



# COLLEGE PARK PRESCHOOL

WHERE IMAGINATION SOARS

## **Family Handbook 2024 – 2025**

### **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 presented for children to explore and express their creativity. The foundation is laid for core 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.

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## **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. Each year we work to create an emergent curriculum that is developmentally appropriate that meets 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. Family-teacher partnerships can provide a strong basis for communication and help to build a support system for the child, family, and teacher. A loving, positive atmosphere within a small school "family" creates a sense of belonging and allows families and children to flourish.

Our educational philosophy is partly influenced and inspired by 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 strong relationships with other children and teachers. They are encouraged to explore their interests. Children must have opportunities to communicate their learning in many different ways; words are only one-way children express their ideas and thoughts.

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 within the schools is seen as an important part of respecting the child and their learning environment. Teachers organize environments rich in possibilities and set up 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 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 an important tool in the learning process for children, teachers, and families. Documenting and displaying the children's project work is necessary for children to express, revisit, 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. This 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. Another role of the teacher is to be that of a researcher alongside the children. The teacher is a resource and a guide as they lend expertise and knowledge to the children. A teacher/researcher carefully listens, observes, and documents the children's work. They then will provoke and stimulate thinking through questions and provocations. Teachers are committed to reflecting on their own teaching and learning.
6. Children, teachers, families, and the community are interactive and work together. The communication and interactions deepen 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.

## **Child-Centered Learning through Play**

Here at College Park Preschool, we believe that children learn best through play. Each classroom dedicates a portion of our daily schedules to open play time. During this time teachers are providing play opportunities that influences many areas of a child's development. Below are some of the areas we focus on.

### Dramatic 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. Teacher's role is to provide the time, space, and props to support and extend this creative play.

### Art

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. increases self-expression and develops 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 through artistic creations. Art provides an opportunity to explore other cultures and to appreciate fine art.

### Emergent Mathematics

Emergent mathematics is all about exploring foundational math concepts through the direct manipulation of materials. By matching, sorting, sequencing, and comparing children can begin to understand more complex mathematical theories. Additional mathematical concepts are explored through play when children experience spatial relationships or work with shapes, symbols, measuring, balancing, and quantity. 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 and Ecology

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 Exploration

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 can 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 Building

Blocks and building 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 and Movement

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 and movement. 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 and Health

Nutrition is health education 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. College Park Preschool is a nut-free, peanut-free preschool.

## Physical Development

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 motor (running, climbing, throwing, sliding, digging, jumping, lifting, balancing, and other activities involving movement in space) and nonlocomotory (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 and Literature

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 Growth

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

College Park Preschool is a hybrid program consisting of a part-day, part-year program and a full-day, year-round program. There are two classrooms dedicated to our part day program and three classrooms for our full day 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. Each classroom has a scheduled time to visit the Art Studio daily.

A nutritious snack is provided by the preschool. Our part day children are provided one morning snack and the full day children are provided two snacks, one in the morning and one in the afternoon.

Our program facilitates learning through play. Our curriculum is developmentally appropriate and it's processes actively involve the children. We encourage problem solving, and stimulate exploration and discovery. We work to create a sense of autonomy and help to develop the whole child through physical, social, emotional, cognitive, creative discovery and growth.

### **College Park Preschool Full Day Program 8:00am to 5:00pm**

#### Preschool Toddlers / 2-year old's / Room One: Wild Things

Children who participate in the Toddler class must turn 2 years old by September 1st of the registering year. We have options for children to attend class on Tuesday-Thursday and or class on Monday-Wednesday-Friday. Children in the Toddler classes may also enroll for all five days. There are 2 teachers and no more than 10 children in the classroom.

Children may wear diapers or pull-ups. Teachers and families work together to transition from diapers into underwear. When you feel your child is ready, please communicate with their teacher so a written Toilet Learning and Diapering plan can be in place. A copy of the Toilet Learning and Diapering Plan is given to families when their child enters the program. Daily communication between caregivers and families about the toilet learning process is essential. Families provide diapers and wipes for their child.

#### Preschool / 3-year old's / Room Five: Dragonflies

The three-year-old, full day program is for children ranging in ages from 30 months to 42 months by September 1st of the registering year. There are 2 teachers and no more than 12 children in the classroom.

Children may wear diapers or pull-ups. Teachers and families work together to transition from diapers into underwear. When you feel your child is ready, please communicate with their teacher so a written Toilet Learning and Diapering plan can be in place. A copy of the Toilet Learning and



Diapering Plan is given to families 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.

#### Pre-K / 4-year old's / Room Four: Sunflowers

The Pre-K full day classroom is designated for children ranging in age from 35 months to 60 months by September 1st of the registering year. There are 2 teachers and no more than 14 children in the classroom.

Children must be out of diapers and or pull-ups and be able to use the toilet independently. Exceptions for toilet learning may be made in advance, please see the director for more details.

#### **College Park Preschool Part Day Program 8:30am to 12:30pm**

#### Preschool / 2.5-year old's / Room Three: Butterflies

The three-year-old, part day program is for children ranging in ages from 30 months to 42 months by September 1st of the registering year. There are 2 teachers and no more than 14 children in the classroom.

Children may wear diapers or pull-ups. Teachers and families work together to transition from diapers into underwear. When you feel your child is ready, please communicate with their teacher so a written Toilet Learning and Diapering plan can be in place. A copy of the Toilet Learning and Diapering Plan is given to families 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

#### Pre-K / 4-year old's / Room Two: Bees

The Pre-K part day classroom is designated for children ranging in age from 35 months to 60 months by September 1st of the registering year. There are 2 teachers and no more than 18 children in the classroom.

Children must be out of diapers and or pull-ups and be able to use the toilet independently. Exceptions for toilet learning may be made in advance, please see the director for more details.

## Class Times and Open-Door Policy

Students in our full-day program are expected to arrive at 8:00 a.m.

Students in our part-day program are expected to arrive at 8:30 a.m.

If your family is running late and will arrive significantly behind your scheduled time, please call the front office so they can inform the teachers.

Families are welcome to stop by the center at any time. Families are welcome to come on their lunch break and eat with their child or arrange to come along for a classroom walk. Please note that visits will be limited to 30 minutes or less per day. If you would like to spend more time in your child's classroom, please see the parent participation portion of this Family Handbook.

For some children, it is difficult for them to say goodbye to a family twice. Please talk to your child's teacher before dropping by unexpectedly if this is the case. Informing teachers of your visit can help prepare your child for your visit.

### Late Fees

Sign In and Sign Out is mandatory for all individuals dropping off and picking up children at our facility. Teachers write down drop off and pick up times daily for each child in a log. If a child is picked up late: the late charge is \$1.00 per minute, per child for late pick up after closing. Repeated failure to pick up your child by your contracted hours of care may result in termination of your services.

Families are responsible for informing anyone (i.e., ex-spouses, family members, babysitters, etc.) who might be picking their child up from school about the late drop-off/pick-up policy and the seriousness of its consequences.

### 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**. With your 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 or illegible signatures. 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**. When your child is picked up, another **full signature** is required to indicate the child has been released from the care of CPP. **Full signatures** at arrival and departures times are also required for extended care/lunch bunch.

Children may be picked up **only by individuals authorized on the Identification and Emergency Form** filled out at time of registration. Please inform the front office if you would like to add a new person to the list of authorized individuals allowed to pick up your child during the school year. 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**.

## **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, workshops, and regular classes in pediatric CPR and First Aid.

## **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.

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 30<sup>th</sup>. If you pay by check, your canceled check is your receipt. A receipt is given for cash payment.

The part day school tuition is divided into 9 equal payments from September to May

The Full day school tuition is divided into 12 equal payments year-round.

## **Withdrawal and Refund Policy**

There is NO refunds for the following:

- Fall registration fee if your child does not attend College Park Preschool.
- The last two weeks in June in case of early withdrawal. 30-day written notice is required for the withdrawal of your child.

Please note: There is a 30-day notice written requirement for the withdrawal of your child. Please tell the 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. To ensure salary obligations and continue operational functionality, refunds, waivers, and credits will **not** be given for any days the center is closed, including both scheduled and emergency closures.

## Vacations and Holidays

### Part Day Program:

Holidays are the same as San Diego Unified School District for the 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, Winter Vacation, Martin Luther King Jr. Holiday, President's Day, Spring Vacation, Memorial Day.

The school is also closed for 4 Staff Professional Development and two Parent-Teacher conferences days.

**There are no make-up days for absences.** In order to maintain quality teacher/child ratios your child must only come on the days they are scheduled, switching days due to absences is not permitted.

### Full Day Program:

Holidays are the same as San Diego Unified School District for the 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, Winter Vacation, Martin Luther King Jr. Holiday, President's Day, Spring Vacation, Memorial Day, Juneteenth and 4<sup>th</sup> of July Week,

College Park Preschool will be closed for 4 Staff Professional Development days and two Parent-Teacher conferences days. The school will also be closed the week before the impending school year begins for maintenance and staff development.

**There are no make-up days for absences.** In order to maintain quality teacher/child ratios your child must only come on the days they are scheduled, switching days due to absences is not permitted.

## **Family Participation and Volunteering**

Families are encouraged to participate in the life and happenings of College Park Preschool.

CPP recognizes a distinction between when a family member visits their child's classroom versus choosing to be a volunteer. A visit is limited to 30 minutes or less and is specific to spending time with your child. A volunteer would be participating in classroom activities for a longer period of time and or helping the teachers with special opportunities such as; reading, cooking, and sharing traditions or talents.

Before you are permitted to volunteer there are a few licensing requirements needed to ensure the safety and wellbeing of the children and our staff at College Park Preschool.

- You need to attend a volunteer orientation to certify and concur that you are familiar and willing to fulfill our school's philosophy as well as understand the do's and don'ts of the role of a volunteer. These orientations are given by the office staff and must be arranged prior to your volunteer date and time.
- California Community Care Licensing requires proof of certain vaccinations to be on file prior to volunteering.
- All volunteering dates and times must be approved by your child's teacher in advance.
- When visiting or volunteering, please arrange care for younger sibling.

## **Family 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 families to establish and maintain regular ongoing, two-way communication.

A teacher greets each child and family 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 in many ways to ensure that the children in the program experience smooth transitions during the day. Families are asked to communicate about their child by sharing events that occur at home that may affect the child at school. Examples of these events could be anything from an unexpected family visitor, a phasing out of naps or other important routines and or a death in the family. Children are very attune to their daily happenings and disruptions can result in changes physically or behaviorally.

Each classroom has their own preferred method of communication. Teachers will be sharing more information about their preferences in communication during your Meet and Greet session and in their welcome letter before you begin your time here at CPP.

Each Teacher does have a work email that will be provided to you at time of enrollment. You are welcome to call the office to talk with a teacher, but be advised that teachers are not always able to come to the phone during class times. Family conferences are the preferred time to share about each child's development and address families' 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.

### **Family Conferences and Individual Assessments Tools**

A Meet and Greet is held for each child, their family, and classroom teachers before school starts each fall or when first enrolled.

During the year, teachers use observations to plan curriculum that meets your child's developmental level and unique personality. Teachers maintain samples of each child's work, record conversations, and take pictures to help assess each child's needs. They also will use their observations for ongoing planning as well as preparation for family conferences.

College Park Preschool utilizes a unique developmental continuum to assess how much progress your child makes throughout the school year. This assessment tool was created to help illustrate how children mature through five areas of development, Social and Emotional, Language, Emergent Literacy, Motor Skills and Emergent Mathematics. An initial assessment will be completed by the teachers two months after enrollment to establish a baseline then the same assessment will be conducted closer to family conferences to indicate how much growth as occurred. This assessment will be shared during Family Conferences. Along with the assessment results, conferences are a time to share with Families about your child's strengths as well as discuss further ways in which you can work together to assist in your child's growth.

### **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) or Individual Family Service Plan (IFSP) 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 College Park Preschool are:

- Intentional classroom environments
- Redirection
- Planned transitions
- Clear expectations
- Consistency
- Active listening
- Offering choices
- Using positive statements
- 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 families 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 themselves or others and 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 them 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 as well as inside the classroom cupboard and in the snack preparation area in the staff lounge.

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 9 AM and 10:30 AM. Before snack, tables are cleaned and sanitized, and children and staff wash their hands.

The children in the full day program will be provided an additional snack in the afternoon after their resting time.

Self-help skills are encouraged by teachers. 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. Children become used to different tastes after many tries. **College Park is a peanut and nut-free school.**

## Lunch Bunch Program

Lunch Bunch is available only for families in the part day program (Room Two and Room Three). If you are interested in Lunch Bunch you can sign up your child in the front office during enrollment or throughout the school year. Lunch Bunch begins at 12:30pm

Lunches are not provided by the school. Please bring your child's lunch with their name clearly visible in a sealed lunch container. Be sure to send nonperishable food items. We are unable to refrigerate or cook meals for Lunch Bunch you may use cold packs to 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. We encourage Families to pack a variety of healthy foods. Children will be encouraged to eat healthier options first before consuming treats or special items.



## **Nap / Rest Time**

Our full day program offers all children the opportunity to nap or rest without distraction or disturbance from other activities. We will provide each child a napping space and sleeping mat. Blankets can be brought from home at the beginning of the week and will be sent back home on Fridays to be washed.

Each classroom has their own preferred nap and rest time routine. Teachers will be sharing more information about their routines during your Meet and Greet session and in their welcome letter before you begin your time here at CPP.

## **Fire Drills and safety**

Fire drills and or Safety drills are practiced once month. The fire drill and disaster plan are 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 619-840-5455 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 beyond our control, there will be no refunds.

## **Injuries and Ouch Reports**

Staff administers simple first aid (soap, ice, band aids) to children with bumps, bruises, and scrapes. An "Incident" report is filled out with the child's name, date, how accident occurred, and first aid administered. The staff member will then bring the report to be signed by the director. The report then gets handed to the family member to be signed and the original copy will be home with the family and a carbon copy will be kept in the school's files

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. **Do not** leave any children in the car unattended. Please remember not to park in handicapped spaces or block other cars or entrances to buildings. The yellow lined parking spots in the row closest to the school grounds are for College Park Preschool Staff and Church Members Only. The parking spots around the perimeter of the parking lot are "paid for spots" so please avoid these spots as well.

Additionally, idling vehicles are not permitted in the parking areas, except if vehicle needs to idle in extreme heat or cold to maintain interior or engine temperatures.

## **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. Playground use is only for the assigned classroom children and children who are enrolled in the school.

## **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. If you would like sunscreen applied to your child throughout the day a Sunscreen permission form must be filled out, stored in your child's classroom and put on file with the front office. 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 care for 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 family member immediately. It is the responsibility of each family member to be sure there are alternative arrangements available in the event you cannot pick up an ill child.

The front office is aware of when a child is sent home sick and keeps track of absences. In certain circumstances a note from your child's doctor may be required before your child returns to school.

A child may **not** return to school the next day if sent home ill. A child may only return to school after 24 hours of being symptom free, **without** medication.

Please examine your child each morning for fever, rashes, cough, runny nose, or any sign of approaching illness. Inform the front office when your child has an illness. It is extremely important for parents to inform the school if your child has a contagious and or communicable disease. This enables the school to send a notice home and alert other parents to the exposure. Common childhood communicable diseases can be found on the California Department of Public Health website.

**There are no make-up days for absences.** In order to maintain quality teacher/child ratios your child must only come on the days they are scheduled, switching days due to absences is not permitted.

## 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, families ask to share a pet with the classroom. These visits need to be approved by the director and the teachers prior to the Family bringing in the animal. Parents must show proof of vaccinations in order to share their pet or to bring it onto school property. Children wash their hands before and after handling any pet. The teachers sometimes have pets in the classroom such as fish, hermit crabs, and frogs.

## **Birthdays**

Each child's birthday is celebrated in their classroom. The school will provide a special birthday treat to be shared on the child's behalf at snack time. Parents may bring a special treat bag that has been approved by the teaching team to be handed out at the end of the day. You may arrange to come in early to help hand out the bags with your child.

If you are inviting children to a birthday party, please be sensitive to all the children in the class. Invitations in cubbies are noticed by children who are not invited, therefore if you are choosing to hand out invitations at school, we have an "all or none" policy.

## **Summer Fun**

Summer Fun is a program that is only offered to the families that are enrolled in our Part Day Program.

The program begins one week after the regular scheduled school year ends. Sign ups are first come first serve and openings are dependent on staff availability. What is offered each year may vary.

Summer Fun classes are only Tuesdays, Wednesdays, and Thursdays. 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, snacks, and story time.

## **Meet and Greet**

Meet and Greets are a time for you and your child to become acquainted with their teachers and classroom. The teachers also have specific information to share about their classroom. Families 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**

Because College Park may be your child's first experience in a school or group setting, they may cry or be worried about you leaving them 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.
- It's okay to leave your child when they are crying or upset if you are comfortable with the separation. Call the school at (619) 582-2520 to check on your child so you don't worry needlessly.
- If separation anxieties persist talk with your child's teacher about finding a new plan.

## **We want to 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.