



# Coronado Unified School District Preschool Programs

## *Crown Preschool*

### WELCOME/PHILOSOPHY

The staff of our preschool program welcomes you and your children to our District Preschool Program.

Crown Preschool, located at the Early Childhood Development Center (ECDC) of Village Elementary School, is a tuition-based preschool eligible to children 3 and 4 years of age. Preschool-age children with special needs are included in the Crown Preschool classes. All teachers in the CUSD Preschool Programs are fully qualified to teach preschool-aged children. Our preschool Instructional Assistants also have experience and training and all our Preschool Teaching Assistants hold Child Development Permits through the State of California. Ongoing professional development is offered each year to ensure the highest quality program for your child. The success of all programs is dependent on our outstanding staff, involved parents and strong District and community support.

CUSD Preschool Programs have the philosophy that each child is a unique and capable individual. We strive to provide programs which foster creativity and encourage curiosity and love of learning. Our programs allow for optimum growth and development for student success in the following areas: social-emotional growth (includes ethnic and cultural recognition), cognitive and academic growth aligned to K-12 Common Core State Standards, language development and foundations, physical growth, self-help/hygiene, and fine motor growth. These areas are addressed in a positive learning environment which promotes feelings of self-worth and success through the *California Teaching Pyramid*. We also offer art, music, technology, and dramatic play activities regularly.

CUSD Preschool Programs maintain an open-door policy. We welcome our parents to visit the school to observe their child during the school day. Our programs are based upon a partnership with the parents of enrolled children, and our mutual goal is the provision of early childhood education and care of the highest possible quality. Parents are an essential part of the team in fostering a child's healthy emotional, social, cognitive, and physical development. Observation appointments may be made by contacting your child's preschool teacher or site administrator. Please refer to the guidelines identified under Parent Involvement.

The CUSD Preschool Programs provide service to eligible children regardless of gender, race, religion, ethnicity, or mental or physical disability. No program is used in whole or in part for religious worship or instruction. Programs are licensed through the California Department of Social Services, Community Care Licensing.



# PRESCHOOL PROGRAMS

## Crown Preschool



Crown Preschool is located at the Early Childhood Development Center, a satellite campus of Village Elementary School at 199 Sixth Street. Crown Preschool is a tuition-based preschool and serves children ages 3-5 years old. Crown Preschool is a District program which also meets the needs of both non-severely and severely disabled children. Children who are 3-5 years of age may be placed in this program if the Individual Education Plan (IEP) indicates it is the most appropriate classroom placement. This program follows the State and District curriculum standards, making accommodations and modifications as needed to address each child's unique needs. Crown Preschool offers full inclusion classrooms, collaborative teaching preschool environment. The ratio of teacher to student in the class is 1:8.

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### **Required for Pre-registration for ALL CUSD Preschool Programs:**



- Birth Certificate, Baptismal Certificate, or Passport
- Immunization Record
- **2 current utility bills** as proof of residency, with name and address on the bill

*Please see below for additional information required.*



## **CROWN PRESCHOOL**

(619) 522-8923 ext. 6097 Office; (619) 522-6085 Director; (619) 522-8900 School District

### **Application Process**

Children meeting the program qualifications listed below may apply by parents presenting the required information at the ECDC main office located at 199 Sixth Street, Coronado.

1. **Age:** Child must be between 3 and 5 years (not eligible for Transitional Kindergarten or Traditional Kindergarten) on their first day of school or ages 3-5 who are eligible for special education and related services.
2. **Immunization:** Child must have 3 Polio, 4 DTaP, 1 MMR (given after 1<sup>st</sup> birthday), 1 HIB (given after 1<sup>st</sup> birthday), 1 Hepatitis B series, and 1 Varicella.

3. **Residency:** Crown Preschool accepts children that do not live within the community; however, when the children are of kindergarten age, families will need to apply for admission to CUSD with an interdistrict transfer. Enrollment in Crown Preschool does not assure an interdistrict transfer for kindergarten and beyond.
4. **Priority:** Given to returning students, children of our district employees, and children that reside in Coronado. The date of your initial contact is considered.
5. **Toilet Use:** All children are required to be able to take care of their toileting needs independently (see Toileting Requirements).

Applications are accepted during February of each year with notification of placement in March. If space is available, the application period remains open. Preschool children eligible for special education and related services may apply at any time during the school year.

## General Information for CUSD Preschool Programs

### MEET AND GREET

All parents of eligible preschoolers will be notified by mail or phone and are strongly encouraged to attend the Meet and Greet held just before the start of the school year. All families who attend will be able to meet the teacher and their classmates as well as see their classroom. Parents will also receive information about Preschool policies and procedures. Please contact your child's school for more information.

Policies and procedures will be explained to parents during their orientation visit.



### POLICIES AND PROCEDURES

#### Attendance

Each child attending our Preschool Programs must be signed in with the teacher. Children enrolled in CUSD Preschool classes are expected to maintain regular attendance. If your child is absent, please call the appropriate Preschool office to notify the secretary of the reason for his/her absence. Absences because of illness are considered excused absences. (Crown: (619) 522-8923 ext. 6097) A written excuse may be needed to verify absences longer than five days or as requested. Absences for family emergencies or situations deemed “in the best interest of the child” must be requested through the preschool office. Excessive unexcused absences may result in your child being dropped from Crown Preschool programs. Excessive late arrivals may result in loss of preschool services at Crown Preschools.

#### Drop-off and Pick-up

Children are expected to be in class when school starts and picked up when school ends:

**Crown Preschool:                      8:15 a.m. - 11:15 a.m. (Wed: 8:15 – 10:15) or  
12:00 p.m. – 3:00 p.m. (Wed: 10:30 – 12:30)  
(depending on program)**

Preschool students are required to be checked in by the person dropping off. Children must be picked up on time and checked out. Crown Preschool parents will be charged \$1.00 per minute after class is over. Five late pick-ups of a child in a six-month period may result in termination from the program.

## **Toileting Requirements**

All children attending the Silver Strand State and Crown Preschool programs are required to be potty trained *before* enrollment in the program. The exception to this policy are the children with special needs and an Individualized Education Plan that are enrolled in preschool but may not be capable of using the toilet independently.

## **Health Requirements**

Each Preschool child shall have a complete physical examination within 1 year prior to enrollment or within 30 days after enrollment. This is required by the State Department of Education.

## **Emergency and Health Information**

You must complete the health and emergency forms at the beginning of the school year and updating them (as needed) will help us keep our records up to date and ensure the safety of your child. It is extremely important that we have your current address, phone number, and email in case we need to reach you regarding your child. Any changes in emergency information must be made at the office in person. Your child will not be released to anyone not on your emergency contact list. A verbal consent will not be accepted to release any child.

If insufficient emergency information is not available, your child may not attend preschool until such information is furnished. This ensures the health and safety of your child.

## **Withdrawing Students from School**

If you move out of the Coronado Unified School District, please notify the appropriate Preschool Office at least 24 hours in advance. See telephone numbers listed above.

## **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 (who is 18 years old, has a picture identification and who is authorized in writing on the emergency card) must check the child out and indicate the time, with the classroom teacher.

## **Parents Rights**

All families are participating in a State Licensed program and sign a Notification of Parents' Rights upon enrollment.

## **Dress Code**

The following are suggestions for appropriate clothing for all CUSD Preschool Programs:

Boys- shorts, slacks, or jeans, shirt

Girls- shorts, skirts, dresses, or pants

For safety purposes, children should not wear thongs, sandals or open-toed shoes. In planning clothing for your child, please remember that preschoolers use lots of paint and paste. **All clothing should be clearly marked with your child's name.**

You are required to send an extra set of clothing for your child to keep at school should any “accidents” occur. Again, please label all clothing clearly with your child’s name.

### **Snack Program**

All CUSD preschool students participate in a “family style” snack during their school day. The snack is provided by CUSD Food Services and Student Nutrition Department. Skills that the children exhibit during their snack time are table manners, passing food, pouring from pitchers and appropriate table conversation. Preschool staff will observe and support children’s eating habits and hunger/fullness cues. Staff will not offer food to calm children or encourage appropriate behavior.

### **Lunch Program**

Lunch is not provided to the children enrolled at Silver Strand nor to the children attending the morning or afternoon programs at Crown Preschool. Children enrolled in the extended day program at Crown Preschool have the option of bringing a lunch from home or purchasing a lunch from the CUSD Food Services and Student Nutrition Department. A lunch menu is posted in the extended day room.

## **PARENT INVOLVEMENT**



### **Parent/Family Volunteers**

Parent participation in CUSD Preschool Programs is a great way to for parents to get an early start at being involved in their child’s academic career. The District encourages the participation of parents/guardians in their child’s classroom at least two days a month or one hour a week. This is a vital part of our education program. Teachers will contact each parent/guardian to arrange a convenient time for their participation and will post schedules as a reminder. **Siblings of preschool students are not permitted in the classroom when parents are volunteering or chaperoning on a field trip.** To participate within the classroom, you must provide proof of a recent TB test, DTaP, MMR, and flu vaccinations are to be submitted to your child’s teacher or the program Director. If you cannot participate in the classroom, please talk to your child’s teacher at the beginning of the year and they can give you other opportunities to participate outside of the classroom.

Some of the activities that may be required of you when you participate within the classroom might include:

- Maintaining the cleanliness of the classroom (wiping down the shelves, washing dishes or art materials).
- Participating and guiding the children in certain table activities (ex. art and crafts).
- Reading stories or singing songs during circle time.
- Preparing daily snacks or lunches.
- Helping the children wash their hands and line-up properly.
- Helping with the student gardens

Some examples of activities that may be expected of you if you choose to participate outside of the classroom may include:

- Computer work.

- Cutting or tracing materials for use during the week.

## Classroom Observations

Coronado Unified School District school administrators, teachers, and staff seek to provide for the successful educational, emotional, and social development of all district students. Uninterrupted, protected educational time is paramount to accomplishing this goal. However, the Governing Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program. Parents, guardians, and community members are invited to open house activities and other special programs. To ensure minimum interruption of the instructional program, the following procedures should be followed.

1. All visitors must enter and exit through the front office.  
Visits during the school hours should first be arranged with the Director or principal.
2. If a conference is desired, an appointment should be set with the teacher during non-instructional time.
3. A student's legal guardian/parent/surrogate may visit and observe their child or teacher at school twice a trimester/semester.
4. Outsiders may visit a classroom at a district school once a trimester/semester.
5. Requests for classroom/school visits/observations by outsiders or parents/guardians/surrogates must be routed through the Director's office.
6. The length of the classroom/school visits/observations by outsiders or parents/guardians/surrogates shall be **limited to a thirty (30) minute visit**.
7. The classroom teacher and principal or designee must be given **at least two school days advance written notice** of a request for a classroom/school observation by an outsider or a parent/guardian/surrogate. The Director or school principal or designee must approve the date and time of each classroom/school observation and are required to be accompanied during the 30-minute observation
8. Each visitor, including but not limited to an outsider or a student's parent/guardian/surrogate, must check in at the school office before the commencement of each classroom/school observation or visit.
9. The behavior of each visitor during the visit must be supportive of the school and classroom environments, e.g., no cell phones and no conversations with anyone, including but not limited to teachers, students, or staff, during the visit/observation unless the purpose of the visit is a prearranged and scheduled meeting with a teacher, staff member, etc. The instructional process shall not be interrupted. No attempts shall be made to engage the teacher or the students in conversation during the visit/observation.

For further information about Board Policy regarding visitors, please contact the CUSD District Office.

## Parent/ Family Education

Because parents/families are an essential part of a child's learning potential, ongoing parent education support and opportunities for active participation in all preschool activities is offered to all parents/families of the CUSD State and District Preschool Programs. Examples of education topics offered to parents/families include language development, nutrition, and relationship building Suggestions for parent education/training programs are welcomed.



## GUIDELINES FOR BEHAVIOR

The Guidelines for Behavior in all the Preschool Programs are based on the philosophy that all children in the program have the right to share in the learning process in a positive manner. For this to be possible, it is necessary for each child to take responsibility for his or her own behavior to assure that the learning process is not disrupted.

The Preschool staff feels that through high expectations and consistent procedures, self-discipline is developed which helps to maintain a school climate that promotes effective learning. In addition, by developing self-direction, self-concept, and respect for the rights of others helps to produce responsible citizens. There is no better place to begin to learn these lifelong skills than at the preschool level.

Parent/Family support is a vital part of our behavior management program. With that support, and the effort of staff and students, we can create a positive learning environment for our preschool students. On those occasions when our preschools demonstrate inappropriate behavior, their families can expect the following consequences:

1. Verbal Warning
2. Removal from Activity/Confer with Teacher
  - The student will be removed from the activity and given the opportunity to confer with the teacher regarding the inappropriate behavior. Student and teacher will review classroom/playground behavior expectations and alternatives to his/her inappropriate behavior.
3. Report to Parents/Guardians
  - The teacher will inform the parent of the problem and to discuss methods of dealing with the situation.
4. Conference with the Preschool Director.
  - This conference will result in a plan to help the child resolve the problem. When appropriate, conferences involving the teacher, school principal, parents, school psychologist and child will be held to use a team approach to solve the problem.
6. Suspension from the Preschool Program will be used if any child is a danger to him/herself or others and reasonable attempts to modify this behavior are not successful.

Please refer to the general handbook for more information on Citizenship, Discipline, and Social Skills.

## ILLNESS POLICY

If a child comes to school when he/she is not feeling well, he/she will be more vulnerable to infection. It is in the best interests of your child and of the other children and staff in the Preschool to keep your child at home when he/she is ill. A child needs to be well to be able to participate actively in the program. If a child is well enough to come to school, we will expect him/her to go outdoors with his/her class, weather permitting. Often, children may ask to come to school even though they are ill. Although your child may be disappointed, please keep him/her at home if he/she is sick. If your child becomes ill while at school and you are called, please cooperate by picking up your child promptly.



Please refer to the comprehensive “**Illness or Injury at School**” section of the general handbook for more information.

### **Admitting Children with Infectious Disease or Medical Restrictions**

Parents or guardians of any child enrolled in the Preschool Programs or applying for enrollment must notify the Director, Teacher, and District Nurse of any medical condition requiring special attention or consideration. Children afflicted with an infectious disease shall be excluded from class. When the child is free of disease, a physician’s note to that effect must be submitted to the Director, Teacher, or Nurse. The child may then be readmitted.

### **Immunizations**

To attend, your child’s Immunization Record must show the date for each required. If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a medical exemption for the missing shot(s), including the duration of the medical exemption. A personal beliefs exemption is no longer an option for entry.

<b>Age When Entering</b>	<b>Immunizations (shots) Required</b>
18 months–5 years	3 Polio 4 DTaP 3 Hep B 1 MMR on or after the 1st birthday 1 Hib on or after the 1st birthday** 1 Varicella

## **ACADEMIC PROGRAM INFORMATION**

The goal of all CUSD Preschool Programs is to nourish development of the whole child—socially, intellectually, physically, and emotionally—and help each child grow to be a vibrant, healthy contributor to our world. Of course, preparation for kindergarten is the first step! Our well-trained team of caring and knowledgeable staff is here to provide a quality program for your child. Ongoing professional development opportunities are provided to staff in areas such as quality rating improvement, nutrition, and safety. Below is a brief description of important components of our CUSD Preschool Programs, which will be discussed further at parent conferences.

### **Cognitive Development**

Cognitive development refers to the intellectual growth of an individual. This process begins at birth and progresses through several stages until the individual reaches intellectual maturity. Each individual move through these stages in the same order, but rate varies with each person. Offering a wide variety of stimulation experiences to the child will encourage the rate of development to proceed to optimum level potential. Aspects of cognitive development include: memory, imagination, creativity, and problem solving.

### **Language/Auditory**

The development of language skills parallels the development of thought process. Preschool age children are in the process of becoming adept at using language by hearing. The development of language occurs in two separate but interrelated stages. Receptive Language includes all the information the child is taking in, whether it is in the form of mental images or words. A child learns language by hearing. Adults have many opportunities to use language and speak to young children, so that the child's listening and speaking vocabulary will increase rapidly. Expressive Language develops at a rapid pace. When the child develops the ability to speak, he/she can convey thoughts and wishes to others. As vocabulary and understanding increases, children use their imagination to create stories and play many roles.

### **Pre-Reading/Pre-Writing**

Children most effectively become literate through the types of activities long considered childlike and developmentally appropriate for preschool age children. When children are allowed to play with print, in the same way they explore and play with other aspects of their world, they discover how to use written language. When children are exposed to a print-rich environment, which includes adults who read to them, answer questions about print and write for them, they come to truly understand the purpose of the written language.

### **Social Emotional Development**

Between the ages of three and six, children are egocentric. They see themselves as the most important person in the world. They are extremely sensitive to the criticism of others and have difficulty seeing anything they do as wrong. The areas of social emotional development focus on the ability to get along with others; cooperating; showing social awareness, and building relationships with parents, other adults and children.

Learning to relate to others and developing a positive self-concept are primary goals of social development. Young children are more likely to develop a positive self-concept in a supportive and consistent environment. Setting specific behavior limits is crucial to the child's sense of well being.

### **Fine/Gross Motor**

Fine motor skills utilize the small muscles of the body (hand) and improve through maturity and exercise. Using scissors, tearing paper, stringing beads and stacking blocks are some examples of the skills reflecting fine motor capacity.

Gross motor skills are those involving the large muscles of the body. Body control proceeds from larger to smaller muscles. During the preschool period, gross motor skills become refined, representing the development of body control.

### **Hygiene/Self-Help**

The healthy development of a young child is greatly influenced by the ability to take care of him/herself. As a child grows, he gradually develops skills that lead to his/her emergence as an independent individual. Hygiene skills involve recognizing and attending to physical needs in healthy ways. The development of self-help skills means that the child can accept responsibility for his actions and to take care of him/herself in generally safe, accepted ways.

### **Parent/Teacher Conferences**

Parents of all students in our programs will meet with their child's teacher at least twice annually, in the fall and spring, to review and discuss the Desired Results Developmental Profiles and other assessment summaries.

Mutual plans will be determined at those times to help children acquire expected preschool skills and foundations. Parents or teachers may schedule a conference at any time as needed.



## WHAT DO WE DO IN SCHOOL?

**The information below will help you build an understanding of what your child does in his or her classroom each day. We encourage you to read the information, and then you'll be able to ask your child with confidence, "What did you do in school today?"**

**Literacy development** helps youngsters build an understanding of language and literature. It includes listening, speaking, reading, and writing activities. These activities help build skills in areas such as communication, vocabulary, letter recognition and comprehension. Story time is designed to help youngsters develop an appreciation and enjoyment of literature.

**Math activities** include hands-on and real-life experiences. They also help youngsters develop awareness of numbers, geometry, patterns, measurement and graphs.

**Manipulative activities** help students improve visual perception, hand-eye coordination as well as problem solving social skills.

**Circle time** is a group gathering during which the day's plans, ideas and observations are shared. Circle activities are designed to stimulate children's thinking, enrich their social skills and expand their attention spans.

**Art activities** help youngsters creatively express their thoughts and feelings. They help reinforce fine-motor skills and concept development in areas such as colors, shapes and size relationship.

**Dramatic-play** activities help children express themselves, practice life skills, improve social skills, increase self-esteem, build vocabulary and solve problems. And, dramatic play is just plain fun!

**Music activities** promote youngsters' listening skills, creative expression and social skills. In music, children can explore sound, volume, tempo and rhythm.

**Science activities** offer children many hands-on opportunities for observation, exploration, investigation, making predictions and experimentation.

**Sand and water activities** allow youngsters to experiment with textures and properties of different substances. These activities also promote the development of other skills, such as math, science and language.

**Block play** gives children experience with many different concepts, such as shape and size discrimination, spatial relationships, number skills, balance, organization, cause and effect and classification. Cooperative play skills, problem solving, and creativity are also promoted in block play.

**Gross-motor activities** give children the opportunity to use their muscles—as well as their imaginations—as they engage in fun, healthy exercises, such as running, jumping and climbing.

**Fine-motor activities** help improve small-muscle development and hand-eye coordination. Some common items that can be used in developing skills include puzzles, laces, pegboards and crayons.