

TO: BOARD OF TRUSTEES
FROM: SUPERINTENDENT
COMMUNICATION NO. 163-2009/10-AA
Prepared by the Office of Academic Affairs
for Presentation to the Board of Trustees
March 8, 2010

SUBJECT: AMENDMENT TO PARENT HANDBOOK FOR CHILD DEVELOPMENT - STATE PRESCHOOL PROGRAM

A. BACKGROUND

All California State Preschool Programs have to include a philosophical statement and goals and objectives in their Parent Handbook. The philosophy is based on guidelines outlined by the California Department of Education and needs to include the contractor's requirement to comply with California State Preschool Quality requirements – Desired Results. The philosophy has to be approved by the governing board.

The Parent Handbook also needs to contain the following:

1. Admission Policy for California State Preschool Program
2. Policy on Absences for California State Preschool Program
3. Uniform Complaint Procedures.

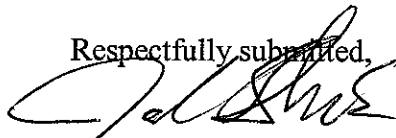
B. BUDGET IMPLICATIONS

This amendment does not impact the district's budget.

C. RECOMMENDATIONS

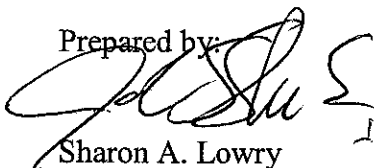
It is recommended that the Board of Trustees approves the attached amendment with the California State Department of Education.

Respectfully submitted,



Jackie L. Fisher, Sr.
Superintendent/President

Prepared by:



Sharon A. Lowry
Vice President of Academic Affairs

Office of Academic Affairs
Communication No. 163-2009/10-AA

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AMENDMENT TO PARENT HANDBOOK FOR CHILD DEVELOPMENT - STATE PRESCHOOL PROGRAM

PHILOSOPHY

The philosophy of our program is to provide and promote experiences that meet the needs of the children by stimulating learning in all areas of development. We believe that children are active learners and unique individuals. They learn according to a developmental sequence, progressing at their own pace. With play as an integral part of the curriculum, teachers plan purposeful learning experiences to help children gain knowledge and skills.

Our program welcomes enrollment of diverse families and children with disabilities and other special needs. We believe that parents/guardians and teachers are partners in children's care and education and that the open communication, mutual support, and parent participation in the program create an effective learning environment for the children. Our well prepared and sensitive staff is crucial to the success of our program.

Through its program and services, Child Development Center will work towards meeting the following state identified desired results:

- 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;
- Families achieve their goals.

GOALS AND OBJECTIVES

The Child Development Center will:

- Provide a safe, stimulating, and inclusive environment that meets the developmental and individual needs of all children.
- Provide young children with high quality education and care that promote their intellectual, physical, social, emotional, linguistic and creative growth and development.
- Demonstrate developmentally, linguistically, and culturally appropriate practices in early childhood education.
- Generate new knowledge regarding the development and education of young children.
- Encourage collaboration with families to maximize the child's healthy growth and learning.
- Serve as a professional development site for the students of Antelope Valley College, California State University Bakersfield – Antelope Valley Campus and Antelope Valley Union High School Regional Occupation Programs (ROP).
- Continue to mentor and guide new early childhood practitioners by our mentor teachers and mentor director.

CURRICULUM

We believe that children are full of potential and that knowledge is constructed through active process of exploring, investigating, and playing. Children learn best when their experiences are real and relevant to their diverse abilities, needs and learning styles. Our program offers activities and experiences that enrich and enhance each child's cognitive, language, social, emotional, physical and creative development. These learning experiences include group and individual activities in a safe and nurturing environment. Through play, active exploration, concrete experiences and social interaction, children construct their own knowledge, which provides an important foundation for later development and more abstract learning.

The driving forces behind curriculum development in our program are knowledge in child development and child observation. The observations of each child and the group as a whole lead to individualization of

evaluations. The center modifies its program to address any areas identified during the self-evaluation as needing improvement.

OBSERVATION

Observation rooms are provided for every preschool classroom in the Center for the use of students and parents/guardians. No notice is required for their use, and parents/guardians are strongly encouraged to visit as often as they wish. We do request and require that while using the observation rooms that quiet behavior is maintained by each individual. Please note the posted guidelines in the observation room.

POLICIES AND PROCEDURES

ADMISSION POLICY

California State Preschool Program (CSPP):

The first priority for services shall be given to four-year-old children or three-year-old neglected or abused children who are recipients of child protective services or recipients who are at risk of being neglected or abused, upon written referral from a legal, medical, or social service agency, without regard to income.

The second priority shall be given to eligible four-year-old children in the following order:

- Children whose families have the lowest income ranking based on the most recent income ranking schedule issued by the Child Development Division.
- When two or more families have the same income ranking schedule, the child with exceptional needs as defined in Education Code section 9208(I) will be admitted first.
- Children who are identified as limited English or non-English proficient
- Children from families whose special circumstances may diminish the children's opportunities for normal development.

After all eligible four-year-old children are enrolled, three year old children may be enrolled based on the above priorities. The center is required to follow the above recruitment priorities. All applicants except for AVC students will be placed on the Centralized Eligibility List (CEL).

For purposes of determining CSPP eligibility, the following definitions apply:

- CSPP four-year-old children are defined as children who turn four year old on or before December 2 of the fiscal year in which they are receiving services.
- CSPP three-year-old children are defined as children who turn three year old on or before December 2 of the fiscal year in which they are receiving services. Over 50% of the CSPP need to be four-year-olds.

There are no fees collected for CSPP children.

Tuition based preschool Admission for tuition-based programs is on a "first come first serve" basis. Children of the students, staff, and faculty have a priority over community.

WAITING LIST FOR TUITION PAYING CHILDREN

A waiting list for tuition paying children is maintained for one semester only. Upon admission, parents need to re-enroll their child (ren) for each semester. Notices will be posted in the classrooms and hallways.

HOLIDAYS

AVC Child Development Center observes the following holidays: Labor Day, Veteran's Day, Thanksgiving (Thursday and Friday), Martin Luther King Day, Presidents' Days (Friday preceding the President's Day and Monday-President's Day), Memorial Day and Independence Day.

The school is closed between the last day of the fall semester and the first day of intersession and no tuition is charged for this time period.

WITHDRAWAL

A one-week written notice addressed to the CDC director is required to withdraw a child from the CDC program. Parents of tuition-based programs are responsible for the contracted rate for this week, whether our services were rendered or not.

POLICY ON ABSENCES FOR CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

Parent(s)/guardian(s) are responsible for notifying the Child Development Center, by phone or in person if the child is going to be or has been absent. The parent needs to fill out the Absence Form if notifying in person. The form is available on the counter in the front office. The specific illness or reason for the absence is required for our records. **Children having an absence of four (4) consecutive days without notification risk being dismissed after the fifth unexcused absence.** If the child has extended absence for any reason, it is important that you "keep in touch" by telephoning the Center every or every other day.

Excused absences are illness or quarantine of child, or parent, medical and dental appointments, family emergency*, court ordered visitations (copy of order required on file at the CDC), or a reason which is clearly in the "best interest" of the child (CBD/Child Benefit Day). **

* Absences for "family emergency" includes death in family, serious illness or hospitalization in extended family, personal environmental disaster (e.g., fire, earthquake, etc.), personal problematic event (e.g., burglary, auto accident, etc.), and car/transportation problems (1st day only). Family emergency can be for one day only.

** Absences for reasons "Clearly in the best interest of the child" (CBD/Child Benefit Day) include travel, visiting relatives, spending the day with parent, child guidance for behavioral concerns, and other activities determined by the staff and parent/guardian to benefit the child physically, emotionally or cognitively. Transportation problems past the first day will be considered child benefit days. Child Benefit Days are **limited to ten (10) per fiscal year.**

Parents are required to call school at 722-6500 and inform the staff member or leave a voice message informing the school of the child's absence and the specific reason for absence. If a child is ill for more than four (4) consecutive days, a note from the doctor is required to excuse child's absence.

Any absences other than the ones mentioned above are "**Unexcused.**" If unexcused absences become habitual the child risks being dismissed. Five (5) unexcused absences constitute grounds for termination of services. Termination may be appealed to the Dean of the Child Development Center and will follow procedures on the Notice of Action.

UNIFORM COMPLAINT PROCEDURES

It is the intent of the Antelope Valley College Child Development Center to fully comply with all applicable state and federal laws and regulations.

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

Complaints must be signed and filed in writing with the State Department of Education.

Child Development Division

Complaint Coordinator

1430 N Street, Suite 3410

Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or State court. The complainant should seek the advice of an attorney of his/her choosing in this event.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders.

Legal Reference: 5 CCR, Chapter 5.1. Uniform Complaint Procedures