschool/Early Childhood Education). Except for children who are recipients of CPS or at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to ten days during the contract period/school year (Title 5, CCR §§ 18066).

Any absence due to reasons other than the above or without the required verification shall be considered an unexcused absence. Children who have more than three unexcused absences may be removed from the Pre-K Program as outlined above.

Late Policy

In order for your child to benefit fully from our program, we must establish routines that are consistent throughout the day. We expect you to partner with us in providing a stable routine for your child by dropping off and picking up your child at the scheduled time every day.

Lateness is defined as ten minutes after scheduled start time and/or dismissal. Our staff will take every step possible to work with you to prevent lateness or termination. If lateness continues, three (3) or more times within contract year, termination will be considered; staff must submit recommendation for termination due to lateness to the Program Director for review and approval.

Field Trips

One of the most valuable learning methods for children is for them to visit a new place and discuss what they see. Prior to a field trip, a permission form allowing your child to participate is made available for you to read and sign. **A new form must be signed for each field trip.** All Pre-K students will travel to and from their Pre-K site on the bus and will **ONLY** be signed out from the classroom.

Double Sessions

Double Sessions are days in which both morning and afternoon classes are on campus at the same time. They are only allowed for special activities such as celebrations, class programs, school assemblies or field trips. Such days will not exceed more than one per month.

“Bank” Days

BCSD will operate on a revised schedule **every Wednesday.**

MORNING (AM) classes remain the same from 8:00-11:00 a.m.

AFTERNOON (PM) classes will begin at 11:00 a.m. and dismiss at 2:00 p.m.

“Late Start” Staff Collaboration/Professional Days

8/25/16, 9/15/16, 10/20/16, 12/1/16, 1/12/17, 2/9/17, 3/16/17, 5/11/17

MORNING (AM) classes will begin at 10:15 a.m. and dismiss at 1:15 p.m.

AFTERNOON (PM) classes remain the same from 11:45 a.m. to 2:45 p.m.

Fog Delays

School fog delays only pertain to students who are transported by a school bus. Fog Delays do not affect the Pre-K program schedules. All classes begin at their regular time. Parents/guardians use their own discretion when transporting their student(s).

Student Clothing and Personal Items

Clothing

- Children should be dressed in clean, comfortable, safe, and washable clothing including shoes while at school. Play and learning in the Pre-K involves materials such as paint, water, and glue, which may get on children’s clothing.
- Children must wear shoes that allow them to climb and run safely . . . no open-backed shoes, no slick-bottomed boots or shoes such as dress shoes, heels of shoes should be no higher than one inch and shoes should fit properly (not too big for a child so they slip off).
- Coats, jackets, sweaters, etc., should be clearly marked (usually on the inside collar) with the child’s full name to prevent loss or confusion over duplicates.
- Pre-K students who attend a mandatory uniform school are encouraged but not required to follow the uniform policy.

Uniforms

School uniforms are optional for Pre-K students. Most of the classes are located at schools with mandatory uniform requirements. The State Pre-K Program encourages their students to wear uniforms as a way to blend in with their older schoolmates and prepare for kindergarten.

Personal Items

Since there are many interesting toys and games available at school, we ask that children leave their personal belongings such as candy, gum, toys, money, balloons, toy guns, and/or jewelry at home. This will eliminate problems with ownership, damage, or loss. No backpacks.

Student Discipline

Discipline and Safety

Discipline in the classroom is a procedure to teach children appropriate behavior with the goal for each child to develop self-control. Teachers are trained to assist children through redirection, positive reinforcement, and other behavior management techniques. The District-wide Positive Behavioral Intervention & Supports discipline code is published in the Guide for Parents and Students.

At no time will any form of discipline or punishment be used or be permitted that is developmentally inappropriate or is prohibited by law or policy. Staff is to ensure that each child is treated with dignity and respect while maintaining a safe and comfortable environment for all children.

Teachers are to inform parents/guardians of their class discipline policies which provide the child several opportunities to gain self-control. Teachers are to establish, explain, post and regularly review class expectations with the children and classroom volunteers. Expectations are designed to be developmentally appropriate to meet the needs of the children.

Teachers are to include the parent/guardian in the plan for individual children who require additional assistance in behavior needs. Teachers may refer children with continued concerns to Search and Serve with the parent's/guardians prior approval.

Parenting classes are offered through the District free of charge to parents who desire parenting information. All parents/guardians are encouraged to participate in these classes. For additional information, call (661) 631-4763.

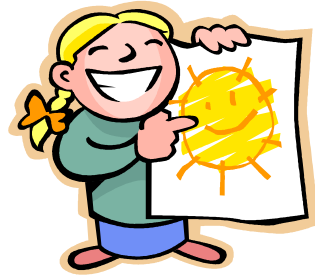
Hurtful behavior, such as hitting, kicking, biting and/or throwing objects at other children and adults is unacceptable behavior. A child having difficulty in the above areas will be reminded and redirected. The teacher will schedule a conference with the parent/guardian to discuss the child's behavior and together with the site administrator set reasonable goals. Teachers are required to document all behavior and strategies utilized leading up to suspension.

Student Health

Health Checks

California law requires that teachers give each child a daily health check upon arrival at the child development center. Teachers are unable to accept children with contagious diseases or other serious health problems. Please allow a few minutes every morning for this short examination and be prepared for other child care arrangements if we are unable to accept your child. It will be helpful if you check your child every morning before coming to school as the following conditions may temporarily exclude him/her from participation at the center:

- Fever;
- Injuries which could require medical care;
- Head lice;
- Cold, runny nose;
- Pink Eye (eyes closed shut due to mucous);
- Impetigo, Ringworm;
- Rash that would indicate a communicable disease; or
- Vomiting and/or diarrhea.



Health Requirements

Each child is required to have a complete medical examination submitted prior to or within thirty calendar days of enrollment and shall not be more than one year old. The exam must be completed by a licensed physician and is to provide the following:

- A record of infectious or contagious diseases that would preclude care of the child by BCSD;
- Results of a TB test or verification on physical that no risk factors are present;
- Identification of any special problems and/or needs;
- Identification of any prescribed medications;
- Ambulatory status of child; and
- Dietary restrictions and allergies.

Tuberculosis Test

A tuberculosis (TB) test shall be obtained on the child within thirty calendar days of admission and shall not be more than one year old.

Immunizations

The California Code of Regulations states that no child shall be allowed admission who does not meet the vaccine/immunization requirements.

Medication

The governing board recognizes students sometimes may need to take prescribed medication during the school day to attend school. The Superintendent or designee shall develop processes for the administration of medication to such students by the school nurse or other designated school personnel. Designated school personnel may administer prescribed medication only when the designee has received written statements from both the student's authorized health care provider and the

parent/guardian. If the parent/guardian chooses, he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student (Board Policy 603.2, Administering Medication and Monitoring Health Conditions).

Wellness Policy

The Pre-K Program, in accordance with the federal and state wellness laws, adheres to the District Student Wellness Policy (BP 600.3).

Teachers shall limit celebrations or parties that involve food during the school day to two per year. Food items brought to school for celebrations/parties are to be commercially prepared and packaged. Foods prepared in a home may not be offered.

Individual birthday celebrations involving food and beverages are not allowed. Teachers will return food items brought for birthdays. The following are some guidelines for snacks or treats in the classroom which will reduce and eventually completely eliminate non-nutritious foods from the school diet.

Non-nutritious foods are foods that contain:

- 35% or more of its total calories from fat;
- 10% or more of its total calories from saturated fat;
- 35% or more of its total weight is sugar (not including fruits and vegetables); and
- First ingredient is sugar.

Healthier Food Alternatives are:

- Milk;
- Water;
- Granola Bars;
- Popcorn;
- 100% Fruit Juice;
- Breakfast Bars;
- Fruit;
- Vegetables;
- Jerky;
- Raisins; or
- Trail Mix.

Non-food Alternative:

- Pencils;
- Stickers;
- Erasers; or
- Small Toys.



Teacher Information

Teacher Qualifications & Professional Development

The Pre-K Program is administered by BCSD and staffed by trained certificated and classified personnel. The program provides two teachers for each twenty-four children enrolled. All staff must be 18 years of age, have a criminal background clearance, be associated with the facility license number, and be enrolled in or have completed Early Childhood Education (ECE) courses per the requirements outlined at <http://www.cde.ca.gov/fg/aa/cd/staffingqatt.asp>. Teachers hold child development permits issued by the California Commission on Teacher Credentialing. All teacher permits/credentials are posted in the Pre-K classrooms. Trained classroom assistants and parent volunteers assist in classrooms under the direction of teachers. Prior to their child's enrollment, parents/guardians and other volunteers must have a TB clearance and immunization record on file in the Pre-K classroom in order to participate in Pre-K activities.

In addition to the requirement of attending college classes, the program provides ongoing professional development and training for the staff. Monthly staff development activities and articulation meetings are documented.

Teacher Responsibilities

The Pre-K teacher is responsible for creating a developmentally-appropriate learning environment that meets the diverse needs of participating families in order to establish a positive partnership between home and school. Pre-K teachers are to assist children and parents/guardians in activities which support development in language, math, art, and social skills in order to build a strong foundation for school readiness by providing the following:

- Developmentally appropriate learning experiences in language development, large/small motor development, mathematics, reading readiness, literacy, art, dramatic play, music, nutrition, health and safety.
- Creative classroom environment that is appropriate to maturity and interest of students.
- Reasonable and specific expectations of classroom behavior and procedures to maintain order in the classroom.
- Daily instruction that offers a range of developmentally-appropriate activities by utilizing District-adopted curriculum and the California Learning Foundations.
- State-required assessments, documentation and records.
- Individual and small-group instruction designed to meet the needs of all students.
- Plans and coordinates work of parents/guardians and volunteers in the classroom and on field trips in order to obtain maximum learning benefits while maintaining the required 1 adult to 8 children ratio.
- Establishes Parent Advisory Committee (PAC) to develop parent/guardian education programs, activities and services which promote: family literacy, parent/guardian education, parent/guardian participation and involvement in children's education activities.
- Communicates effectively on a regular basis with parents/guardians in order to strengthen parental knowledge of individual child's needs and his/her role in school.

- Parent/guardian education sessions that promote family literacy and school-readiness skills.
- Support to parents/guardians in child development, parent-child interaction, sibling interaction, school-readiness activities, and family literacy activities. Family literacy activities are not required to be returned to school.
- Homework is not assigned to Pre-K students. Parents/guardians will learn new ways to engage and work with their child during their classroom volunteering and attending parent education sessions on a monthly basis. In addition, monthly activity calendars will be provided to parents/guardians which have idea's for activities in the home. Purposeful play and story time should be extended to the home.

Mandated Reporting

By law, all staff are to inform Child Protective Services (CPS) of any and all suspected cases of child abuse, neglect and/or child endangerment (see Board Policy 603.7, Child Abuse and Neglect Prevention and Reporting).

Parent/Guardian/Family Information

Parent/Guardian Standards

BCSD has adopted the Joyce Epstein research-based model of Parent Involvement. The program focuses on the following six types of parent involvement:

Parenting – Help all families establish home environments to support children as students.

Communicating – Design effective forms of school-to-home and home-to-school communication about school programs and student success.

Volunteering – recruit and organize parent/guardian help and support.

Learning at Home – Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Decision Making – Include parents/guardians in school decisions, developing parent/guardian leaders and representatives.

Collaborating with Community – Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Parent/Guardian Responsibilities and Involvement

Parent/guardian involvement is an important educational component for the State Pre-K Program. Studies of preschool programs indicate that children whose parents/guardians become involved in their education make greater developmental progress. Your involvement is an important contributing factor to your child's development and growth. Regulations require a 1 adult to 8 children ratio; therefore, one or two parents/guardians are encouraged to participate daily. During a regular schedule, parent/guardian should be limited to three per day.

- Parents/guardians must attend an orientation that includes program philosophy, goals and objectives, due-process procedures, disclaimers, and program activities.
- Parents/guardians must supervise their child until the child has been signed in and accepted by the teacher.
- Parents/guardians or designee must participate in the classroom two days per month (**other siblings may not stay with parents during this time**).
- Parents/guardians are encouraged to attend eight parent meetings throughout the year with program staff. Teachers are responsible for providing each parent with a schedule of sessions.
- Parents/guardians are must attend two parent conferences as scheduled during the school year.
- Parent/guardian or any adult classroom volunteer must have a current TB skin clearance, vaccination records to include influenza (dated between August 1 and December 1 of each year, pertussis (whooping cough) and measles, a signed volunteer form and a current photo ID on file with child's teacher.
- **Immediately notify the teacher of any changes in your child's emergency contact information including telephone numbers, addresses and/or pick-up list, so they may update your child's file.**
- Provide two emergency adult contacts other than the parents/guardians and update this information as needed.
- Send children to school bathed, well-groomed and well rested. Dress them in clean, casual clothes and shoes for school activities (see Clothing on page 11).
- Keep your child at home if he/she shows signs of illness (see Health Requirements on page 13) and call your child's teacher to report the absence.
- When a child is absent, contact the teacher giving specific illness (cold, measles, etc.). Absences are excused when the child is ill, and/or for medical appointments.
- Encourage and support your child's growth and development by providing a regular healthy and safe home routine and seeing that he/she is bodily, emotionally, and intellectually ready for school each day.
- Parents/guardians working in the classroom as volunteers, visiting or attending a class must wear appropriate clothing and footwear (no halter tops or revealing clothing).
- Parents/guardians coming to drop-off or pick-up a child must wear appropriate clothing and footwear as above.
- Parents/guardians must always use appropriate language with staff, children and other parents/guardians.
- Cell phones are to be set on silent mode, turned off, or left outside when in the classroom.

Parent/guardian involvement is a valued and necessary component to ensure the optimal growth of each child. Participating parents will gain valuable insight and techniques from the expertise of staff. Staff will gain a better understanding of each family's diverse cultural values. Together, through the teacher/parent partnership, the program will be better able to assist the child's whole development towards a positive self-image and future learning success.

Parent/Guardian Orientation

Parents/guardians must attend an orientation prior to their student beginning class where the teacher introduces the program, explains the room design, the teacher's responsibilities, the parent's/guardian's responsibilities, the student's responsibilities, and the daily schedule. The teachers will also review this handbook with the parents/guardians.

Parent/Guardian-Teacher Conferences

In order for the center to offer the best educational program for the children, each teacher will schedule conferences to review the results of the ongoing assessment tool. Teachers will discuss your child's developmental process including their strengths, what they are currently working on, and how all parties can help your child learn and develop during class and at home.

Parking Regulations

The bus-loading zone is for buses only. Many schools have limited parking. Do not block other cars or access ways. If you park across the street from the school, you must walk your child across the street. Watch for all children when driving in the school vicinity.

Volunteer/Visitor Policy

BCSD State Pre-K Program supports and encourages families, community members, and fellow educators to visit and/or observe our program. Prior notification of intent to visit the program for any reason is appreciated. Visitors must sign in upon arrival at the preschool site. The date, time, and reason for the visit are required. A person who is required to register as a sex offender shall not serve as a volunteer in any capacity.

At no time will a visitor be left alone with or question a child/children. As stated in Title 22, Division 12, Chapter 1, 101229 (a) (1); No child(ren) shall be left without the supervision of a teacher at any time. Staff members remain responsible to assist with personal care of children and any necessary discipline actions. Any visitor that behaves inappropriately will immediately be directed to leave and appropriate actions will be taken (Board Policy 300.46, Outsiders/Visitors).

Parent/Guardian Volunteer Conduct

As a volunteer, I agree to abide by the following code of volunteer conduct:

1. Immediately upon arrival, I will sign in at the principal's office or the designated sign-in station.
2. I will wear or show a volunteer identification whenever required by the school.
3. I will only use adult bathroom facilities.
4. I agree to never be alone with individual students without the authorization of teachers and/or school authorities.
5. I will not solicit outside contact with students.
6. I will exchange home directory information only with parental and administrative approval and only if it is required as part of my role as a volunteer. I agree not to exchange telephone numbers, home addresses, e-mail addresses, or other home directory information with students for any other purpose.

7. I will maintain confidentiality outside of school and will share any concerns that I may have with teachers and school administrators.
8. I agree to not transport students without the written permission of parents/guardians or without the expressed permission of the school or district.
9. I will not disclose, use, or disseminate student photographs or personal information about students, self, or others.
10. I agree not to post, transmit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as any form of harassment.
11. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.
12. I agree to report to the appropriate school site/district personnel when a student is in danger of hurting him/herself or others or being hurt by someone else.
13. I agree to conduct myself in a manner that is appropriate and safe while on school grounds.

I agree to follow the Volunteer Code of Conduct at all times or cease volunteering immediately.

Open-Door Policy

To ensure the safety of students and staff, all visitors except students of the school and staff members must register immediately upon entering any school building or grounds when school is in session and shall comply with reasonable restrictions.

Upon presentation of identification, the responsible parent/guardian of a child receiving services in a child daycare facility has the right to enter and inspect the facility without advance notice during the normal operating hours of the facility or at any time that the child is receiving services in the facility.

When inspecting the classroom, parents/guardians shall be respectful of the children's routines and programmed activities.

The State Pre-K Program shall not discriminate or retaliate against any parent/guardian on the basis or for the reason that the parent/guardian has exercised his/her right under this section to inspect the facility or has lodged a complaint with the Department of Social Services against a facility.

The teacher or designee in charge of a State Pre-K facility may deny access to an adult whose behavior presents a risk to children present in the classroom and may deny access to non-custodial parents/guardians if so requested by the responsible parent/ guardian.

Although reasonable visitation of District schools is encouraged, the integrity of the educational program must not be compromised (Board Policy 300.46 Outsiders/Visitors and BP 300.45 Disruptions of District Service).

Parent/Guardian Education Sessions

Parents/guardians have a minimum of eight education sessions a year including the orientation and two parent conferences. The purpose of these sessions is to explain child development techniques used by the staff, assist in developing understanding between home and school, and to provide information on health-related topics or community related services or activities.

Parent/Guardian Advisory Committee

The Parent Advisory Committee (PAC) meets a minimum of three times a year to advise the program on issues related to services to families and children. The purpose is to provide information about your child's preschool, upcoming events, and provide opportunities for parents/guardians to share concerns, parenting tips, and issues. See your child's teacher for further information.

Student-Parent Compacts

The School Site Council (SSC) will create the Student-Parent Compacts. The compact is designed to assist all parties with understanding of their duties as they relate to the educational process. The compacts should be sent home the first week of school, and signed and returned by the parent/guardian.

Uniform Complaint Procedure

The Governing Board (Board Policy 605.3, Uniform Complaint Procedures) recognizes that the District is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The Bakersfield City School District shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, and Special Education Programs.

Human Resources Administrator
1300 Baker St.
Bakersfield, CA 93305
(661) 631-4663

**CHILD CARE CENTER
NOTIFICATION OF PARENTS' RIGHTS**

PARENTS' RIGHTS

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

1. Enter and inspect the child care center 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, at the child care 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 child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care 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.

Licensing Office Name: California Department of Social Services

Licensing Office Address: 770 E. Shaw Ave., Suite 300, MS 29-01 Fresno, CA 93710

Licensing Office Telephone #: (559) 243-4588

7. Be informed by the licensee, upon request, of the name and type of association to the child care 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.
8. Receive, from the licensee, the Caregiver Background Check Process form.

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.

LIC 995 (9/08)

(Detach Here - Give Upper Portion to Parents)

**ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' RIGHTS
(Parent/Authorized Representative Signature Required)**

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

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

For the Department of Justice "Registered Sex Offender" database go to www.meganslaw.ca.gov

PERSONAL RIGHTS

Child Care Centers

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

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, 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 in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, 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:

California Department of Social Services

NAME

770 East Shaw Ave., Suite 300, MS 29-01

ADDRESS

Fresno, CA

CITY

93710-7785

ZIP CODE

(559) 243-4588

AREA CODE/TELEPHONE NUMBER

DETACH HERE

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

Upon satisfactory and full disclosure of the personal rights as explained, complete the following acknowledgment:

ACKNOWLEDGMENT: I/We have been personally advised of, and have received a copy of the personal rights contained in the California Code of Regulations, Title 22, at the time of admission to:

(PRINT THE NAME OF THE FACILITY)

(PRINT THE ADDRESS OF THE FACILITY)

(PRINT THE NAME OF THE CHILD)

(SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(DATE)

**Bakersfield City School District
2016-17 School Calendar**