

## Parent Handbook (Full text)

Welcome to College Park Preschool!

The entire staff of College Park Preschool wishes to welcome you to our program. Throughout the year we hope to join with you to provide a wonderful preschool experience for your family. In an effort to help you understand our program better, we have put together this handbook. Our classrooms and playgrounds are active, learning environments where children are encouraged to explore, experiment, and discover. Teachers provide challenges for children at the appropriate developmental level, and work with children to develop problem solving skills. Opportunities are provided for children to develop small and large motor skills, self-help skills, and language skills. Materials are provided for children to explore and express their creativity. The foundation is laid for "academic concepts" and for children to develop a desire to be a lifelong learner. We encourage parents and teachers to work together to create the best possible experience for the children. Parents are welcome in our classrooms at all times.

### About College Park Preschool

College Park Preschool was founded in 1962 and is a non-profit organization supported entirely by tuition. The school is licensed by the State of California Department of Social Services. (Facility # 376600273). College Park Preschool is open to children on a non-discriminatory basis without regard to race or religion.

### College Park Preschool Mission and Philosophy

Our mission at College Park Preschool is to provide a loving, respectful environment in which each child gains a positive self-concept and develops to his/her full potential through a "whole" child approach. We create emergent curriculum that is developmentally appropriate to meet the needs of the individual child and the group. Meaningful experiences are provided for the children so that they may learn more about themselves, their families, their community, and how to live with, accept, and celebrate the diversity and uniqueness of themselves and others. Parent-teacher partnerships provide a strong basis for communication and a support system for child, parent, and teacher. A loving, positive atmosphere within a small school "family" creates a sense of belonging.

Our educational philosophy is based on the Reggio Emilia approach to learning. The Reggio Emilia philosophy is based upon the following set of principles: Children must have some control over the direction of their learning. Children must be able to learn through experiences of touching, moving, listening, seeing, and hearing. Children have relationships with other children and teachers. They are encouraged to explore their interests. Children must have opportunities to express themselves in many different ways; words are only one way children express themselves.

Key features of a Reggio-inspired program are:

1. Great attention is given to the look and feel of the classroom. The environment is viewed as the "third teacher". The aesthetic beauty within the schools is seen as an important part of respecting the child and their learning environment. Teachers organize environments rich in possibilities and provocations that invite the children to undertake extended exploration and problem solving, often in small groups.
2. The Reggio-inspired approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development. Children represent concepts and hypotheses in multiple forms

such as print, art, construction, drama, music, and puppetry, and these are viewed as essential to children's understanding of the experience.

3. Documentation is viewed as an important tool in the learning process for children, teachers, and parents. Documenting and displaying the children's project work is necessary for children to express, revisit, and construct and reconstruct their feelings, ideas and understandings. Pictures of children engaged in experiences, their words as they discuss what they are doing, feeling, and thinking, and the children's interpretation of the experience is documented through the visual media. Teachers act as recorders (documenters) for the children, helping them trace and revisit their words and actions and thereby making the learning visible.
4. Curriculum is planned based on the student's interest and passions as well as the teacher's. To plan an emergent curriculum requires observation, documentation, creative brainstorming, flexibility, and patience. Rather than starting with a lesson plan which requires a "hook" to get the children interested, emergent curriculum starts with the children's interests. The curriculum enriches the children's learning through in-depth, short-term (one week) and long-term (throughout the school year) project work. Projects are child-centered, following their interest, returning again and again to add new insights. Throughout a project, teachers help children make decisions about the direction of study, the ways in which the group will research the topic, the representational medium that will demonstrate and showcase the topic.
5. First and foremost, the teacher's role is to be that of a learner alongside the children. The teacher is a teacher-researcher, a resource and guide as she/he lends expertise to children. A teacher-researcher carefully listens, observes, and documents children's work and the growth of community in the classroom. A teacher-researcher provokes and stimulates thinking. Teachers are committed to reflection about their own teaching and learning.
6. Children, teachers, parents, and community are interactive and work together. The communication and interaction deepens children's inquiry and theory building about the world around them. A Reggio-inspired program is family centered and focuses on each child in relation to others. The program seeks to activate and support children's reciprocal relationships with other children, family, teachers, society, and the environment.

## Ministry

College Park Preschool is a ministry of Faith Presbyterian Church where all God's children are welcome. Grace is shared before snack each day. College Park Preschool provides a loving environment and is respectful and inclusive of all faiths.. Parents are encouraged to share their family customs and traditions with their child's class. Faith Presbyterian Church invites preschool families to worship and special events.

## Staff

Teachers and staff at College Park are selected on the basis of their caring, compassionate way with children and their professional training. The staff continues to improve their knowledge of child development through classes, teacher workshops, and regular classes in pediatric CPR and First Aid.

College Park Preschool is part of the California Early Childhood Mentor Program. Mentor teachers accept student teachers into their classroom and are responsible for guiding their student teacher during all of the laboratory hours required by the practicum course. That means the Mentor teacher is in the classroom at all times whenever the student teacher is present. She also meets with the student teacher before or after school on a weekly basis to answer the student teacher's questions and discuss Early Childhood Education concepts.

## Child-Centered Learning through Play

Dramatic play provides opportunities for children to express themselves and develop social skills. Children who engage in dramatic play often reenact what they see and hear at home and work through some of their perceptions of adult roles. Dramatic play helps children understand the adult world. A child can be a mother, father, baby, fire fighter, all in the space of one play time. With adequate time and space, children play out what is important to them. Emotional satisfaction occurs as children express creativity in fantasy, as well as the big job of sorting through reality and distinguishing it from fantasy. Social development occurs as children barter, share, and solve problems. Staff's role is to provide the time, space, props, and support for this creative play.

Art develops creativity, individuality, and self-esteem. Children engage in "process art" not "product art". Each day the children are given opportunities to explore a variety of materials and create their own "works of art". The use of crayons, markers, scissors, glue, and collage items, as well as painting with brushes, rollers, eye droppers, gadgets, sponges, etc. increase self-expression and develop artistic awareness. Art promotes the fine motor development and eye-hand coordination necessary for reading and writing. Fantasy and language development are encouraged as stories emerge and evolve. Art provides an opportunity to explore other cultures and to appreciate fine art.

Mathematics explores concepts through the direct manipulation of materials through matching, sorting, sequencing, and comparing. Spatial relationships, shapes, symbols, measuring, balance, and quantity are explored. Children develop a working math vocabulary and ask questions that build a strong foundation in a very concrete way. There is the development of eye-hand coordination because the materials are specifically designed to assist in fine motor development.

Science is discovery as children watch and wonder, study and question, and experience science as a part of everyday living. Through discovery, children begin to understand the world around them and develop a method of thinking and finding answers to questions. Vocabulary building as well as uniting math and science is enhanced. Children have the opportunity to develop an understanding of and appreciation for life through the study of living things.

Sensory activities provide tremendous emotional satisfaction through tactile experiences as children explore wet and dry, volume, quantities, and comparisons. Children develop problem solving skills using sand, water, dirt, play dough, birdseed, cornmeal, "goop", etc. Young children are very interested in what different materials are made of and what they do. There is growth in fine motor coordination through practice in scooping, sifting, balancing, pouring, and filling containers. Sensory activities provide excellent opportunities for social, emotional, cognitive, and physical growth.

Blocks and Transportation give children the opportunity to play out part of their world - the one they see outside and the one in which they travel. Math and science are worked through as a study of structures and balance. Sizes and spatial relationships are explored and small and large muscles are developed. Social skills and understanding are practiced as children share materials and space as well as explore roles in dramatic play. There is a great sense of emotional satisfaction as structures and designs are created.

Music is introduced in a wide variety of ways by listening, singing, creating music with instruments, movement, and dancing. Children increase their immediate knowledge by expressing it through music. Children are observant of many things around them which may ordinarily go unnoticed. One way for children to share this knowledge and increase their vocabulary is through music and movement. Children learn about a variety of instruments and are given opportunities to explore and express themselves

through the use of these instruments. Music contributes to physical development through use of instruments, rhythms, movement, and dance.

Nutrition is taught by making appropriate food choices and by becoming aware of the importance of a nutritionally sound diet. Mealtimes provide opportunities to promote nutrition as well as manners and conversation. Snack times also provide opportunities to share foods from different cultures and taste different kinds of foods. Cooking projects are offered regularly. **CPP is a nut-free, peanut-free preschool.**

Physical development provides opportunities for children to participate in activities that promote large and small muscle development. Children learn about the physical world through independence, repetition, and the development of body skills and coordination. Through play, children exercise and master large and small muscles which increases self awareness and self esteem. When children feel competent, they are willing to attempt new and different experiences. Play helps develop physical abilities through locomotor (running, climbing, throwing, sliding, digging, jumping, lifting, balancing, and other activities involving movement in space) and nonlocomotor (bending, twisting, turning, stretching, positioning and other stationary activities). A developmentally appropriate, safe environment enhances physical development as well as social skills when children take turns, share materials and equipment, and cooperate and assist each other.

Language development takes place throughout the day and in all areas of the program. It is promoted during music, art, math, science, snack and meal times, story times, finger plays, dramatics, indoor and outside play time, and the teacher's use of names for all parts of the body and objects in the room. Vocabulary is extended as children explore the world of written and spoken language by sharing stories, sharing ideas, planning, evaluating, discussing, and problem solving. Children become aware that books are special items and need special handling. Tremendous emotional satisfaction occurs as children experience quality children's literature.

Cognitive (or intellectual) development is enhanced and nurtured through the daily activities that are provided. Young children are active learners and learn best through play. The staff plans a variety of developmentally appropriate "hands on" learning opportunities that offer children the chance to discover and explore the world around them. All areas of the curriculum are integrated throughout the day from language and literature, dramatics, math and science, music, art, and fine and large motor skills.

## Daily Program

The daily program for all children includes indoor and outdoor play utilizing a variety of equipment to develop large and small motor control. Emergent learning and project work incorporates all areas of the curriculum as well as group times for music and movement, literature and language arts, and math and science. The Art Studio offers a wide range of experimentation with various materials. A nutritious snack is provided by the preschool. Our program facilitates learning through play, is developmentally appropriate, actively involves the child, encourages problem solving, stimulates exploration and discovery, creates a sense of autonomy, and develops the whole child through physical, social, emotional, cognitive, creative discovery and growth.

## Preschool Toddlers (2 year olds)

Children who participate in the Toddler class must turn 2 years old by September 1st of the registering year. We have one class on Tuesday-Thursday and one class on Monday-Wednesday-Friday. Children in the Toddler classes cannot enroll for all five days. There are 2 teachers and 9 children in each class.

Children may wear diapers or pull-ups. Teachers and families work together to transition from diapers into underwear. A copy of the Two's Toilet Learning and Diapering Plan is given to parents when their child enters the program. Daily communication between caregivers and parents about the toilet learning process is essential. Parents provide diapers and wipes for their child.

### Preschool 3 and 4 year olds

Children who participate in the 3 and 4 year old classes must turn 3 or 4 by September 1st of the registering year. There are 2 teachers and 12-14 children in each class based on the square footage of each room. Children must be out of diapers/pull ups and be able to use the toilet independently.

### Class Times

The toddler class daily hours are 8:55-11:55. This allows time for the parents that have 2 children in preschool to pick up their toddler without being late to pick up their older child at preschool. The 3 and 4 year old class hours are 9:00-12:00.

### Extended Care (AM Morning Care and PM Aftercare including lunch bunch)

Extended Care is offered to preschoolers who are 3 years old and can use the toilet independently. Morning care is from 8:00-9:00AM. Children are taken to their classrooms by a teacher at about 8:55AM. Parents sign their child into Morning care in the preschool office. Afternoon care is from 12:00-2:00PM. Parents sign their child into Aftercare in the preschool office. Children staying for Aftercare will bring a lunch from home. There is a charge for Extended Care paid for by the quarter hour. There is a late fee for children picked up after 2:00PM. Families can sign up each day they wish to use Extended Care. Children eat lunch in their classroom, 12:00-12:45PM then go to the playground until 2:00PM. Preschoolers who are not picked up by 2:00 PM will be charged \$5.00 for the first 5 minutes and \$5.00 for every 10 minutes thereafter.

### Late Fees

Children not picked up by 11:55AM in the toddler class or 12:00PM in the 3 and 4 year old classes will be charged \$5.00 for the first 5 minutes and \$5.00 for every 10 minutes thereafter. Late fees also apply on the first Thursday of each month, staff meeting day. Preschoolers must be picked up by 12:45PM.

### Sign In and Sign Out Procedures Licensing Regulations

California Community Care Licensing regulations require a parent or their authorized person to sign the child in and out of preschool with a full signature. You are assigning the responsibility of your child to the preschool which makes this a very important task. The school can be heavily fined for every missing signature. The sign-in/sign-out sheet is in front of or in the classroom. Please sign in your child each morning with a full signature and indicate who will pick up your child. When your child is picked up, another full signature is required to indicate the child has been released. Full signatures at arrival and departures times are also required for extended care. Children may be picked up by caregivers authorized on the Identification and Emergency Form. Please inform the school if another person is allowed to pick up your child. These names will be kept on file in the child's folder. Teachers will ask for a picture ID if

they are not familiar with the person picking up a child. Children can only be released to persons 18 years or older.

## School Directory

A school directory is given to each family. It is for the use of College Park Preschool families **only**. It is not to be distributed to the community at large for any purposes.

## Registration and Tuition

A non-refundable registration fee is charged each year when a child is registered for preschool. Fall registration begins in March using the waiting list and priority consideration. Returning families have first priority, church families second, alumni families third, and new families fourth. A \$10 fee is required to place a child's name and birth date on the waiting list. Tuition is due the first school day of the month and is late on the 11<sup>th</sup> with the exception of the months school is not in session the first week of the month. Late fees of \$5.00 are charged for each day school is in session until payment is received. A child may be dropped from enrollment for nonpayment after the 30th. If you pay by check, your canceled check is your receipt. A receipt is given for cash payment. The school year's tuition is divided into 9 equal payments September – May.

## Withdrawal and Refund Policy

There is NO refund of the Fall registration fee if your child does not attend College Park Preschool. There is NO refund of the last two weeks in June in case of early withdrawal. Two weeks' notice is required for the withdrawal of your child. Please tell the teacher and director as early as possible. This enables us to fill the vacancy. Tuition is still due if you go on vacation or if your child misses days due to prolonged illness. A child's spot cannot be saved if tuition is not paid.

## Vacations and Holidays

Holidays are the same as San Diego City Schools following a September - June traditional schedule. A calendar is given to each family at the beginning of the school year. Holidays are Labor Day, Veteran's Day, Thanksgiving Week Vacation, Christmas Vacation, Martin Luther King Jr. Holiday, Abraham Lincoln's Day, President's Day, Spring Vacation, and Memorial Day. The school is closed 1 day for Staff Professional Development and 2 days for Parent-Teacher conferences. School closes early the first Thursday of each month at 12:45 PM for Staff Meetings and one day in December at 12 noon for Staff Fellowship.

## Parent Participation

College Park Preschool maintains an "open door" policy at all times. Parents are encouraged to participate in the life of the school. Each teaching team has opportunities for participating in their classroom with activities like reading, cooking, sharing traditions or talents. There are numerous

opportunities to volunteer with the College Park Preschool Parent Group as they plan and implement activities for the whole school. When visiting or volunteering, please arrange care for younger siblings.

## Parent and Staff Communication

Good communication is the key to a successful program. It is our goal to keep each family informed about their child's day at school. Teachers work with parents to establish and maintain regular ongoing, two-way communication. A teacher meets and greets each child and parent in the morning and afternoon. Teachers also send emails, make phone calls, share about classroom happenings on the sign-in carts, and conference with parents when needed. Teachers communicate with parents to ensure that the children in the program experience smooth transitions during the day. Parents are asked to communicate about their child by sharing events that occur at home that may affect the child at school. Classroom teachers send out a monthly newsletter for their families. The director sends a monthly newsletter along with a calendar to all the families. Parent teacher conferences are in the spring. Conferences are a time to share about each child's development and address parents questions.

## College Park Preschool Board

The Board sets the policies and goals of the preschool, hires new staff, and sets the annual budget. The board is made up of 2 preschool parents serving a 2 year term, 3 church members serving a 3 year term, 1 teacher representative, and the preschool director. The pastor of Faith Presbyterian Church is an exofficio member. Parent representatives are chosen from parents involved in the school and dedicated to the development of College Park Preschool as a quality program in the community. Church members are chosen by the Faith Development and Nurture Committee of the church. Parents are encouraged to share ideas with the Preschool Board. All board meetings are kept confidential.

## Negotiating Difficulties and Differences

If you have a concern about the school, we ask that you first try to work it out with the staff member most closely involved. The director then Preschool Board are the next steps. If you still feel your concerns are not addressed, you may speak with the pastor of Faith Presbyterian Church.

## Parent Conferences and Individual Assessments Tools

A Meet and Greet is held for each child, their parents, and classroom teachers before school starts each fall. During the year, observations are used to plan curriculum to meet your child's developmental level and unique personality. Teachers maintain a portfolio on each child collecting samples of each child's work, conversations, and pictures. Teachers use the portfolio for ongoing planning as well as preparation for the March conference. March conferences are a time for teachers to share with parents about their

## Policy on Inclusion of Children with Special Needs (I.E.P.'s)

We openly welcome children with special needs and make every attempt to accommodate those needs. The preschool will make an individualized assessment about whether we can meet your child's particular

needs without fundamentally altering our program. We are not required to accept children who pose a direct threat to the health and safety of others. Teachers who have a child with an Individualized Educational Plan (IEP) in their class make every effort to be a part of the child's learning through ongoing communication, conferences, and classes. With parent written permission resources specialists can talk with the classroom teachers and visit the classroom.

## Positive Guidance and Discipline

Discipline is a learning process. Children learn by watching, by listening, and by doing. It is imperative that what they see, hear, and do is consistent with the goal of teaching responsibility. Our staff models appropriate behavior and helps children to learn the skills needed to be a responsible member of the classroom community. Guidance techniques used at school are planning the environment, redirection, transitions, clear expectations, consistency, active listening, offering choices, and using positive statements, and specific encouragement. Of equal importance are staff members who are alert to the total classroom and who assist children with positive guidance before problems occur. We do not use "time out". For any behavior to be learned, it must be practiced. The staff help children make choices, problem solve, and explore solutions. When children are having a difficult time, they need the support of adults to help them be successful. Communication between teachers and parents is especially important in helping children be successful at school.

## Children Requiring Special Support

When a child's behavior is harmful or potentially harmful to him/herself or others, appropriate responses are observed to see if the child or children can solve the problem without adult assistance. When it becomes clear that the child needs help, a staff member will assist the child and get down on the child's level, make eye contact, use simple positive statements, and state clearly the appropriate behavior. If the inappropriate behavior continues, a staff member will go to the child and offer a choice by stating the positive behavior expected and the logical consequences if the child continues to choose the inappropriate behavior. This choice is offered in a calm, non-threatening voice. If the inappropriate behavior continues, the staff member will follow through with the logical consequences. When a child is removed from a situation, a staff member stays with the child and helps him/her find something that they enjoy doing and shows confidence in the child's ability to behave in an appropriate manner. After trying appropriate strategies to assist the child, there will be times where staff feels that a child's behavior calls for special intervention. These cases will be handled in the following manner:

1. The child's behavior will be documented.
2. Teachers will meet to discuss the behavior and develop an intervention plan to meet the needs of the child.
3. The parents of the child will be called in for a conference with the director and teachers to discuss the plan and to enlist the parent's input and assistance.

## Food Allergies

Please inform the director and your child's teacher if your child has a food allergy. Food allergies are documented in your child's file. Your permission allows the school to post your child's name and food allergy in the teacher's workroom next to the Snack Schedule. (See Permission to Post Food Allergy on page 15.) Your child's teacher may also post your child's name and food allergy inside her cupboard in class. Staff check the Food Allergy List each day so that a child with a food allergy is not served that food. Parents may be asked to bring their own child's snack if has dietary restrictions.

## Snacks

Families receive a snack menu upon entering the program. A snack menu is posted in the director's office and on each teacher's sign-in cart. A morning snack is served between 10 AM and 10:30 AM. Before snack, tables are cleaned and sanitized, and children and staff wash their hands. After Grace, snack is served "family style". Table manners and self help skills are encouraged. Snacks include 2 or 3 of the Four Main food groups. We keep snack simple and serve foods separate as much as possible so that the children have control over what they eat. We try to vary the menu as much as possible and children are encouraged to try foods with a "no thank you bite". Children become used to different tastes after many tries. **College Park is a peanut and nut-free school.**

## Lunch Bunch and Aftercare

Lunch Bunch begins at 12 noon. Parents sign up their child for lunch bunch/aftercare in the preschool office each day they will use this service. The child's name, who will pick up, and time of pick up must be filled out. The child's lunch with their name clearly visible is then placed on the Lunch Bunch cart. Please send nonperishable food items. We are unable to refrigerate or cook meals for Lunch Bunch. The use of frozen fruit drinks or cold packs keep food chilled. Uneaten food will be sent home so parents will know what their child has eaten for lunch. Please communicate with the aftercare teachers if you have any concerns about your child's lunch habits.

## Fire Drills

Fire drills are practiced once month. The fire drill and disaster plan is posted at the classroom exits along with a diagram of the building and all possible exits. Each classroom has fire alarms, overhead water sprinklers, smoke detectors, carbon monoxide detector, and a fire extinguisher. Each teacher has a first aid kit, and each staff member is trained in CPR-First Aid every 2 years. The school keeps a 3 day supply of food and water and other emergency supplies on hand in case of an emergency. The director keeps an emergency roster of all the children's names, parent/guardian's names and phone numbers/ emergency contacts and numbers/ physician's names and numbers on hand in case of an emergency. If the school's phone 619-582-2520 does not work try the preschool cell phone 619-261-0535 or the church's phone 619-582-8480 may. If the school is closed due to a natural disaster, there will be no refund of tuition up to and including 5 days. If the school is closed due to building malfunctions, there will be a refund up to and including 5 days.

## Injuries and Ouch Reports

Staff administers simple first aid (soap, ice, band aids) to children with bumps, bruises, and scrapes. An "Ouch" report is filled out with the child's name, date, how accident occurred, and first aid administered. The staff member will then sign the report and send the original copy home with the child. Staff will inform parents of the Ouch report when the child is picked up. A copy is kept on file at the preschool. Parents are called immediately in case of swelling from insect stings or bumps on the head or any other accident of concern. Parents will be contacted immediately of any serious injuries requiring medical attention. If the parent cannot be reached immediately, the Director will call the child's doctor and/or hospitalize the child at the parent's expense. If the situation is an emergency, the Director will call 911 immediately. The parents will assume fees for emergency transportation.

## Parking Lot Safety

When bringing children to school, park only in designated parking spots and have your College Park Preschool Parking pass adhered to the lower left corner of the windshield. The church checks the parking lot daily and they do give warning tickets. If you do receive a warning ticket, please give the ticket to the director so that the church can take your car's information off their "Cars to Tow List". Children must be accompanied by an adult at all times when entering or leaving the school. Please do not leave your children in the car unattended.

## School and Playground Safety

Please use the front gate at all times and lock the gate for the children's safety. Please DO NOT use the side gates they are for emergencies only. Staff continually check that the front gate is locked. Teachers will open their door when ready to receive children. You can wait with your child between the front gate and the playground gate. Please DO NOT go to the playground where the early care children are playing.

## Sun Safety Policy

In an effort to minimize sun exposure particularly between 10 AM and 2 PM (when UV levels reach their peak), parents are asked to apply sunscreen before school. A hat and sunglasses (both labeled) may be sent to school for your child, and they are enforced upon the parent's wishes. You may supply a water bottle (labeled) for your child. The staff organizes outdoor experiences in shaded areas and monitors children to ensure they are not spending extended periods in sunny areas. Air conditioning and indoor/outdoor play is available on extremely hot days.

## Sick Policy and Absences

As you sign your child in each day, wait until a teacher has greeted your child and checked for good health. Childhood illnesses start with signs and symptoms similar to a cold. Children with obvious colds or illness will not be admitted. Please do not put staff in the position of refusing your child. Colds and flu spread quickly among children and staff. Children who become ill during the school day will need to be picked up by a parent immediately. It is the responsibility of each parent to be sure there are alternative arrangements available in the event you cannot pick up an ill child. An illness report is filled out and kept in an Illness Report Folder to document when a child is sent home ill. A child may not return to school the next day if sent home ill. Please examine your child each morning for fever, rashes, cough, runny nose, or any sign of approaching illness. Inform the school when your child has an illness. A child may return to school after 24 hours without any sign of illness. It is extremely important for parents to inform the school if your child has a contagious disease. This enables the school to send a notice home and alert other parents to the exposure. Please inform the school when your child will be absent. There are no make up days for absences.

## Asthma and Allergies Policy

Please inform staff of any allergies your child may have. This includes allergies to foods, plants, insect stings, medications, animals, as well as seasonal hay fever. Please let us know if your child has asthma and any triggers that we need to be aware of. We may administer an inhaler or nebulizer if you fill out a

permission slip with doctor's approval, train the appropriate caregivers, and follow licensing procedures. Please read the Medication and Special Medical Procedures Policy for further clarification.

### Medication and Special Medical Procedures Policy

Please inform us any day your child has been given medication, or if your child is receiving medication regularly. This includes asthma medication. No medications are given to a child or special medical procedures administered unless arranged with the director. A medication form must be filled out by a parent/guardian in all cases. All medications and special medical procedures must be labeled with the child's first and last name, name of clinician, expiration date, and manufacturer's instructions on the original prescription label that details the name and strength of the medication as well as directions on administering and storing. Each child's medication or special medical procedure is stored in a zip lock bag labeled with the child's first and last name in a locked container in the teacher's workroom or locked cupboard in the classroom. A Medication Record Form is posted at that location. The teacher will fill out the name, date, time, and amount given and make a copy for the parent, teacher, and director. The teacher's copy will be placed in the child's zip lock bag along with the medication, and the director's copy will be placed in the child's file.

In instances of special medical procedures: Epipen, asthma inhalers, nebulizers, and glucose monitoring, the director and teacher of the child will demonstrate competence in the procedure after being instructed in the use of the device by the parent/guardian as well as guided in writing by the prescribing health care provider.

### Animal and Pet Policy

Sometimes during the year, parents are asked to share a pet with the classroom. Parents must show proof of vaccinations in order to share their pet or to bring it onto school property. Children wash their hands after handling any pet. The teachers often have pets in the classroom such as fish, hermit crabs, and frogs.

### Birthdays and Parties

Each child's birthday is celebrated in their classroom. Parents may bring a special snack that has been approved by the teaching team. Each teaching team will communicate with parents about what foods can or cannot be brought for birthday snacks. If you are inviting children to your child's birthday party, please be sensitive to all the children in the class. Invitations and gifts in the cubbies are noticed by children who are not invited. Please call parents instead of handing out invitations. Each teaching team decides if holiday parties will be celebrated in their classroom. A sign-up sheet with a list of food items will be on the sign-in carts. Parent helpers at parties are always welcome.

### Children's Lending Library and Parent Library

The preschool has a wonderful children's library due in part to parent donations, as well as books chosen from bonus points awarded from Scholastic Book purchases. Children are welcome to visit the preschool office with their parent and check out 1-5 books. A sign-out sheet is available to indicate which books were borrowed. When the books are returned, please indicate on the sign out sheet and place in the return basket. Books that are lost will need to be replaced. The school also has parenting books available.

## Summer Fun

Summer Fun is a 6 week program (two 3 week sessions) in June and July on Tuesdays, Wednesdays, and Thursdays, 9:00am-1:00pm. Special units and activities including water play, arts and crafts, music and movement, games, and cooking are part of the program, along with free play, snack, and story time. Classes are offered for enrolled students who are 3 by September 1<sup>st</sup>. Classes are filled on a first come basis. Registration begins in April.

## Before School Meet and Greet

Meet and Greet is a time for you and your child to become acquainted with his/her teachers and classroom. The teachers also has specific information to share about their classroom. Parents are encouraged to share about their child and how our school can meet the specific needs of your child. Your child's teachers would like to know what your goals and preferences are for your child as well as how to handle discipline, toileting, and other important issues. This meeting is required before your child may start school in the fall or when your child enters our program.

## Separation

Your child may cry or be worried about you leaving him/her the first days/weeks. The following suggestions may help: Stay a few minutes to help your child settle into an activity. Let your child know you are leaving, where you will be, and when you will return. Use times children understand such as before lunch, after nap, etc. Give a hug and kiss and leave quickly. Some children benefit from a transition item. A small photo of the family, a special stuffed animal from home, or a blanket may help a child to remember that you will come back. Discuss this with your child's teacher. Call the school at (619)582-2520 to check on your child so you don't worry needlessly.

## Thank you for choosing College Park Preschool

We understand that choosing a preschool is one of the most important decisions you will ever make. Our program promotes the acceptance and respect of each child and family we serve. Our commitment is to serve children who can benefit from our child centered, active environment, which is designed to enhance all areas of a child's development.

## Parent Handbook Policy Agreement for Child's File

The Parent Handbook is available to all parents the preschool website. Your signature on the Admission Agreement indicates have agreed to read become familiar with the contents.