

West Park Preschool CSPP Parent Hand Book 24-25



West Park School District
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West Park Elementary

Greetings West Park Wolfpack Family! The 2024-2025 school year is shaping up to be an exciting one. It will entail some great opportunities for students to engage in rigorous learning and positive extracurricular activities. I continue to appreciate the efforts our staff is making towards providing students with high rigor, high relevance instruction that will continue to help our students become better prepared, both academically and socially. The primary instructional strategy being utilized in West Park E.S.D. continues to be Explicit Direct Instruction (E.D.I.). In E.D.I., teachers have a strong focus on standards based instruction where lesson objectives are clearly set and shared with students. The strong emphasis on teachers and staff as a whole, modeling expected behaviors creates a school environment where our students gain a clear understanding of desired behavioral outcomes. Teachers continue to conduct guided practice in which students follow teacher's lead closely in problem solving and mastering curricular concepts before transitioning to independent practice. As previously shared, during Independent Practice, students are encouraged by their teachers to show their knowledge of lesson concepts that have been taught and modeled to them. Throughout instruction, teachers conduct constant checks for understanding (C.F.U.). Using randomization strategies in order to keep all students engaged, teachers C.F.U. to make sure students are understanding what is being taught to them. This allows teachers to gauge areas in which students may need support or re-teaching. If followed correctly, E.D.I. strategies can certainly be a powerful tool in helping students achieve academic success. As Superintendent of West Park Elementary School District, I remain committed to providing our students with high quality instruction and the best interventions/support we can obtain for them. My goal is to equip students and staff with 21st century technology that will help our students be prepared for competitive college and career options. We will be working to update all technology on campus and provide classrooms with the necessary technological support the teachers need to help students thrive. Students will continue to have access to up to date core curriculum, as well as supplemental materials that will help them work towards mastering subject matter content. Lastly, creating and sustaining the optimal educational environment is a primary goal of West Park E.S.D.. School safety for students, staff, and visitors in our district is of high importance! The goal continues to be, to provide a safe and rich school experience that promotes productivity. I believe West Park E.S.D. will meet the needs of all students, in each of its schools. If basic needs are in place in a school district, the likelihood of students achieving academically and socially are drastically increased. Simply put, students who feel safe, welcome, cared for, and loved will flourish! That continues to be my primary goal as your Superintendent, to help maximize the potential of students and cultivate academic/social growth in the community as a whole! Thank you for giving me the opportunity to serve you. My staff and I will work diligently to help students realize their full potential as determined intellectuals and productive citizens!

Sincerely,

Dr. Brian Clark

Superintendent

West Park Preschool

Dear Preschool Families,

I am so glad that you all are here. Welcome to West Park Preschool. My name is Corinne Campbell and I am honored to be the Site Supervisor here at West Park Preschool. The 2024-2025 school year will be a year filled with learning, play, and curiosity.

You have given your child the most important gift and that is giving them an early start to their education. The early years lay the foundation for a child's cognitive, social, emotional, and physical development. During this period, the brain undergoes rapid development, forming neural connections that shape lifelong learning abilities. The early years are when children rapidly acquire language skills and build vocabulary. Exposure to rich language environments and interaction are crucial for language development and later literacy skills. Play is essential for children's development, fostering creativity, imagination, problem-solving abilities, and emotional expression. It provides opportunities for exploration and learning in a safe and enjoyable manner. Early childhood is a critical time for establishing healthy habits, such as nutrition, exercise, and hygiene, which contribute to overall physical health and well-being throughout life.

We value your partnership in your child's education journey. Throughout the year, we encourage you to participate in classroom activities, join us for special events, and stay involved through open communication. We believe that together, we can create a supportive and enriching experience for your child. Thank you for entrusting us with your child. We are so excited to get this school year started.

Warm Regards,

Mrs. Campbell
Preschool Teacher/ Site Supervisor
West Park Preschool

About us:

West Park Preschool is a California State Preschool Program (CSPP) located at West Park Unified School District. The district is located in a rural 25 square mile region southwest of the city of Fresno in Fresno County.



***West Park
Elementary School***

Mission Statement:

"To nurture the holistic development of every child, California State Preschools are committed to providing a safe, inclusive, and stimulating environment that fosters a lifelong love for learning. Grounded in respect for diversity and guided by evidence-based practices, we strive to empower children to reach their full potential academically, socially, emotionally, and creatively. Through collaborative partnerships with families, communities, and educators, we aim to cultivate a foundation of curiosity, critical thinking, and resilience, equipping each child with the skills and confidence to thrive in school and beyond."

Registration:

Registration packets need to be filled out completely before your child can attend preschool. Please complete the application and bring the following documents:

Updated immunization record

TB skin test

Birth certificates (for all children living in the household)

Current physical

Proof of income

Curriculum:

West Park Preschool is excited to announce that we have partnered with Frog Street as our new curriculum. Frog Street provides a comprehensive continuum of research-based public school pre-k curriculum., serving the unique needs of a School District's early childhood programs. Conscious Discipline®(social-emotional development) and STEAM activities are integrated into the public school early childhood curriculum each day, supporting early learning outcomes for pre-K children. Our curriculum is aligned to the California Preschool and Learning Foundations, as well as DRDP, and CLASS. Frog Street is also aligned to the matrix of standards set by the California Quality Rating and Improvement System (QRIS).

Key features and components of the Frog Street curriculum include:

1. **Play-Based Learning:** The curriculum incorporates play-based activities and hands-on experiences to engage children in active learning. Play is seen as a crucial avenue for cognitive, social, and emotional development.
2. **Developmentally Appropriate Practices:** Activities and lessons are tailored to meet the developmental needs and interests of young children at different stages of their growth. This approach ensures that learning experiences are meaningful and relevant to each child's abilities.
3. **Social-Emotional Learning (SEL):** Frog Street places a strong emphasis on fostering social-emotional skills, such as self-regulation, empathy, and relationship-building. These skills are crucial for children's overall well-being and success in school and beyond.
4. **Literacy and Language Development:** The curriculum supports early literacy development through exposure to rich language environments, storytelling, phonics

instruction, and activities that promote vocabulary expansion and comprehension skills.

5. **Mathematics and STEM:** Frog Street incorporates age-appropriate math concepts and STEM (Science, Technology, Engineering, and Mathematics) activities to encourage critical thinking, problem-solving, and exploration of mathematical concepts through play and exploration.
6. **Art, Music, and Movement:** Creative expression is fostered through art, music, and movement activities that stimulate children's imagination, creativity, and physical development.
7. **Family Engagement:** The curriculum emphasizes the importance of building strong partnerships with families and caregivers. Family involvement is encouraged through communication, home activities, and resources that support children's learning and development outside of the classroom.
8. **Assessment and Individualization:** Frog Street provides tools and strategies for ongoing assessment of children's progress and individualization of instruction to meet diverse learning needs.

Overall, Frog Street curriculum is designed to create a nurturing and supportive learning environment that prepares young children for academic success while fostering their social, emotional, and physical well-being.

Assessments:

West Park Preschool uses the DRDP to ensure we are on the right path for your child's learning development. DRDP stands for Desired Results Developmental Profile. It is a comprehensive assessment tool used in early childhood education to observe, document, and assess the development and learning of young children. The DRDP is widely used in California and other states in the United States to measure progress across domains of development and to inform instructional practices and program planning.

Key features of the DRDP include:

1. **Developmental Domains:** The DRDP assesses children's development across multiple domains, including:
 - Social-Emotional Development
 - Language and Literacy Development
 - English-Language Development (for dual language learners)
 - Cognitive Development

- Mathematical Development
 - Physical Development
 - Health
2. **Observation-Based:** Educators observe children in various everyday situations and activities to gather information on their skills, abilities, and progress. The observations are documented using specific criteria and indicators provided in the DRDP.
 3. **Age and Stage Appropriate:** The DRDP is designed to be used with children from infancy through kindergarten age (typically birth through five years old). It includes different assessment instruments tailored to different age groups to ensure that assessments are developmentally appropriate.
 4. **Individualized Assessment:** The DRDP allows educators to assess each child's progress individually, taking into account their unique strengths, interests, and developmental needs. This individualized approach helps in planning appropriate curriculum and interventions.
 5. **Alignment with Standards:** The assessment criteria in the DRDP are aligned with early learning standards and expectations, providing a framework for assessing whether children are meeting age-appropriate developmental milestones and educational goals.
 6. **Data-Informed Decision Making:** The data collected through DRDP assessments are used to inform instructional decisions, curriculum planning, and program evaluation. It helps educators and administrators track children's progress over time and identify areas where additional support or enrichment may be needed.

In summary, the Desired Results Developmental Profile (DRDP) is a valuable tool in early childhood education for assessing and monitoring children's development across multiple domains. It supports educators in providing individualized, developmentally appropriate instruction and promoting positive outcomes for young children in early learning settings.

Screening Tools:

West Park Preschool uses the ASQ to see where your child is developmentally. This helps teachers and families come together to help guide your child's learning. ASQ stands for Ages & Stages Questionnaires. It is a developmental screening tool used to assess the developmental progress of children from birth to 6 years old. The ASQ tool is designed to

be completed by parents, caregivers, or early childhood educators who are familiar with the child's behavior and abilities in everyday settings.

Key features of the ASQ tool include:

1. **Developmental Domains:** The ASQ assesses children's development across five main domains:
 - Communication
 - Gross Motor Skills
 - Fine Motor Skills
 - Problem Solving
 - Personal-Social Skills
2. **Age-Appropriate:** There are different versions of the ASQ questionnaire tailored to specific age ranges (e.g., 1 month to 5 years, or 4 to 60 months). Each version includes questions and activities appropriate for the child's developmental stage.
3. **Parent/Caregiver Involvement:** The ASQ is typically filled out by parents, caregivers, or educators who observe the child's behaviors and skills in various everyday activities. It relies on their input to provide a comprehensive picture of the child's development.
4. **Screening Tool:** The ASQ is used as a screening tool rather than a diagnostic tool. It helps to identify children who may be at risk for developmental delays or who may need further evaluation by professionals.
5. **Scoring and Interpretation:** Responses to the ASQ questions are scored to determine whether the child's development is on track for their age. It provides a snapshot of the child's strengths and areas that may require additional support or monitoring.
6. **Early Intervention:** Early identification of developmental delays through tools like the ASQ allows for timely intervention and support services. It can help ensure that children receive appropriate interventions to support their development as early as possible.
7. **Research-Based:** The ASQ tool is based on extensive research and validation studies to ensure its reliability and validity in assessing developmental milestones across different populations and cultural backgrounds.

Overall, the Ages & Stages Questionnaires (ASQ) serves as a valuable tool for promoting early detection and intervention for children who may benefit from additional support.

Parent Teacher Conferences:

Parent teacher conferences will be held twice a year, the first one in the Fall and the second one in the Spring. During the conference, we will discuss your child's strengths, progress, and areas for growth based on the DRDP assessment domains (social-emotional, language and literacy, cognitive, etc.). Parents are encouraged to share their perspectives on their child's development and any concerns they may have.

ATTENDANCE POLICY:

As part of the state requirements, enrolling in the CSPP requires a 5-day enrollment and having limited absences. The following guidelines have been set forth by the state to ensure consistent participation in the California State Preschool Program.

Excused Absences are defined as:

- Illness or quarantine of child, parent, or sibling (*Illness lasting more than ten (10) consecutive days must be verified by a medical doctor).
- Medical appointment of child or other family member
- Family emergency (may include car accident, lack of transportation, death of family member, catastrophe)
- Severe weather conditions that prohibit travel to and from school
- Official or legal agency appointments (immigration, court appearance, etc.)
- Court-ordered visitation
- Religious/cultural celebrations

Absences that are in the Best Interest of the Child (Limited to 10 days per fiscal year)

- Non-court ordered visitation with non-custodial parent.
- Vacation
- Work/School Holiday for parents scheduled on a day, which differs from the center's observance.

Unexcused Absences (Limited to 10 per fiscal year)

- Illnesses lasting more than ten (10) consecutive days, which have not been verified by a medical doctor
- Preschool child did not want to go to school
- Parent/child overslept
- Any absence for which a specific reason is not given

More than ten (10) days of unexcused absences in a fiscal year will subject the family to possible termination of services

Tardies:

Like absences, tardies (arriving late) can also disrupt your child's education. A student is considered tardy when they arrive at school after 8am. Students arriving late must go through the office to receive a tardy slip before going to class.

SIGN IN/OUT PROCEDURES:

The State of California requires that a parent or guardian (or a designated adult 18 years or older) sign your child in and out of school using a FULL NAME and LEGIBLE signature. The name of anyone picking up your child must be listed on the registration form. It is crucial to fill this form out completely. Please be sure that information is accurate and current. No child will be released to anyone not authorized on the enrollment form. If someone other than a parent or those listed on the enrollment form comes to pick up your child, we must have WRITTEN authorization from you in advance.

HOURS AND DAYS:

Preschool is open Monday through Friday, from 7:45am to 10:45am (morning session) and from 11:45pm to 2:45pm (afternoon session). West Park Preschool follows the West Park School District Calendar.

DAILY SCHEDULE

Morning Session Schedule:

7:45-8:00: Free Play
8:00-8:05: Wash Hands
8:05-8:30: Breakfast
8:35-9:10: Circle Time/Small Group
9:15-9:45: Writing Centers/ Stations
9:45-10:15: Recess
10:15-10:20: Wash Hands
10:20-10:45: Eat Lunch
10:45-11:00: Pack up to go home

Afternoon Session Schedule:

11:45-12:00- Free Play
12:00-12:05 Wash Hands
12:05-12:30 Lunch
12:35-1:10 Circle Time/ Small Group
1:15- 1:45 Writing Centers/ Stations
1:45-2:10- Recess
2:10-2:15- Wash Hands
2:15-2:30- Snack
2:30- 2:45- Books
2:45- 3:00- Pack up to go home

Following a schedule is crucial for preschoolers for several reasons:

Predictability and Routine: Preschoolers thrive on predictability and routine. A consistent schedule provides a sense of security and stability, reducing anxiety and helping children feel safe in their environment.

Time Management: Following a schedule teaches preschoolers about time management and the concept of time. It helps them understand the sequence of events and develop a sense of order.

Transitions: Transitioning between activities can be challenging for young children. A structured schedule with clear transitions helps smooth these transitions and reduces disruptions, leading to a more positive and productive learning environment.

Development of Self-Regulation: Following a schedule teaches preschoolers self-regulation skills, such as waiting their turn, following directions, and managing their emotions. These skills are essential for success in school and later in life.

Consistency in Learning: A consistent schedule ensures that important learning activities, such as circle time, outdoor play, and snack time, occur regularly. This consistency supports children's cognitive, social, emotional, and physical development.

Establishing Healthy Habits: Following a schedule promotes the development of healthy habits, such as regular eating, sleeping, and physical activity patterns. It also reinforces the importance of hygiene routines, such as hand washing before meals and after using the bathroom.

Preparation for School: Following a schedule in preschool helps prepare children for the structured environment of elementary school. It introduces them to the expectations of following a daily routine, completing tasks within a specified timeframe, and adapting to a school schedule.

Overall, following a schedule in preschool provides numerous benefits for children's development and well-being, setting a foundation for success in school and in life.

Meal Services:

Preschool AM will eat free breakfast and Lunch. Preschool PM will eat Free lunch and be provided a free snack. Lunch Menus will be sent home monthly. If your child has an allergy you will need a form and a signed note from the doctor.

At West Park Elementary School District we know that good nutrition and learning go hand in hand! West Park Elementary participates in the National School Breakfast and Lunch program. The Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to student's health, well being for their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and productive lifestyle. All meals served at school will comply with the nutrition standards established by the United States Department of Agriculture for the National School Lunch and Breakfast program. Our goal is to provide students with nutrition appealing foods that meet the health and nutrition needs of students who do their best in school each day.

Free Meals for All Students

West Park School District participates in the Community Eligibility Provision (CEP) which means that breakfast and lunch is free for all students!

West Park School District accommodates the special dietary needs of our students. In order to make substitutions or modifications to the school meals, student's Parent/guardian must submit a Medical Statement request form on file

signed by a licensed physician, physician assistant, or nurse practitioner to the food service director and to the nurse on site. Should you have any question or concerns, please contact the school nurse by phone: 559-233-6501

Only a physician/physician assistant/nurse practitioner can declare if a student has a disability or allergies and must list food or choice of food to be provided as a substitute.

- California does not recognize other medical authorities as authorized to sign a written medical statement to determine a child's diet. Physician assistants and nurse practitioners both work under the direction of a licensed physician.
- California allows electronic signatures. A written medical statement that is e-signed by the designated state licensed healthcare professional can also be considered an acceptable signature.

Bus Policy:

Preschool students are allowed to ride the bus to and from school. If you want your child to ride the bus, please let me know ahead of time so I can fill out a form and send it to Southwest Transportation Agency. You must fill out the bus agreement that is located in the preschool registration packet. Only those that are on the pick up list will be able to pick up their child from the bus stop. If you are not at the bus stop when the bus is there, the bus driver will drive your child back to the school for you to pick them up from school.

Bus Transportation (Southwest Transportation Agency)

Southwest Transportation Agency (SWTA) will continue to operate the West Park Elementary School District buses. Any questions regarding bus routes pick up times, etc., should be directed to: Southwest Transportation at 644-1080.

Please direct transportation related calls to Southwest Transportation. If for some reason you do not get an answer to your question of concern, please feel free to call the school office.

Bus Regulations/Discipline and Safety

STANDARDS OF CONDUCT FOR SCHOOL BUS TRANSPORTATION

The Southwest Transportation Agency is dedicated to providing pupil transportation services with maximum safety as our prime objective for all pupils. To ensure this level of safety each student must behave in a satisfactory manner, allowing the driver to direct

his or her undivided attention to driving. The bus is treated as a classroom.

TITLE 5 CALIFORNIA ADMINISTRATIVE CODE SECTION 14103:

"Pupils transported in a school bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street or highway."

Bus Rules:

1. Cooperate with the driver. Follow directions the first time they are given.
2. Arrive at the bus stop not more than 5 minutes before the scheduled bus arrival. While going to and from the bus stop and while waiting for the bus, keep out of the street and off private property. Noise, rowdy behavior and property damage at a bus stop could cause the stop to be moved to a more inconvenient location.
3. Board and leave the bus in an orderly manner. Do not push other students. Follow driver's instruction concerning seating location and unloading procedure.
4. Be seated promptly. Be willing to share seats with fellow bus riders.
5. Always sit facing the front of the bus. Remain seated when the bus is in motion. Do not change seats without permission of the driver. Do not "save" seats.
6. Keep hands off other people and their possessions.
7. Keep head, hands, and arms inside the bus at all times. Do not yell out of the windows to others outside the bus.
8. Animals, insects and reptiles are not permitted on the bus. Guide dogs and signal dogs are an exception. (54.2 Civil Code)
9. Glass containers and Balloons are not permitted on the bus.
10. Bus aisle and emergency exits must be kept clear of books, lunches, etc.
11. Keep the bus clean. Students are not to eat, drink or chew gum or tobacco on the bus. Exceptions must be cleared through the agency.
12. Students must wear shoes and shirts at all times while on the bus. No open cosmetics or aerosol cans are permitted.
13. Do not use obscene or profane language. Smoking and lighting of matches are not permitted on the bus. No hazardous material; liquid, solid or gas are permitted on the bus

14. Students will be responsible for their individual behavior. It is not possible for a driver to watch all students at all times; therefore, saying "somebody else was doing it too!" does not exempt a misbehaving student.
15. Do not deface or destroy bus equipment. Damage to seats, windows and other parts of the bus is unnecessary and costly. Any damage will be paid for by the student responsible.
16. Avoid loud talking, loud laughter or unnecessary confusion. (It may divert the driver's attention and could result in an accident.)
17. Students living across the street, upon which the bus is stopped to unload them, shall be escorted by the driver.
18. **All preschool and Kindergarten students must be picked up by an adult when getting off the bus.**
19. Southwest adheres to a stringent Anti-bullying policy

Student Discipline Procedure (for Bus Transportation)

In order to guarantee the safe transportation of students, the following assertive discipline plan shall be used:

Our Philosophy:

Student safety is paramount. To ensure safe operation of any school bus, students must behave appropriately and safely while riding on a school bus. When misbehavior does occur the following steps will happen:

1STINCIDENT: Driver notes 1st infraction = Verbal warning

2NDINCIDENT: Driver notes 2nd infraction = Citation issued

At a minimum, the following consequences are mandated by Southwest policy if a student continues to disregard bus rules.

1ST Citation:	Will result in a written notice to parents, Agency and school.
2nd Citation:	Will result in loss of privileges for a minimum of 1 day. The school administrator will set up a conference with the student to discuss the behavior. The school administrator may impose a more severe punishment if deemed appropriate.
3rd Citation:	Will result in loss of bus privileges for a minimum of 3 days. The school administrator may impose a more severe punishment if deemed

	appropriate.
4th Citation:	Will result in a loss of bus privileges for a minimum of 10 days. The school administrator may impose a more severe punishment if deemed appropriate.
4th Citation:	Will result in loss of bus privileges pending a parent conference. Appropriate discipline will be determined by the school administrator and transportation, following the parent conference.

SEVERE CLAUSE

The severe clause may be invoked without a citation having been previously issued whenever the offense is of such serious nature as to warrant it. Some examples of these offenses shall include but not be limited to:

1. Jumping out of bus windows or emergency exits.
2. Severe fighting when injury does or is likely to occur.
3. Profane or obscene and abusive language directed at the driver or other passengers.
4. Striking or kicking a driver.
5. Destroying agency property.
6. Any action which may result in serious injury or damage to agency property.
7. Bullying.
8. Any violation of the Education Code

Consequence:

Students will be suspended from the bus pending a parent conference. Appropriate disciplinary action will follow.

Bus Driver:

The driver of the bus **has absolute authority in matters dealing with transportation**. The driver may remove any student from the bus who persists in disobeying regulations

Bus Safety Rules

Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in preschool, kindergarten, and grades 1 to 8, inclusive, shall be provided with written information of school bus safety. The

information shall include, but not be limited to, all of the following:

1. A list of school bus stops near each pupil's home.
2. General rules of conduct at school bus loading zones:
 - a. Form a single file line facing the bus when it arrives.
 - b. Never push or shove the person in front of you or behind you.
3. Red light crossing instructions.
 - a. The student shall wait at the right front side of the bus by the door for the command from the driver to cross the road when it is safe.
 - b. The student shall cross the road quickly, but not run, to the other side.
4. School bus danger zone.
 - a. The students should remain at least 12 feet from all sides of the school bus.
5. Walking TO the bus stop.
 - a. Be at your bus stop at least 5 minutes before the bus arrives.
 - b. Avoid horseplay.
 - c. Respect the privacy of others while walking to the bus stop and waiting for the bus.
6. Walking FROM the bus stop.
 - a. When getting off the bus, walk at least 12 feet away from the bus.
 - b. Never run back to the bus to get an object left behind or dropped near the bus.
 - c. Never chase the bus after it has pulled away from the bus stop.
 - d. Never cross the street behind the bus.

Procedure for Bus Riders

NO STUDENT IS TO DEPART FROM THE BUS UNTIL IT REACHES SCHOOL IN THE MORNING OR ARRIVES AT THE DESIGNATED PLACE FOR HIM/HER TO LEAVE THE BUS IN THE AFTERNOON.

Please Note: No student will be removed from the bus once the bus is loaded unless the parent is in the office.

Procedure to be dropped off at a Different Location

If any student needs to ride another bus, or depart from his/her bus to other than his/her designated place, MUST PROVIDE A NOTE (to office staff) THE DAY BEFORE, UNLESS IT IS AN EMERGENCY.

Foggy Days:

Each year we are faced with "Foggy Days". These days are often confusing for parents and students. Please read this section carefully and discuss it with your child and you'll find that foggy days aren't so confusing after all.

1. What is a Foggy Day? - A foggy day is a day when the bus drivers decide that visibility is too poor to safely drive a bus.
2. Who calls the Foggy Day? - West Park and S.W.T.A have spotters located all over the local attendance area. These spotters, as well as the bus drivers, are responsible for calling the "Foggy Day".
3. What happens on a Foggy Day? - Buses will be delayed two hours (Plan A) or three hours (Plan B) depending on conditions. Channel 18 and many local radio stations will be broadcasting all the necessary information regarding the length of the delay.
Plan C - Buses are canceled.
4. Any change in the school day on Foggy Days? - Teachers will be in their classrooms by 8:00 a.m. **Class will start at 8:00 a.m.** Bus riders will report directly to their classroom upon their arrival. **There is no change in the normal dismissal time.**
5. What about breakfast on Foggy Days? Breakfast will be served before school begins on Foggy Day Schedules.

PLEASE WATCH CHANNEL 18 OR LISTEN TO THE RADIO FOR INFORMATION REGARDING FOGGY DAYS.

Watch or listen for: WATCH CHANNEL 18!

Plan A Two-hour bus delay

Plan B Three-hour bus delay

Plan C Buses canceled (school is not canceled).

Health Services:

West Park Elementary office staff is trained in First Aid and CPR, and is available to take care of minor incidents such as cuts and bruises that are reported to the office. If an injury appears to need professional attention, parents will be contacted, so they can take their child to the doctor or Emergency Services will be contacted. Office personnel may not administer prescription medication to students during school hours unless administrative arrangements are in place through a physician's note (See Medication). Appropriate personnel will maintain student health records and assist the county nurse with health screenings.

Illness

Children should not attend preschool if they show any contagious illnesses such as:

- Fever (typically defined as a temperature of 100°F or higher)
- Diarrhea or vomiting
- Severe coughing or difficulty breathing
- Rash with fever
- Conjunctivitis (pink eye) with discharge

Return Criteria:

Children are usually required to meet certain criteria before returning to preschool after being ill:

- Fever-free without medication for at least 24 hours
- Improvement in symptoms (e.g., no longer vomiting or having diarrhea)
- In some cases, a doctor's note may be required to confirm that the child is no longer contagious and can return to preschool.

Lice

One of the most common problems on any school campus is "head lice." Our primary concern in dealing with head lice is that they are easily transmitted from one student to another and unless an infected student had all nits (egg sacks) removed, the lice will most likely return. For this reason, we recommend that students do not share hats, jackets, or other articles of clothing. **Also, it is our district policy that a student is sent home for head lice and must be completely nit free before returning to school.** This policy comes from the Fresno County Department of Health. For additional information on the subject contact the school or call the Fresno Health Department at 445-0666. A county nurse will conduct quarterly head checks.

Accidents

If a serious injury occurs on the school grounds or on the bus, parents will be notified and asked to pick up their child for their own observation or examination by a family physician. Parents will be promptly notified of all injuries not considered minor. Injuries are reported on an Incident Report which is on file in the school office. In the event that parents cannot be reached, students will be discharged to a person named on the emergency card. If there are no available contacts -an extreme emergency will result in a "911" call. PLEASE NOTIFY THE OFFICE OF ANY CHANGE IN PHONE NUMBERS.

Medication

Parents are required by State law to inform the school of any

medication to be taken by the child at school. Facts on current dosage and the signature of the supervising physician are needed. The school district must receive:

1. Permission to administer medication form signed by physician.
2. Permission to administer medication form signed by the parent.
3. Medication must be in the original pharmaceutical container.
4. Medication is to be kept in the office. Forms are available in the school office.

NOTE: No medication (including Inhalers, Tylenol and Aspirin) will be administered by the school personnel without parent and doctor's written permission.

Dress Code:

Please provide a change of clothing in case of accidents, this will be kept at the preschool all year. Shoes should be suitable for running, jumping, and climbing. Please label coats and sweaters. For safety reasons, No flip flops are permitted. Sandals must be closed toe and have a strap on the back.

Birthdays:

If your child has a birthday you may bring a snack to be served at lunch time. All snacks need to be store bought.

Communication:

Communication is so important. Here are ways to communicate with us:

1. In person at drop off/ pick up
2. Class Dojo
3. Email: corinne_c@wpesd.org
4. School Phone Number : 559-233-6501

Please note, I will do my best to get back to you as soon as possible.

Parent Volunteers:

Parents are also encouraged to participate in their child's education by volunteering in the classroom or by assisting the classroom teacher in other ways such as chaperoning field trips, making instructional materials, working with small groups, etc. All volunteers must fill out the volunteer/chaperone packet available in the office before volunteering for any activities. Regularly scheduled volunteers must be fingerprinted and have a cleared TB exam. Clearance can take up to a week, please plan ahead if you would like to volunteer.

Staffing:

West Park Preschool maintains a ratio of a least one adult to every eight children

Toys From Home:

Please keep all toys at home that way students do not get distracted and that way nothing gets lost.

Behavior:

West Park Preschool uses *Conscious Discipline*. This is an approach for behavior management and social-emotional learning that emphasizes building positive relationships, teaching self-regulation skills, and fostering a sense of community within classrooms and schools. Developed by Dr. Becky Bailey, *Conscious Discipline* is widely used in educational settings, to create a safe and nurturing environment where children can learn and grow socially, emotionally, and academically. Here are key principles and strategies of *Conscious Discipline*:

1. **Self-Regulation:** *Conscious Discipline* teaches children and adults alike how to manage their emotions and behaviors effectively. It emphasizes techniques such as deep breathing, mindfulness, and self-calming strategies to help children regulate their emotions in various situations.
2. **Connection:** Building positive relationships and connections between teachers,

children, and families is foundational in Conscious Discipline. When children feel connected and valued, they are more likely to cooperate and engage positively with others.

3. **Empathy and Understanding:** Conscious Discipline encourages adults to empathize with children's feelings and perspectives, helping them to understand and validate emotions rather than dismissing or ignoring them. This approach fosters a supportive and caring classroom environment.
4. **Problem Solving:** Instead of punitive measures, Conscious Discipline teaches children problem-solving skills. It encourages them to identify feelings, understand the impact of their actions, and find constructive ways to resolve conflicts and challenges.
5. **Social Skills and Conflict Resolution:** Children learn essential social skills such as communication, cooperation, empathy, and respect for others. They practice conflict resolution strategies, such as using "I" messages and negotiating solutions, to promote peaceful interactions.
6. **Language and Positive Discipline:** Conscious Discipline promotes the use of positive language and affirmations to encourage desired behaviors. It shifts the focus from punishment to teaching, reinforcing positive behaviors through encouragement and praise.
7. **Classroom Routines and Structure:** Consistent routines, clear expectations, and visual cues are used to create a predictable and safe learning environment. This structure helps children feel secure and supports their ability to self-regulate and engage in learning activities.
8. **Community and Family Involvement:** Conscious Discipline extends beyond the classroom to involve families and the broader school community. Parents are encouraged to learn and practice Conscious Discipline techniques at home, reinforcing consistency and support for children's social-emotional development.

Overall, Conscious Discipline aims to create a culture of kindness, cooperation, and problem-solving in early childhood settings. By teaching self-awareness, self-control, and relationship-building skills, Conscious Discipline helps children develop the social and emotional competencies needed for success in school and in life.

When hitting/ biting problems occur parents will be contacted right away so we can keep our classroom safe.

Comprehensive Safety Plan

Each school is required to have a comprehensive safety plan in place in case of an emergency. The plan is to be revised and adopted by the school board annually. The plan consists of evacuation, shelter-in-place, lockdown, earthquake/fire drill and duck and cover procedures. Please be aware of these procedures as you enter campus. A practice is done monthly during the school year.

EVACUATION

WHEN

- Fire Alarm Sounds
- Directed by school personnel, police in person or by phone

HOW

- Students and staff exit building through front door way, lock doors, and walk to designated safety area (i.e parking lot)
- Teachers take roll - Have students raise their right hand. Lower hand when name is called ➤ Remain in EVACUATION mode until an **"ALL CLEAR"** signal is given

LOCK - DOWN

WHEN

- Danger on campus

HOW

- All students and staff to the nearest available room, take cover, and stay low. ➤ Lock doors, turn off lights, turn off audio-visual equipment, go to safe area, leave computer and any communication by E-mail if possible
- Try to remain calm and immobile
- Open doors with caution
- Remain in LOCK-DOWN mode until **"ALL- CLEAR"** signal is given

D U C K and C O V E R

WHEN

□ Danger on campus by the shaking of buildings and/or severe weather

HOW

□ Office may activate school-wide signal

□ All students and staff go to the nearest available room, take cover, stay low, duck under table covering head

□ Lock doors if possible, turn off lights, use safety card (red/green), turn off audio-visual equipment, leave computer on, and communicate by Email if possible

□ Render first aid as necessary

□ Open doors with caution to students/staff seeking safety and law enforcement □ Try to remain calm and immobile

□ Remain in DUCK and COVER mode until "ALL-CLEAR" signal is given and procedure to EVACUATE building

**All emergency conditions are practiced
throughout the year**

West Park Elementary

2024-2025 School Calendar

July 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- Break/No School
- Early Release Day
- Parent Teacher Conferences

- Teacher Planning Days (no school for students)
- Report Cards
- Holiday/No School

- First Day of School/Last Day of School
- Teacher PD Days
- Total Student Days: 180

- | | | | |
|----------------|----------------------------------|---------------------|--|
| July 17,18,19 | Planning/Development Days | Jan 20 | Martin Luther King Jr. Day - No School |
| July 22 | First Day of School for Students | Jan 22 - 24 | Parent Conferences |
| Sep 2 | Labor Day - No School | Feb 10 | President's Day - No School |
| Sep 20 | First Quarter Report Cards | Feb 17 | Washington's Birthday - No School |
| Sep 23 - Oct 4 | Fall Break - No School | March 14 | Third Quarter Report Cards |
| Oct 14 - 18 | Parent Conferences | March 17 | No school |
| Nov 11 | Veteran's Day - No School | April 14 - April 25 | Spring Break |
| Nov. 25 - 29 | Thanksgiving Break | April 18 | Good Friday - No School |
| Dec 13 | Second Quarter Report Cards | May 26 | Memorial Day - No School |
| Dec 16 - Jan 3 | Winter Break | June 3 | Fourth Quarter Report Cards/ Last Day of School for Students |
| | | June 4 | Planning/Development Days |

12 Month classified / classified mgmt. days off

West Park Elementary School District
 District and School Office Located at
 2695 S. Valentine Ave Fresno CA 93706 (559) 233-6501

Board of Trustees

Fernando Alvarez	President
Mark Vivenzi-	County Representative
Araceli Lopeze	Board Clerk
Aida Garcia	Board Member
Dr. Toulou Thao	Board Member

District Administration Office

Superintendent	Dr. Brian Clark
Chief of Business Services	Tamita Boyd
Director of Human Resources	
Director of M.O.T	Ruben Rangel
Data Analyst	Craig Bajada
Financial Administrative Assistant	Amanda Flint
Instructional Technology Director	Randy Randolph
Pupil Service Specialist-	Joaquin Vargas

School Office

Irene Garcia	Principal
Britney Khotsaengsy	Support Service Clerk
Susana Yanez	Nurse

School Certificated Classroom Assignments

Grade Level	Teacher Room	Grade Level	Teacher	Room
Preschool	Corinne Campbell PK	Fifth	Kelsey Barsamian	17
Transitional Kinder	Robin Johnson K1	Fifth		19
Kindergarten	Kim Crow 5	Sixth	Ashley Martinez	18
First	Hailey Martinez 1	Sixth	Jose Gutierrez	20
First	Kristy Farley-Banks 2	Middle School	English	21
Second	Christina Ortega 3	Middle School	Shalita Grayson	22
Second	Eve Mcguire 4	Middle School	History	23

Third	Irene Meza 6	Middle School	Science	24
Third	Mireya Huerta 10	Physical	Yvette Hogan	12
Fourth	Kristin Young 7	Education		11
Fourth	Ashlee Markley 8	Physical Education Music		

INSTRUCTIONAL SUPPORT STAFF

Licensed Vocational Nurse (LVN) Susana Yanez

Speech/Language Pathologist Therawide

School Psychologist Terri Barber FCSS

Special Day Class Teacher Cynthia Napoles

CLASSIFIED PERSONNEL

Paraprofessionals

Anna Vang

Lorena Godinez

Jessica Lopez Morales

Lina Iboa Orozco

Ranjit Sandhu

Library Clerk America Arambula

Director of Food Services Lilia Romero

Kitchen Staff

Angela Rocha

Margie Medina

Jessica Venegas

Custodial/Maintenance

John Miranda Arnold Bermudez Yesenia Orozco Alma Valenzuela

Technology Support Craig Bajada

School Services Contact Information

District Superintendent	Dr. Brian Clark 559-233-6501
District Policies, Board Policies, Charter Programs, District Test Results, School/District Level Discipline, Curriculum, Professional Development, Parent Questions, Preschool Director, Operations/ Management, Observations/Evaluations/Supervision, School Climate, Student Safety, IEP's, Management Leader, Personnel	
Principal	Irene Garcia 559-233-6501
Curriculum/Instruction, English Language Development, Professional Development, Categorical Programs, Peer Assistance, Playground Supervision, Parenting Classes, Parent Nights, Parent Questions, Intervention, Observations/Coaching, School Site Council, ELAC, Student Study Teams, Assessments	
IT Director	Randy Randolph 559-233-6501
Instructional Technology	
Migrant/Student Services Joaquin Vargas 559-233-6501	
First Aid, Immunizations, Medication, Migrant Ed, Teacher Contacts, Home Visits, Family Contacts, Awards, School Site Council, ELAC, Attendance	
Classroom Teachers	Multiple 559-233-6501
Homework, Grades, Progress Reports, Independent Study, Classroom Discipline, Activities/ Events	
Special Education	559-233-6501
Special Education Issues, Special Needs, IEP Coordinator, 504 Coordinator	
School Psychologist Terri Barber 559-233-6501	
Counseling Services, Parenting, At-Risk Students, Special Needs, 504 Accommodations, IEP's	
Chief Business Officer	Tamita Boyd 559-233-6501
School Finances/Payroll & Attendance	
Human Resources	559-233-6501
School Personnel, Board Agendas, Payroll	
Administrative Financial Assistant	Amanda Flint 559-233-6501
Accts. Payable/Receivables & Purchasing	
Data Analyst	Craig Bajada 559-233-6501
State Testing, Multiple Measures, Data Reports	
M.O.T Director	Ruben Rangel 559-233-6501
Safety Concerns, Safety Measures, School Climate, Facility Repairs and Additions	

Senior Executive Assistant	Erin Pereira 559-233-6501
Assist Board Agendas, Elementary Enrollments, Cumulative records, School Programs, SPED Files, Attendance, Short term independent study	