

History	6
Philosophy	6
School Hours	8
Registration Dates	8
Waiting List Priorities	8
How to Enroll	8
Health Records & Immunization Requirements	8
Tuition Policy & Financial Agreement	9
Late Pick Up Policy	10
School Closures	10
Staffing & Ratio	11
Sign In & Out	11
Cleanliness Policies.....	13
Hand Washing	13
Latex gloves.....	13
Air Quality	13
Procedures:	14
Allergy Policy & Procedure	14
Medical Care	16
Disaster Policies & Procedures	16
After evacuation.....	17
Power Outage	17

Loss of Water or Heat:.....	17
Prevention & Preparation	18
Disaster Drills	18
Fire Drill	18
Environmental Emergency	18
Environmental Health, Public Safety & Air Quality Policy	18
Transportation Policy	19
Discipline Policy	20
Traditional Discipline	21
Referral & Termination Policy	21
Services Available to Parents & Referral Services	22
Assessment & Screenings	23
Privacy of Records	24
Nutrition Policy	25
Pet Policy	25
Classroom & Curriculum	26
Daily Schedule: Full Day	27
Curriculum Centers	27
Process Art.....	28
Message Board	29
Children’s Needs	31
Dress to Play	31
Bedding	31
Parent Involvement	33
LifeCubby	33

Parents Rights	34
Complaint Policy & Procedures	35
Children’s Friendships	36
Family Resources	38
Developmental Milestones	38
2 Years	38
3 Year Olds	38
4-year-Olds	39
5-year-Olds	39
Closing Statement	40
Tracy Learning Center Preschool Program Contract	41

Welcome to Tracy Learning Center Preschool. Our goal is to provide a safe, inviting, and developmentally-appropriate environment for every child.

This handbook is designed to ensure that you and your child have a rewarding experience in our program. We have tried to anticipate your questions and give you strategies to prepare for the preschool experience. In this handbook we have outlined our policies and procedures so nothing will be a surprise to you! We strive to work closely with parents, and build a bond between home and school that makes education more meaningful.

Our goal is that you always feel valued and respected in our classroom community. To accomplish this we depend on you to be responsible and active participants in our program. We expect that you will read this handbook, follow our policies and procedures, and provide us with necessary information so that we can deliver the highest quality care and education to your child. Your concerns, comments, questions, and suggestions are vital to our continued evolution; never hesitate to come speak with us.

This handbook is a “living” document. Should any policy formally change you will be notified via a written policy notice near the sign out sheet, with a space for your signature to ensure that you have been notified of the change.

Sincerely,
PART 1

Tracy Learning Center Preschool is a non-profit preschool created in September 2015. We follow the high quality standards of the Primary Charter School, Discovery Charter School, and Millennium High School.

In 2016 our program partnered with First 5 San Joaquin County and became participants in the Raising Quality IMPACT Grant. This grant gives our staff access to training, technical assistance, scholarships, and quality awards designed to promote quality improvement within our program and in the field of early childhood education. In our first year we received a quality rating of 3, with plans to achieve a higher quality rating by spring of 2018.

Though we have plans to grow, our philosophy remains the same. Our program is rooted in the belief that children are competent human beings with the ability to construct their own knowledge—to think for themselves. As teachers we provide the safety and comfort all children need to begin exploration. Through project-based learning we promote all areas of growth and development to challenge your child to engage in higher order thinking.

Philosophy We believe discovery, autonomy, and creativity in early childhood are essential for the development of motivated learners, responsible citizens, and confident individuals.

Discovery In a world full of enchantment and wonder, brimming with things to see and hear, we must give our preschoolers rich, tangible experiences in order for them to be better equipped for tomorrow. As teachers we are partners in discovery. We ask questions that will lead your child to deep and meaningful understandings. We promote learning by providing an array of art materials, traditional toys, loose parts, and natural objects that expand your child's understanding of the world around them. As your preschooler makes discoveries, their curiosity grows and develops into a deep love of learning that extends long beyond the preschool years.

Autonomy Independence is at the root of our class community. When children have the right to make decisions they become more aware and considerate of others' needs. The choice board, classroom jobs, and family-style meals are built into the structure of our day so that our students can practice making decisions that are healthy and safe. Using conscious discipline, we coach children through conflict while validating their feelings, promoting the development of self-regulation. We

also use redirection and family learning-groups as tools to guide your child's social/emotional development.

Creativity We offer an array of materials and experiences. Drawing, photography, music, wire working, clay, wood, water, and shadows are some of the creative experiences your child will explore while at school. With time to plan, experiment, and revise their projects the possibilities for creativity are endless. We honor the process of creating because we know it builds self worth. When children are allowed freedom to choose their own materials and to commit themselves completely to projects of their own choosing, they develop their sense of self. Along with confidence, creativity fosters mental growth by providing opportunities for problem solving. Creative thinking allows us a glimpse into each child's ideas and beliefs to personalize our classroom curriculum.

Equal Opportunity The Tracy Learning Center Preschool admits students of any race, color, or ethnic origin, and from any geographical region to all the rights, privileges, programs, and activities generally accorded or made available to students in our program. The Tracy Learning Center does not discriminate on the basis of race, color, or ethnic origin in the administration of its educational policies or in other school-administered programs.

Facility Our center is located at 238 W. Grant Line Rd. Unit B, Tracy, CA 95376 in the building near the parking lot. All visitors, volunteers, and guests must check in at the office.

Preschool Office The preschool office is located at the front of our facility right near the breezeway gates. Please direct all business-related concerns (schedule changes, tuition, and calendar questions) to the office only.

Fees are based on a monthly flat rate and must be paid by the 3rd business day of each month. Check and cash payments may be dropped off in the black box located inside the office during our hours of operation. Credit card payments may be made between the hours of 7:45 and 4:30 Monday-Friday with our office manager.

Classroom Inclusion Tracy Learning Center Preschool aims to provide care for all children, including those with

identified disabilities and special learning and developmental abilities when it is determined that the facility and staff can provide a beneficial setting for the child. At the time of application to the school, parents shall be required to fully disclose any known special needs of his/her child with supporting documentation (Physician Diagnosis, IEP or IFSP). Using the documentation as a guideline in a meeting between the parents, director, and teacher, modifications to the environment and instruction will be agreed upon to fully support your child's developmental goals.

PART 2 Enrollment Policy Our school year begins in August and operates year round. Our school calendar is issued at the time of registration.

School Hours Full-day Preschool 7:30 AM-5:00 PM Before School Care 6:00 AM-7:30 AM After School Care 5:00 PM-6:00 PM

Registration Dates Registration for new students takes place in March Registration for continuing students takes place in May Registration for Transitional Kindergarten/Kindergarten takes place in February

Waiting List Priorities Children are placed on the waiting list at the time that their application is received. Classroom vacancies are filled based on the following order of priority:

Tracy Learning Center Board Members Tracy Learning Center Staff Tracy Learning Center Student Siblings Tracy Unified District Boundaries

Attendance at Tracy Learning Center Preschool does not guarantee or give a better chance of enrollment into Primary Charter. For specific TK & K inquiries please contact Michelle Beringer, at (209) 832-6777

How to Enroll Prior to your child's attendance the following requirements must be met Parent interview.

Preschool Application Admission Agreement Identification & Emergency Information Child's Preadmission

Health History Parent's Report Ages and stages questionnaire Physician's Report

Emergency Medical Consent Current Child Immunization Record Notification of Parent's Rights Personal Rights Parent Handbook Acknowledgement Original birth certificate (to be copied) \$200.00

Non-Refundable Deposit (applied towards first month's tuition.)

Health Records & Immunization Requirements All children are required to have a completed physician's-examination form; a physical exam and all immunizations must be up-to-date at the time of enrollment. Immunizations are to be kept

up- to-date thereafter, following the California immunization guidelines schedule. Immunization is an important public health policy affecting children. As a matter of state law, children in the program must be either fully immunized, in the process of becoming fully immunized, or have a physician's statement that immunization is contraindicated for medical reasons.

The staff is trained to identify and exclude any child promptly if a vaccine-preventable disease to which the child is susceptible occurs in the program. A list of any non-immunized or partially- immunized children is listed on the wall behind a confidential cover page.

Tuition Policy & Financial Agreement If you wish to enroll your child in the Tracy Learning Center Preschool Program, you agree to pay monthly tuition before or on the first of each month. A deposit of \$200.00 is due when a start date is confirmed. If the start date is changed, tuition is charged from the original agreed start date and will not be refunded. If the child does not attend, all monies already paid are forfeited in full.

Fees are based on a monthly flat rate and are due on the first school day of the month. If there is no-payment by the third business day of the month you forfeit your space in our program and your child may no longer be able to attend. No refunds will be made due to illness, absence, holidays, inclement weather, staff in-service training days, or legitimate conditions beyond the control of Tracy Learning Center Preschool.

Full-day Preschool 7:30 AM-5:00 PM \$700.00 Before School Care 6:00 AM-7:30 AM \$100.00 After School Care 5:00 PM-6:00 PM \$100.00 Extended Care & Full-Day Preschool 6:00 AM-6:00 PM \$900.00

Please make checks payable to Tracy Learning Center; MEMO: Preschool.

Application Fee: \$30.00 Non-Refundable for first time applicants. Enrollment Deposit: \$200.00 Non-Refundable, applied towards first month tuition bill. Late Pick up Fee: \$5.00 per minute

A \$35.00 fee is charged for any returned check or electronic denied bank debit payment. Any time there is a returned payment, a money order or cashier's check is required as a replacement.

Failure to pay tuition and/or current account fees by the third scheduled services calendar day of the month may result in termination from the Preschool program. At that time, we can no longer accept your child into care and alternative arrangements must be made by you.

Notice of a change in rates will be given at least thirty (30) days in advance.

Late Pick Up Policy You agree to pick up your child at the scheduled time on the admissions agreement. Should a situation arise out of your control, a courtesy call is appreciated to let the staff know in advance that you will be late. Late fees are immediately billed to your account, as follows: \$5.00 per minute, starting 1 minute after the program ends. (Full-Day Preschool 5:01, Extended Care and Preschool 6:01) Times are recorded using the classroom clock. Please ensure that your methods of time tracking match our clock. After three (3) late pick ups, Tracy Learning Center reserves the right to terminate services.

If your child is left at school longer than thirty minutes past the scheduled closing time for your agreed program without contact from the parent, and the center staff has exhausted all authorized pick up/emergency options listed in your child's file, the Tracy Police Department will be contacted. At that time, your child will be the responsibility of the Tracy Police Department. You are still responsible for late fees incurred.

Absentee Policy Full payment of tuition is required every month, whether or not the child attends school for the full month. There is no absentee credit when school is missed because of holidays, vacations, illness, or for any other reason. When a child is absent for one week or five (5) calendar days, and the month's tuition has not been paid, the child will be withdrawn from the program. Re-enrollment is subject to availability after the outstanding balance and new a non-refundable application fee are both paid.

School Closures Tracy Learning Center observes the holidays and in-service days as listed on the school calendar during which the center is closed. It is your responsibility to find alternative care for your child/children.

Withdraw Policy You must give a minimum of two (2) weeks' written notice (14 calendar days) if you intend to withdraw your child from the program. Tuition continues to be due for this notice period, whether your child attends or not. Your final-balance deposit will be applied to any outstanding balance once notice of withdrawal is given. Any remaining final balance due must be paid within three (3) days of submitting the withdrawal notice.

PART 3

Staffing & Ratio Our staff consists of a full-time Director, Head teacher, Lead teacher, and three Assistant Teachers. All staff must submit a background check through the Department of Justice, be fully immunized, and show proof of education in the field of child development.

In addition to our professional staff, Tracy Learning Center Preschool serves as a place for ROP Student Interns, and Tracy Learning Center Student Volunteers. Guidelines for health and safety are maintained for student workers.

This Program has a ratio of 1:12

Sign In & Out California's Department of Social Services, Community Care Licensing Division requires that the person who signs the child in and out shall use his or her full legal signature and record the exact time of day. The signature must be in ink, and mistakes should be corrected by striking through with a single line and initialing. The use of whiteout or other correction materials is not permitted.

Our classroom door is equipped with a keypad on which parents enter a code to gain access to our classroom. Parents/Legal Guardians are the only individuals who are given this code and are asked not to share it with anyone else. All other individuals who are permitted to pick up your child should enter through the office door.

To ensure the safety of all children in our program, upon signing children in and out each day the parent, authorized guardian, or additional persons authorized to sign the child in and out must use their full legal signature, and show photo identification when entering the Tracy Learning Center Preschool campus. Children will not be released to persons without proper ID, regardless of the circumstances. Please ensure that appropriate authorized persons are listed on the Emergency and Authorized Persons Pick-Up form.

In the event that you require your child to be dropped off or picked up by a person other than those on file, a written notice must be given to the Director prior to arrival and departure. (Phone authorizations are not accepted under any circumstances.) Written notice can be given in person, or via email to the center Director. The documentation must include the legal first and last name of the authorized pick-up/drop-off person, and the full legal signature of the parent requesting the change.

Daily Health Inspections & Illness It is common for young children to have six to ten illnesses a year. Illness of children in group child care settings is a difficult problem for parents and staff. It is inconvenient for the parent who has to

leave school or work, and difficult for staff trying to care for the ill child. Everyone shares concern for the child's well-being, and everyone can get frustrated under the circumstances. Parents are strongly encouraged to arrange back-up child care for the inevitable days when their child is too ill to attend the program.

Upon arrival to the center, children are observed for obvious signs of good health or of illness. If your child shows symptoms such as those listed below, your child will not, regardless of circumstances, be accepted into the center. Alternative arrangements for care must be made until your child is well.

Reasons for sending a child home or refusing any child at sign in include, but are not limited to the following:

Child is flushed or feverish	disease Child has an unidentified rash
Child's temperature is over 98.6 degrees (F)	Child has had a fever within the past 24 hours
Child is vomiting	Child has been sent home from the center within the past 24 hours
Child has vomited in the past 24 hours	Child has been given medication to reduce a fever within the past 24 hours
Child is complaining of pain	Child has had diarrhea within the past 24 hours
Child shows signs of fatigue	Child's eye(s) has drainage, crust or is excessively red and/or itchy
Child is unable to comfortably participate in regular school activities	
Child had been exposed to a contagious	

If a child becomes ill during program hours, staff follows these guidelines for assessment

1. Child's temperature is taken.
2. Child is made comfortable and isolated to reduce risk of exposure.
3. Attempts by staff or administration to notify parents are made immediately to inform them of their child's condition and ask that the child be removed as soon as possible.
4. The child is carefully observed for changes in condition, and cared for until parent or other authorized person arrives.
5. The staff member caring for the child completes an illness form for the parent to sign; a copy is given to the parent.

If a child is sent home due to illness, the child may not return for 24 hours. If the child was sent home with a fever, the child may not return until he/she has been fever free for a full 24 hours. Children who have been diagnosed with streptococcal infections will be excluded from the program for 48 hours after the initial dose of a physician-prescribed medication. A doctor's consent may be

requested and required for a child to return to our program. This is to ensure that the health and well being of all the children and staff in our facility is maintained.

If it is not possible to make contact with a parent or authorized person for pick up in a reasonable amount of time, the child may be taken to an emergency care facility for professional treatment. At that time, the hospital staff may be informed that the legal parent or guardian was neglectful in providing the child care center with a method of contact in regards to their child.

Cleanliness Policies Hand Washing

Students and staff must wash their hands

- On arrival for the day After toileting (self or child) or diapering
- After handling any bodily fluids: blowing nose, coughing, blood vomit, etc.
- Before meals and snacks,
- Before preparing or serving food, or handling any raw foods
- After water play
- After Sensory Play
- After handling any animals or their equipment
- Before and after feeding a child
- Before and after administering medication
- After handling garbage or

cleaning

- Before leaving the preschool (recommended)

Latex gloves Must

be worn when

- Toileting a child
- Administering first aid
- Assisting a child that is vomiting
- Assisting a child with nose discharge
- Cleaning contaminated surfaces

Hands must be washed after removal of gloves

Disinfectant Staff must use commercial disinfectant or prepare 1/4 cup bleach to one gallon of water solution or 1 Tbsp. of bleach to 1 quart of water, labeled, and placed out of children's reach each day. Disinfectant must be used to

- Sanitize all table surfaces before snack/lunch time
- Sanitize toys/objects used by children
- Sanitize mouthed objects
- Sanitize bathroom
- Sanitize spots where bathroom accidents occur

- Keep room temperature 65-70 degrees (F)
- Open the windows in each room daily
- No use of air sprays
- Staff members are not permitted to wear strong smelling perfumes

Air Quality

Janitorial staff is provided with directions for daily and monthly cleaning: daily disinfecting of toilets, toilet seats, sinks, faucets, floors, all tabletop surfaces, and kitchen counter; all mops are disinfected with approved solution and the mop is stored outside of our classroom. All cleaning supplies are stored out of reach of children in a locked cabinet.

Parents are responsible for the weekly washing of each child's bedding. Cot disinfecting is done weekly.

Medication Policies & Procedures In the event your child needs medication, we ask that the parent or authorized guardian make every effort to administer medications at home. If this is not possible, the following procedures must be followed in order for your child to receive medication at Tracy Learning Center.

- Prescribed and over-the-counter medication must be checked in and stored in the office.
- Medication must be in its original container labeled in English
- The medication must have child's name, date, medication name, dosage, frequency of administration, beginning and ending dates of administration, and expiration date.
- The parent and physician must complete the form LIC9221, available at the front desk or online. A physician or medical provider must provide a detailed note listing the child's name, medication name, dosage and frequency of administration, duration of administration, and signature.

Procedures:

- All medications are kept in a safe place inaccessible to children.
- Refrigeration is provided for medications requiring it.
- Medication is administered only in accordance with labeled instruction on original medication container.
- Documentation of medication given is kept in child's file. (LIC9221)
- Record of administered date and time is kept in child's file and a copy given to the parent or authorized guardian. (LIC9221)
- When medication is no longer required for your child, or the child withdraws from the center, all medications are returned to the parent or authorized guardian.

In the event that the center staff is unable to make contact with the parent or authorized guardian within a week after medication has stopped, the medication will be disposed of safely.

Allergy Policy & Procedure For those children with moderate or life-threatening allergies, Tracy Learning Center will ensure your child's safety at all times. As the parent or authorized guardian, it is your responsibility to:

- Provide written notification of known allergies, special or restricted diet information, AND a list of symptoms to expect in the event the child comes into contact with the allergen.
- Provide a detailed step by step instruction letter of the procedures to follow in the event a child comes into contact with the allergen.
- Ensure any special food items sent to the school in place of the meals provided by Tracy Learning

Center are clearly labeled with the child's full name and current date on the outside of the container or bag. Food should be ready to eat and require no additional preparation. All food items are sent home each day of the child's attendance and must be re-labeled for the next day's attendance.

Any child entering the Tracy Learning Center program must have a detailed list of all known allergies.

A list of the children and allergies is written and posted in all food preparation areas, and on a clipboard near the meal table.

Incidental Medical Plan In an effort to ensure safe and accurate administration of medication and incidental medical services, Tracy Learning Center Preschool has developed the following plan which is inclusive to all children in our care. Tracy Learning Center Preschool enrolls children that may need services for any of the following:

- Administering Inhaled Medications
- EpiPen Jr. and EpiPen
- Other Incidental Medical Services

The following requirements must be met before enrolling children who require administration of medication and/or Incidental Medical Services:

- Written authorization from the child's physician and a valid prescription.
- Written authorization from the child's authorized representative
- Parents must complete the Parent Consent for Administration of Medications form (LIC9221).
- Medication, supplies, and equipment must be in the original labeled container with the child's name on it, and may not be expired.
- Facility will maintain documentation of medication and Incidental Medical Services after every medication or service is administered.
- Proper safety precautions will be in place.
- Staff must wear gloves when dealing with blood or bodily fluids, properly wash hands, and dispose of instruments in an approved container.
- Facility must have designated trained staff, properly trained on the various Incidental Medical Services the center provides, to be approved by the child's physician.

The child's authorized representative is responsible for providing all medications and supplies to the facility.

Facility employees may not deviate from the written authorization from the child's physician. The facility must have a designated trained staff (approved by the child's physician) on premise when the child is present at the facility.

Medications that have expired or are no longer being used at the facility should be returned to the child's authorized representative. If the medicine has not been picked up within one week of the date of the request to do so, the medication must be disposed of by trained staff.

Administration of Routine for Medication and Incidental Medical Services: Once all requirements are met, the designated trained staff administers Medication or Incidental Medical Services by utilizing the following requirements:

- Right Child
- Right Medication
- Right Dose
- Right Time
- Right Route

Documentation of Medication Any medication or incidental medical services routinely administered must be documented on a log by the staff member who administered it. The authorized representative must be informed of each occurrence where his/her child received medication or when incidental medical services were performed, via the medication log.

If a child is administered any emergency Incidental Medical Services procedure, the child's authorized representative and 911 must be called immediately. An Unusual Incident Report (LIC624) must be sent to the Department of Social Services.

Medical Care Children have accidents even with the best supervision. If your child has a minor injury during the day, a report is sent home. The report will detail the time, date, and nature of injury and any treatment, if given. If the injury involves the head, you are called immediately regardless of the severity of the injury. A special report will be completed and sent home. If a more serious injury occurs, staff initiate emergency procedures. At least one staff member certified in Pediatric First Aid and CPR is on site at all times during hours of operation. If emergency requires treatment beyond the scope of basic services, staff call 911, and make contact with parent/guardian. If parent/guardian is not immediately available, those authorized persons listed on your emergency form are contacted in the order that they are written. In the event emergency services are needed, your health insurance, proof provided upon enrollment, will be used to pay any expenses incurred in connection with that injury.

Disaster Policies & Procedures In the event of an earthquake, fire, facility flooding, or hazardous spill the children are taken to an evacuation location (current evacuation location is posted on the licensing board at the center). Signs are posted at the Tracy Learning Center Preschool building to direct parents to the evacuation location. Parents should proceed immediately to the evacuation location to pick up their child. The Director/Program Lead or designee and teachers will be responsible for staying with the children. Parents will be notified as quickly as possible via telephone contact numbers after the children have been safely relocated. If parents cannot be reached, those persons listed on the child's emergency information and authorized pick-up list will be notified immediately.

All Tracy Learning Center staff members are trained in disaster/emergency preparedness and will follow procedures given by the Tracy Learning Center, Tracy Police and Fire Departments.

Emergency Precautions and Procedures In Case Of
Fire, Natural Disaster, Or Bomb Threat

- Evacuate any persons in immediate danger.

- Evacuate the children and adults out of the front door or yard gate, through the breezeway and meet in the parking lot.
- Person in charge checks for stragglers takes attendance book and schedule, and conducts a head count.
- Secondary exit plan: out of the office to the parking lot.
- Sound alarm-pull on any fire alarms. Supplement with voice shouts, whistle, or bullhorn.
- Report fire-dial 911 and say "There is a fire at Tracy Learning Center Preschool, 238 W. Grant Line Rd. Unit B (Tell specifics of what is burning if known)
- Assign one person to meet fire officials.
- Use portable fire extinguisher or wall extinguisher if it is safe to stay inside area while doing so.
- Contain the spread of the fire and smoke by closing all doors and windows (if possible).

After evacuation

- Account for all children and adults
- Reassure children of their safety.
- Administer first aid
- Re-enter after permission is given by officials
- Evaluate areas of improvement or oversight
- Amend policies as needed

Power Outage

- Remain calm.
- If weather is nice, evacuate building if rooms are too dark to use.
- If weather is hot and electricity blackout has caused the air conditioner to cease operating, plan for being outdoors in a cool, shady spot if possible.
- Utilize available emergency supplies to keep children comfortable.
- Follow the emergency policy requiring closing all or portions of the Grant Line Campus.
- If it is determined that a closure of the facility is necessary the person in charge will attempt to notify parents, guardians, or designated person to pick up the child.
- Parents should arrange to pick up their child as soon as possible.

Loss of Water or Heat:

- The person in charge notifies the Beverly Campus.
- The preschool must meet minimum requirements regarding temperatures, hot water, flushing of toilets, running water, etc. in order to operate.
- Evaluate the problem and determine if the preschool should close.
- Parents or guardians are notified to pick up their child if necessary.

Prevention & Preparation

Disaster Drills

- Disaster Drills shall be conducted at least every six months.
- Children will not travel away from the child care center grounds or have contact with local disaster agencies.
- The drills shall be documented
- Documentation shall be kept in the child care center for at least one year.

Fire Drill

- Shall be conducted once a month
- The director shall notify all staff as to the schedule for fire drills
- Whenever a fire drill is to be held, all children, teachers, and other employees shall be directed to leave the building immediately.
- Teachers shall ascertain that no children remain in the building.
- Teachers shall be prepared to select alternate exits, and shall direct children to these exits whenever the designated escape route is blocked.
- The director or designee shall keep record of each fire drill conducted.
- This record shall remain in the center for one year.

Environmental Emergency In the event of a major environmental emergency (toxic accident, nuclear accident, risk of exposure to toxic materials/fumes, or natural disaster), Tracy Learning Center Preschool will follow the evacuation orders of local law enforcement. Staff members account for all children present during the evacuation process, and will remain with them while parent/s guardians/emergency contacts are notified and arrangements are made for their pick-up.

Environmental Health, Public Safety & Air Quality Policy The preschool facility and outdoor play areas are entirely smoke-free. No smoking is permitted in the presence of children. The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants along with environmental hazards such as air pollution, lead, and asbestos. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility, and in a manner that prevents skin contact, inhalation, or other exposure to children. The program uses techniques known as Integrated Pest Management (IPM) to ensure that the least hazardous means are used to control pests and unwanted vegetation.

The preschool program prohibits smoking, firearms, and other significant hazards that pose risks to children and adults. See public safety policies for more details. Outdoor activity is limited as a precaution during any smog or air pollution alerts.

Protection from Heat Extreme heat can be as hazardous to children as extreme cold. When playing outdoors in warm weather children should wear lightweight cotton clothing. Drinking cool beverages, especially those with low sugar content (like water), also helps the body to maintain a comfortable temperature. The heat index is an indication of how the temperature "feels" and is a

combination of actual heat and relative humidity. A heat index of 80 Fahrenheit or below is considered comfortable, and safe for children to play outdoors. A heat index between 80-90 degrees F means that children should be closely observed while outdoors and outdoor play time should be limited. When the heat index is above 90 degrees F young children should not play outdoors, and older children should only play outdoors for short periods of time. Again, local weather reports are a valuable resource for obtaining heat index information.

Transportation Policy Tracy Learning Center Preschool does not provide transportation. Parents are responsible for transporting their children to and from the preschool, in accordance with state law requirements on appropriate car seat, and seat belts. Upon arriving parents must walk their children into the preschool and notify the teacher that the child has arrived. No children shall be left unattended in a car in our parking lot.

During all walking trips and field trips staff take the attendance book, schedule, emergency medication (epipens etc...), first aid kits, and emergency information cards for each child. The children learn pedestrian safety by role modeling and verbal reinforcement. Teachers demonstrate to children to cross at the corner, when traffic signals indicate it is safe to cross, and to look both ways before crossing. Designated staff members supervise the front of the line and the end of the line. Children are counted on a regular basis as the teacher requires. Children wear tags with the name and phone number of the school in case they get separated from the group. Staff ratios drop to a 1:2 ratio on outings where young children are present, and parents are notified and must return a signed permission slip before a walking trip.

Child Abuse Policy Mandated Reporting All individuals who work with children, either for pay or on a voluntary basis, are required by California law to report any known or suspected instances of child abuse or neglect.

Child Abuse Is the non-accidental commission of any act by a caretaker that causes or creates a substantial risk of harm to a child's physical and emotional well being, including sexual abuse.

Child Neglect Is the failure by a caretaker, either deliberately or through negligence, to take those actions necessary to provide a child with minimally adequate food, safety, clothing, shelter, medical care, supervision, or other essential care.

Reasonable Cause means that after examining all the facts in a particular situation, most people with similar training and experience would also suspect abuse and/or neglect.

Parental Child Abuse The following procedure has been established regarding the reporting and/or recording of suspected child abuse and neglect: Any staff person that suspects a child has come to school abused or neglected, must report that information to Child Protective Services and the Program Director. After expected abuse is reported, the teacher who reported the suspected abuse will fill out an unusual incident report with Community Care Licensing.

Institutional Child Abuse It is the policy of the preschool program that there shall be no corporal punishment of children. No child shall be subjected to cruel or severe punishment, humiliation, or

verbal abuse, including, but not limited to, the denial of food.

The following procedure has been established regarding the steps taken if a staff member is suspected of abusing and/or neglecting a child at the preschool program:

Whoever has reasonable cause to believe that a staff member may have been abusive or neglectful to a child(ren) shall immediately notify the director.

The director will prepare, within 24 hours, but no later than 36 hours, a written report of the situation. The report shall include dates, times, names of all parties involved (adults and children), places, and a description of the incident.

The director must immediately notify the executive director or designee. The executive director or designee will assess the situation and, if warranted, report the suspected abuse or neglect to Child Protective Services, Community Care Licensing, and if necessary Local Law Enforcement.

The suspected employee shall immediately be removed from working directly with children until a written investigation has been completed and Child Protective Services has authorized their return as appropriate. The employee will be paid only after an unsubstantiated report is made, and will accordingly receive back wages. Confidentiality will be maintained at all times.

Discipline Policy At Tracy Learning Center preschool we have some basic rules for health and safety.

Kind words
Helping hands
Walking feet
Listening ears

We try to arrange the environment to avoid problematic situations. We tailor our expectations to fit the development levels of the children to minimize frustrations and inappropriate behavior. Teachers receive ongoing staff training in the area of conscious discipline.

(A child is never subjected to cruel or severe punishment, humiliation, or verbal abuse. A child is never denied food or force fed as a form of punishment. A child is never punished for wetting, soiling, or not using the toilet. (These are in accordance to licensing regulations.))

We encourage children to develop their own control, autonomy, management of feelings, problem solving, and to find their own rewards in cooperative social behavior. The underlying goal of all discipline at the preschool is to help children replace adult-maintained external controls with self-control. Whenever a conflict arises we support children in finding their own solutions, while also promoting the development of self-control and empathy within each individual child. Teachers set clear, consistent limits and strive to develop close, nurturing relationships with all children enrolled. We avoid the use of the words "no" and "don't" unless a child is in danger, and even then follow it with a reason, such as "that isn't safe" or "I can't let you hit Susan with the block because it hurts her." School rules mostly relate to health and safety. Teachers

avoid ultimatums that force power struggles.

We work as a team with other teachers and with parents. Parents are encouraged to discuss any questions regarding classroom and behavior management with the lead teacher, teacher and/or director. We analyze possible reasons for the behavior problems and make whatever adjustments in the environment that we can. We offer choices, try to redirect activity, point out natural or logical consequences of different behaviors, and help the child individually or in a group to problem solve. We give hugs and words of encouragement.

Traditional Discipline Don't tear that book!
No running inside! Stop yelling! Giving a stern look
If you can't share you'll go somewhere else

Turn the pages carefully Use your walking feet
Use your talking voice You followed directions!
It's helpful when you share; show your friend what he/she can play with!

Sometimes a child may display individual needs that are beyond the scope of our program and /or the expertise of the teachers. If the child's teacher and the director feel that s/he would benefit from additional services, they will notify the parents and make recommendations. Behavioral problems that result in injury to other children or adults, or require excessive one-on-one staffing to prevent frequent disruptions of the group routines, are responded to as outlined in the referral/termination policy of the preschool.

Referral & Termination Policy Termination is always a last resort action, carried out only when the director and teachers feel that such action is in the best interest of the child or the other children enrolled. If the preschool is unable to meet the needs of the child and/or family, every effort will be made to refer the parent to a more appropriate program for their child. The circumstances under which a child may be terminated are explained below.

1. The child exhibits extremely aggressive behavior which endangers other children and/or staff.
2. The child's health and safety at the preschool cannot be assured due to circumstances such as impulsive, risk-taking behavior.
3. Unwillingness of the parent(s) to work with teachers in the management of their child's behavior, and/or refusal to follow the preschool's recommendations for outside support services.
4. The child's developmental needs are not being met at the preschool due to general immaturity. Behavior indicative of a child's immaturity may include severe ongoing separation issues, excessive need for teacher attention, or inability to function independently or with the group.
5. The child has individual special needs which require accommodations causing an undue burden on the preschool. Accommodations related to the toileting needs of a child with a documented disability shall not be considered an undue burden.
6. If suspension or termination is due to the child's behavior, Tracy Learning Center will give specific examples, and let parents know whether we will accept the child back if he/she receives counseling, see their doctor, or some other change occurs. Parents receive a written explanation of the reasons why, and the circumstances under which the child may return. Recommendations for return are made by the referral services in consultation with Tracy Learning Center Preschool.
7. Tracy Learning Center Preschool prepares the child being

terminated with sensitivity and

consideration of their developmental ability. Children in the preschool program are informed in an age-appropriate manner that the child will be attending another school. 8. Nonpayment of tuition. 9. Multiple instances of late pick up. 10. Parent's display of inappropriate behavior towards staff or children. This may include:

disrespectful language, disregarding program policies, verbal and/or physical harassment, or any unlawful behavior. 11. Falsifying or withholding information on child-enrollment forms.

Services Available to Parents & Referral Services Tracy Learning Center Preschool shall use the following procedures for referring parents to appropriate social, mental health, educational, and medical services for their child should the staff feel that an assessment for such services would benefit the child. Whenever any staff member is concerned about a child's development or behavior, and feels there is a need for further evaluation, they will report to the supervising lead teacher who will review the information with the director. If the director agrees, the supervising lead teacher is requested to complete an observation report and review the child's record prior to making a referral.

Referral Meeting with Parent(s) Parents are notified of the situation and of all ongoing developments by either the teacher or the director. A parent conference(s) is scheduled as soon as possible to discuss the concerns. Parents are given in writing: the reason(s) for recommending additional services, a brief summary of the preschool's observations related to the referral, and any efforts the preschool made to accommodate the child's needs. The director or lead teacher will also provide the parents with specific referrals in addition to or from the list of community resources and services.

We offer referrals to parents for evaluations, diagnostic, and therapeutic services. It is the parent's responsibility to share pertinent information with their child's teacher, to follow through on the referral recommendation, and to request additional conferences with the teachers as they feel this is needed. We work collaboratively with support services to implement a plan to meet the child's developmental needs, both at school and at home including consultation and education training if needed.

Follow-up to the Referral The director, with parental permission, contacts the agency or service provider who evaluated the child for consultation and assistance in meeting the child's needs at the preschool. If it is determined that the child is not in need of services from this agency, or is ineligible to receive services, the preschool shall review the child's progress at the preschool every three months to determine if another referral is necessary.

Record of Referrals The director/lead teacher maintain a written record of any referrals, including the parent conference and results. A referral checklist is kept in the child's record.

Assessment & Screenings We are committed to the authentic assessment of each child in our program. Throughout the year, we are busy overseeing your child and documenting his/her progress. As teachers, our knowledge of each child helps us to plan appropriately challenging curriculum to meet each child's strengths, needs and interests. Assessment is defined as the process of observing, recording and documenting what children do, know and understand.

All information collected is held in a confidential manner. We use these steps in our

assessment process:

1. Collect facts - all information secured in file folder 2. Analyze and evaluate the collected data on a weekly basis. Collected data

includes, but is not limited to, information put in the child's portfolio. 3. Use what we learned to plan for individual child or group 4. Results are used to support curriculum goals and individual learning 5. Results may be used to identify children in need of referral services 6. Results may be used to communicate with families which are sensitive to family

values, culture, identity, and languages. Under the direction and supervision of the Director and Head Teacher, all staff at the preschool are involved in the assessment of children and receive ongoing training and teaching resources to support their understanding. Each staff member is assigned to a learning family that consists of a multi-age learning group for which they will complete portfolios and assessments.

Ages and Stages Questionnaire (ASQ) This screening tool is completed upon entry into the program and updated yearly or as needed. When delays in development are identified through the ASQ, teachers make referrals as necessary.

Desired Results Developmental Profile (DRDP) This tool was created by the Department of Education to track development across eight different categories. Children are rated on a continuum from early development to later development. The DRDP is completed twice a year for each child. After each DRDP rating teachers meet with parents and discuss the results. Our curriculum is guided by our findings in the DRDP.

LifeCubby This application-based software tracks progress throughout the year to provide evidence of your child's progress in our program. Your child's progress is reported through daily snapshots, anecdotal records, progress reports, and samples of work. These items are uploaded into your child's "cubby" and are available for you to view at any time.

Privacy of Records Tracy Learning Center values family privacy and wants to be sure that it protects information given by, and about, families. School/Center staff may access your child's records and health information for school purposes only. The California Department of Social Services Community Care Licensing Division has the right to audit children's files and interview children without prior permission of the parents under California regulation, (Section 101200).

Use of Media Images Media images (i.e. photographs, videotapes) are used by the program for documentation of the classroom program, research, advertising and news reports. On the enrollment forms, parents are asked for permission to use media images of their child. It is understood that photographs and/or videotapes of classroom activities made by parents are solely for their own home use.

Bathroom Policy Toddlers and full-time preschoolers are not required to be potty trained. Students attending our half-day program must be potty trained.

Diaper-Changing Policy (Toddler/Full Day) Prior to entering the classroom for the day, we ask that your child have a fresh diaper or pull-up on, signaling he or she is ready to begin the day. Staff is instructed to provide diaper changes every 1.5-2 hours, or earlier if needed. Toddler

parents can track diaper changes through a daily sheet found in the LifeCubby App throughout the day.

When your child is running low on supplies, we send you a message on LifeCubby. From time to time, your child may require cream and/or ointments for diaper rashes. When this occurs, please see the Director for further information regarding the use of creams/ointments. It is the parents'/authorized guardian's responsibility to provide all wipes, diapers, and pull-ups.

Toilet-Training Policy Learning to use the toilet consistently is a big event in a young child's life. A child may be ready to begin toilet training if he/she is: able to follow simple directions, seems interested in the toilet, asks to wear underwear, appears uncomfortable with a soiled diaper or requests diaper changes, pulls their own pants down and up or remains dry for at least 2 hours at a time during the day and remain dry after nap time.

If a child displays most of these skills, he/she is most likely ready to begin toilet training (generally between 2-4 years of age). At any age, the process of toilet training is most successful when the child shows signs he/she is ready. When both parents and staff agree it is the best time, staff will begin encouraging your child to use the toilet.

Please remember that patience is the key, and children should always see the process of toilet training as a positive achievement!

As your child transitions from diapers or pull-ups to underwear, we ask that you keep two extra full sets of clothing at the center. These can be stored in a labeled gallon-size Ziplock bag in your child's cubby.

All children are required to bring an extra set of clothes including socks with them to school each day. If a child has an accident at any point during the day, and a change of clothes has not been provided, the parent will be contacted to drop off a clean set of clothing.

Nutrition Policy At Tracy Learning Center, we believe that healthy habits are learned from an early age through modeling, education, and free choice. Our Preschool strives to provide children with all the tools necessary to make positive, healthy choices for themselves. We provide nutritional, balanced breakfasts, lunches, and snacks following the guidelines, components, and quantities established by the USDA, at no extra cost to families. Meals include breakfast, lunch, and snacks for full and half day. Our food is prepared and delivered from our sister site located at 51 E. Beverly Place, where all meals for the K-12 program are prepared. Meals provided from home in lieu of what is provided by our school must meet USDA requirements, and be delivered daily in a bag labeled with the current date and the child's first and last name.

All food items brought to the center for special occasions must be store-bought in their original containers with ingredients listed. Please ask center staff for suggestions of nutritional options if needed.

Pet Policy The supervising lead teacher and/or the director are responsible for checking the appropriate care instructions for pets, both indoors and out. All animals requiring immunizations are required proof of immunizations, must be in good health, and must be free of any diseases which can be transmitted to humans. All pets must be secured in clean living quarters. Children and staff must follow proper hand

washing after feeding or handling pets and equipment. No reptiles are allowed in the program due to the risk of salmonella infections. Program staff must make sure that any child who is allergic to a type of animal is not exposed to that animal.

PART 4

Help with Separation We understand young children often have difficulty with separation. We want to reassure you that we are always ready to talk to you and comfort your child.

We ask that you always say good-bye with a kiss, a hug, and a wave! Be firm, but friendly about leaving. If your child whines or clings, prolonging the good-bye only makes it harder for you and your child.

- Say good-bye

- Be consistent We are there to help during these transition times and help to comfort your child once you leave. We offer comforting words such as, "I know it's hard to say good-bye." Once you have gone through your good-bye routines a few times, your child will get to know what to expect and the good-byes will be less difficult. After a short period of time, your child's anxiety about you leaving ends quickly after you have left. Should this not be the case, we want you to know that we would call you to let you know how he/she is doing.

Your child will pick up on your confidence about having chosen a good place for him/her to be while you are away. Good feelings are contagious. So the first step in adjusting to saying good-bye is to be sure you are comfortable with your decision to enroll your child in our program.

Please let us know if we can be of further help. We want you to know that separation adjustment is normal, and we have the experience to help you and your child ease through this transition.

Classroom Curriculum Our curriculum is based on the principles used in the Reggio Approach. Our centers are designed to facilitate the use of choice boards and project work. The choice board allows each child to identify and select their own activities.

Choice Board: designed to give each child the opportunity to-

- Select activities independently
- Guide their social development
- Allow staff to gather information on student skills, interests and group dynamics

Daily Schedule: Full Day 6-8:45 am Choice Board:
Children select from a variety of activity areas including
Staff responsibility: Supervise all areas, assist children with choices when necessary, discuss and motivate

cooperation, creativity, and peer interactions. Keep choice areas organized and neat.

8:45-9:15 am Morning Meeting: Large group activity formally begins the day with introductory songs,

calendar, weather, news, sharing and discussion of project work Staff responsibility: Participate in singing, focus children's attention on teacher-directed activity, and encourage participation of all children.

9:15-9:45 am Breakfast Staff responsibility: Supervise hand-washing, and wash tables with disinfectant before and after snack. Encourage self-help skills and assist with clean up after snack. Sit with children at tables. Engage the children in conversation.

10-11 am Outdoor classroom: Outdoor play on playground with a wide variety of age-appropriate equipment, games, and materials. Staff responsibility: Check that all children are properly dressed before going out. Check all equipment and toys prior to use. All areas of the playground and gym must be supervised. Avoid personal conversations with other staff. All equipment must be stored in the shed, and the sand box must be covered.

11:00-12:00 pm Center Choice/Project Work: project work, table activities. Staff responsibility: Assist children in group and project work by engaging and assisting in acquiring materials and resources. Engage through conversation, questioning, and documentation.

12-12:30 pm Lunch Staff responsibility: Supervise hand-washing. Keep lunch boxes off the table. Supervise and help as needed with lunch. Sit with children and engage children in conversation at the tables. Assist with clean up after lunch. Offer alternative activities for children who have finished eating.

12:45-2:30 pm Rest Time: Children rest quietly on cots. Bedding is provided by parents and taken home weekly to wash. Staff responsibility: Help distribute rest mats,

remembering to leave space between each child. Help settle children and avoid conversation. Staff offers alternative activity for children not napping.

2:30-3:00 pm Afternoon Snack Staff responsibility: Supervise hand-washing and wash tables with disinfectant before and after snack. Encourage self-help skills and assist with cleanup after snack. Sit with children at tables and engage them in conversation.

3:00-4:00 pm Outdoor Classroom Staff responsibility: Supervise hand-washing and wash tables with disinfectant before and after snack. Encourage self-help skills and assist with cleanup after snack. Sit with children at tables and engage them in conversation.

4:00-4:30 pm Spanish Group time: Children sing and do literacy activities that promote Spanish language acquisition. All afternoon instruction is given in Spanish. Staff responsibility: Participate in singing, focus children's attention on teacher-directed activity, and encourage participation of all children.

4:30-5:30 pm Center Choices Staff responsibility: Check that all children are properly dressed before going out. Check all equipment and toys prior to use. All areas of the playground and gym must be supervised. Avoid personal conversations with other staff. All equipment must be stored in the shed. The sand box must be covered.

5:30-6:00 pm Group Games: Activities while waiting for pick up. Staff responsibility: Prepare children for departure. Remind parents to check cubbies. Exchange highlights from child's day. Remind parents to sign out child.

Curriculum Centers The curriculum centers are designed to allow children to explore math, science, language arts, social studies, studio arts, music, gross motor and fine motor development, health and safety, and character development.

We believe young children want and need to express ideas and messages through various materials and media such as: clay, paint, drawing, sculpture, construction, music, movement, dance, and shadow play. Children begin to gain new skills with the use of these mediums. Expression through play and art are learning tools used by young children. They revisit and revise their work as they acquire more knowledge moving them to new levels of awareness.

Project Work Project work is taken on by individual children, a small group or an entire class. This type of work is in-depth and investigative, answering student-prompted questions. Through

investigation students learn many different techniques including

- Questioning
- Researching
- Problem solving
- Project Planning
- Revising
- Editing
- Communicating

Project work enables documentation of progress and development that is reflective of each child's own interest and questions. With teacher narratives, photographs, conversations, and sample drawings the history of the project comes alive. Children, teachers, parents, and visitors can see firsthand what the children are learning, and how the investigation is proceeding.

Conscious Discipline Conscious discipline includes both adult and child behavior in our classroom. Our goals are that all teachers, adults, and children will

1. Take responsibility for our own upset and, be responsible for our own behavior.
2. Perceive compassionately, and offer compassion to others and ourselves.
3. Learn to respond to what life offers, instead of attempting to make the world go our way.
4. Learn to connect and guide, instead of force or coerce.
5. Create images of expected behavior in our brain.
6. See the best in others so we can consciously respond instead of unconsciously reacting to life events.
7. Teach new skills rather than punish others for lacking skills we think they should possess by now.

Process Art Children may work on drawings and paintings over many days and sometimes weeks. We focus on the process of creating art, and studio arts are a vital and vibrant part of our program. As children draw, paint, sculpt and work with clay and wire, they begin to use them to represent their ideas and understandings of the world.

Process art is a learning experience while product art is simply an exercise in following directions. In our room each child has a portfolio to be kept at school. Children are encouraged to revisit their work, and make additions or corrections to their drawings/paintings. To that end, children's work remains at school and may not be sent home every day. We ask for your support and understanding of this concept so that children do not feel pressured to produce a piece of artwork. Our approach is not "a make and take home" practice. We work at slowing children down, helping them see the details, and how things can change over time. In the process, children think creatively, make decisions, and problem solve.

Please join us in our adventure with your children this year, and we hope you are able to release your creative spirit here too!

During our first month, August, we will focus on getting to know one another. The All about Me books, our school photo friends, and the message board will provide many projects and activities for us to explore.

Message Board In the Reggio schools the message board contributes to the element of joy and surprise in daily life. Children innately love surprises!

We want to encourage all of our teachers to observe children's social interactions. We look for opportunities when one child is comforting another, problem solving, playing and enjoying another, helping another child, etc. These are times to "quietly" suggest they write a message to their friend. We want all staff to help us build a community of learners and caregivers. Parents are also invited to leave messages too!

We know the value of friendships in children's lives. That's one reason we model appropriate friendly behavior in social situations. We also want the children to value the importance of helping one another, and expressing their joy in being with one another. Interactions with peers and acceptance have long-time effects on a child's life. The message board is a great vehicle for making these connections - plus the message board is great place for them to leave surprises for one another. Look for things/ways for children to surprise one another with small "treasures" he/she would like (an autumn leaf, a heart sticker made by the child, a colored bead or a shiny object, nature objects). By getting to know one another, they will learn what is special and unique to each child. The message board is also a personal space that can invite creative thinking and writing skills. They can ask questions, invite exchanges and leave surprises!

Guidelines for Teaching The mark of a superior teacher is the ability to select materials and interact with children in ways that motivate them to learn through their own play. The art of teaching is founded in a thorough understanding of child development, coupled with careful observation and documentation of a child's responses to materials and interactions.

Teaching Dispositions We believe that young children learn by doing, and must be provided with a wide array of opportunities to experiment and explore concepts through hands on learning. We believe children develop through a generally predictable sequence of steps and milestones; they may not proceed through these steps in the same way or at the same time.

We believe the younger the child, the greater their need for first-hand, sensory experiences.

We believe that children refine their skills and understandings through play experiences.

We believe we can identify opportunities to extend and challenge learning through observations of children's play and development.

We believe activities, environments, and materials may need to be adapted to meet children's individual needs, including modifications for children with disabilities.

We use the following strategies for fostering learning in all curriculum areas including many, varied opportunities for children to:

PLAN: Children consider what they are going to do with the materials and how they are going to use them, to build a foundation for setting goals for themselves.

PLAY: Children use materials and make choices in ways that best suit their own personal curiosity and understanding. This allows them to experience joy in creating meaning for themselves.

REFLECT: Children recall/reflect on things that happened during their experiences, thereby reinforcing or questioning their understandings.

REVISIT: Children practice skills and replay their experiences over and over in many different ways; either confirming their understanding or adapting it based on new discoveries. As they explore, their understanding spirals; each new experience builds on previous learning.

CONNECT: Children, with the guidance of highly trained teachers, create linkages among disciplines and areas of skill development.

Spanish Language Program Our full-day classroom spends each afternoon in a Spanish-Immersion program, at no additional fee to families. Our half-day students enjoy two days of Immersive Spanish a week. The children learn basic vocabulary and communicative phrases in Spanish. The preschool teachers reinforce the vocabulary and lessons throughout the school day as well. The studies of topics include the following:

- Presentations
- Greetings and Salutations
- General class commands
- Colors
- Numbers 1-20
- Body parts
- Food
- Class objects
- Social Interaction

These types of initiatives introduce the children to diverse cultural and linguistic experiences. It is evident that such knowledge instills in them at a young age that we live in a fascinating world, where people of all cultures can learn from and celebrate with each other.

Dress to Play Active indoor and outdoor play is a regular part of our school day. Please dress your child in clothing that is suitable for running, climbing and other vigorous activity, and that is appropriate to the weather.

- Because the children work with paint, clay, and other messy materials, they should wear clothes that can be laundered easily.
- Sneakers or shoes with rubber soles are required
- Dress shoes, crocs, or sandals are not permitted because they present a safety hazard
- Special or dressy clothes should be reserved for use elsewhere. This type of clothing often inhibits a child from taking full advantage of the program
- A complete change of clothing is essential – please label all clothing with your child's name. Extra sets of clothing are to be stored at school
- Children should be sent to school in layered clothing to protect from excessive cold and/or heat
- During the winter months, children should be sent to school with hats and warm jackets
- Parents should apply sunscreen before dropping off their child during warmer months
- Copies of sunscreen and bug spray information are provided to parents

Bedding For our full-day students that stay extended hours, state licensing requires that we provide a quiet time to rest. Each child is assigned a cot to use for the duration of their time in our program. Please bring a LABELED crib or cot size sheet, blanket, and child size pillow. (IKEA has great affordable crib sheets, blankets, and pillows) All bedding will go home on Friday (or your child's last scheduled day of attendance), to be washed and sanitized, then brought back each Monday. We allow children to bring one small item from home as a comfort during this quiet time, if needed. All other toys shall be kept out of the center, unless authorized by your child's primary care teacher during special days.

Birthday Celebration Children enjoy sharing their birthday celebrations with their friends at school. Parents are welcome to send in a special treat. Please make arrangements with the supervising lead teacher. Parents are welcome to attend also!

Holiday Celebrations We strive to honor the traditions of the children and families in the program. Holiday curriculum and celebrations are handled in response to child and family input. Teachers invite families to share seasonal and holiday traditions that have personal meaning to them. Children may bring items from home and talk about their family's special celebrations. We invite parents to share with us non-commercialized holiday traditions, customs, and activities.

Our goal is to ensure that children learn about various cultural traditions in developmentally

appropriate and educational ways. We seek to avoid superficial stereotypes and to minimize differences in economic status by de-emphasizing materialism and commercialization. Instead, we concentrate on the aspects of love, family, and values that give meaning to each holiday.

We encourage parents to share a special story, song, musical instrument, or food- preparation activity with the children. Parents participating in the classroom help to transform our classroom groups into small communities of parents and teachers sharing in the care of children.

All About Me Books We will be creating special books to keep at school. Each child will have these books available to read at school and to share with friends. As the year goes by, pages will be added from projects at school and from new information and new photos you can add from vacations, family celebrations, new house/new baby, visits to the park or zoo, etc.

This is a work in progress. Our goal is to create a home/school connection which expresses each child's unique experiences and family life. These books will go home when your child leaves the preschool.

Personal Belongings Tracy Learning Center is not responsible for any materials brought to the center in addition to the necessary materials asked for (extra clothing, bedding). Please keep all personal items such as toys, books, jewelry, money, electronics, chapsticks, etc at home.

PART 6

Assessments & Conferences Conferences are a meeting between the primary care teacher and the parents/authorized representative of the child. A conference is the time in which teachers will discuss a child's progress, with the supportive use of an assessment. The assessment contains the assessment tool itself, samples of work, and documented observations made during class hours. Conferences are scheduled twice each year, typically in November and May. In between, conferences may be scheduled as often as needed to discuss your child's progress. Parents may request a conference with their child's primary teacher and/or the Director throughout the year, and a time that meets everyone's schedule will be set.

Home to School Communication Communication between the staff, including administration, and families is vital to the success of your child's development. We invite families to participate in their child's education by actively engaging with staff and administration on a daily basis. We welcome your comments, questions, and concerns, and strive to provide excellent customer service. We have an open-door policy, and welcome visitors at any time during business hours.

Within the center, parents can locate and utilize the "Parent Communications" board to find up- to-date

information regarding the center itself and the Preschool program. Daily activities and special notes are placed in your child's cubby. We ask that you check your child's cubby upon entering the facility, and again when leaving for the day.

In addition to traditional modes of communication, Tracy Learning Center Preschool uses an Application based tool (an app) called LifeCubby. This free downloadable smartphone app gives parents secure access to pictures, observations, tracking sheets, and instant messaging features where parents can communicate in real time with staff.

LifeCubby Tracy Learning Center Preschool uses LifeCubby to communicate with parents. LifeCubby is a "Digital Backpack" system for teachers to collect and organize data (photos, videos, daily reports) for parents! We are using LifeCubby as a service to our parents. As many parents have a goal to chronicle their child's growth and development, LifeCubby allows our teachers to document the daily activities in their classrooms and create E-portfolios so that you can follow along with your child's development as it is happening.

Confidentiality Tracy Learning Center values family privacy and wants to be sure that it protects information given by and about families. School/Center staff may access your child's records and health information for school purposes only. The California Department of Social Services, Community Care Licensing Division has the right to audit children's files and interview children without prior permission of the parents under California regulation (Section 101200).

Visitors and Volunteers All visitors must check in at the office prior to entering the classrooms, building space, or yard area to receive a visitor badge. Upon leaving, visitors must check out at the office.

Volunteers from our community are always welcome to join the Tracy Learning Center Preschool. In order to enter into our program, volunteers must be processed for security, provide TB clearance, proof of Tdap/MMR as well as proof or declination of the flu shot and a statement of good health from a practitioner. A copy of a valid form of photo identification is also required.

Personal Rights Children have right, which include, but are not limited to, the following:

1. To be accorded dignity in his/her personal relationships with staff and other persons. To be accorded safe, healthful, and comfortable accommodations, furnishings, and equipment to meet his/her needs.
2. To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with the daily living functions, including sleeping or toileting; or withholding of shelter, clothing, medication, or aid to physical functioning.
3. To be informed and to have his/her authorized representative, if any, informed, by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint-receiving unit of the licensing agency and of information regarding confidentiality.
4. To be free to attend religious services or activities of his/her choice, and to have visits

from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, the parent(s) or guardian(s) of the child shall make decisions concerning attendance at religious services or visits from spiritual advisors. 5. Not to be locked in any room, building, or facility premises by day or night, except as a supportive restraint approved in advance by the licensing agency. 6. Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

Parents Rights As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office, and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address, and telephone number of the local licensing office.
7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: California State law provides that the licensee may deny access to the child care center to a parent/authorized representative if his/her behavior poses a risk to the children in care

Complaint Policy & Procedures Every effort is made to ensure that you and your child(ren) have a wonderful experience throughout your enrollment at the Tracy Learning Center Preschool. As a parent or authorized guardian, situations may arise where immediate attention is needed. In the event that problems arise, you may utilize the following options to seek assistance and resolution:

Contact your child's primary care teacher at the center via in person, telephone, or email.

Contact the center Director/Program Lead via in person, telephone, or email. Ms. Lisa Van Scoy (209) 229-1575 lvanscoy@tracylc.net

Contact the Supervisor of the Tracy Learning Center Preschool Program. Mrs.

Heather Campbell (209) 290-0511 hcampbell@tracylc.net

Fostering Tolerance & Respect Children are born without biases about other people of any race, culture, gender or disability. We sometimes wonder if we can raise children free of prejudice by just leaving well enough alone and making sure not to pass on negative attitudes. Unfortunately, it doesn't work this way; society's messages are too pervasive. As parents and teachers, we need to take positive action if children are to grow up being comfortable with who they are and respectful of others.

We want to work with you to create a program that helps to counter society's message of bias, and reflects the cultural background of all our children and families. To begin with, we choose books, dolls, and photo displays with an eye to finding balance and showing children what they see too little of elsewhere. Are we doing this to be "politically correct?" Not really. We are committed to helping children grow up confident of their own identity, respectful of other people, and aware of the rich diversity of their community and world. We can only do this by working closely with our families, hearing your perspectives, and finding out more about the cultural background that each child brings to the program.

Children's Friendships Children today are entering into social situations earlier, and they are spending more time with peers than they used to. With more mothers of preschool-age children joining the work force, more children are in childcare settings. Recent studies have found that some friendships formed in the early years of childhood are second only to familial relationships in importance. From such findings comes a heightened awareness of the social and emotional importance of friendships in the early years.

Enrollment in an early childhood program offers children social experiences that might not be available to them in relationships with adults or siblings. With many friends their own age, a child encounters many opportunities to negotiate and compromise. Children are encouraged to express opinions and ideas as well as to respect others.

Preschoolers develop social competence in three main areas: initiating interactions, maintaining ongoing relationships, and solving conflicts with other children. While some children easily join a group at play, others have difficulty. As adults, we can help young children learn social strategies for entering playgroups or for talking to other children about what they want. Watching for a few minutes and then saying "I'll be the big sister, okay?" works better than "Hey, let me do that!"

We need not be too concerned when children frequently change best friends. A friendship may last only for an afternoon of play. However, if the child does not seem to have any special friendships at school, he may benefit from one-on-one time with one of the other children outside of an educational setting. Playing together a few times outside of school often gives two children a level of comfort with each other that carries over to their time at school.

Newsletter The newsletter is published once a month. We welcome and encourage parent submissions.

Annual Parent & Staff Survey Parents and staff are asked to complete a survey at the end of each year. This information helps to assess how the program is meeting the needs of parents and

children, as well as to identify strengths. If a parent has a problem or complaint, it is the policy of the preschool that it be directed to the attention of the lead teacher or director. If the response is unsatisfactory, parents may speak to Connie Linarez. Parents are encouraged to make suggestions about preschool policies and program.

Sensitive Issues We try be aware of and sensitive to the families we serve. If divorced or separated parents are sharing custody, and there is some way the program can help make this easier (or avoid making the situation more difficult) please let us know. Please note, that without a legal document (i.e. copy of custody settlement or restraining order) we cannot presume one parent has more or less rights than the child's other parent.

Parent Activity Club As we begin a new school year, we realize how greatly our program benefits from the support of our parents .We invite all parents to join our Parent Activity Club, which meets once a month to plan special events that are held during and after school.

Classroom Volunteers Come into the classroom to share your special skills, interests and experiences with the children.

- Read your favorite children's book
- Tell a story
- Assist with a studio arts lesson in drawing, painting, sculpture (no arts/craft project)
- Do some science or math experiments
- Show photos from a past trip
- Talk about your job, hobbies, etc
- Cooking activities, holiday foods, ethnic recipes, healthy snacks
- Play an instrument
- Teach new songs
- Teach a dance or exercise program, yoga
- Share information about your culture/country
- Teach a language
- Talk about your favorite artists or musicians, bring examples of their work
- Gardening and planting

Your skills are vital to the development of our classroom community. We invite you to share your passion with our students.

Resource List Our classroom offers diverse materials and as you can imagine nothing lasts too long. We ask that all parents keep an eye out for things being given away or thrown out. We can likely find a use for it!

Items on our always-need list

Scrap Paper Matte
Board Magazines Glue
Paint (all types) Contact
Paper Playdough

Books Puzzles Stuffed
Animals Dominoes
(incomplete sets are
great)

Is of any kind
ads Buttons
rors Flashlights
gnets Legos
ss Up Clothes
alk Markers
ncils

Sanitizer
Bubbles Clocks
Timers Radio
Camera Muffin
Tin Receipts
Tissue Baby
Wipes Hand
Sanitizer

Bubbles Clocks
Timers Radio
Camera Muffin
Tin Receipts
Tissue Baby
Wipes Hand

Parent Behavior in our Center

Developmental Milestones

2 Years

Gross motor Skills Cognitive Skills Language Social and Emotional

Development

Stands on Tiptoe Finds things even when hidden Points to things or pictures when they are named Begins to run Uses utensils or hands to eat with accuracy
Copies others, especially adults & older children Follows simple instructions Begins to include other children in games
Kicks ball Sorts by shape or color Knows names of familiar people Climbs onto and down from furniture w/o help and body parts Shows more and more independence Gets excited with other children.

3 Year Olds

Gross motor Skills Fine motor Skills Language Social and Emotional

Development

Walks with agility Assembles simple puzzles Understands most of what is said and 75 percent of speech is understandable
 Follows simple directions; enjoys helping with household chores

Speaks in complete sentences of three to five words
 Begins to recognize own limits – asks for help
 Begins to recognize own limits – asks for help
 Begins to recognize own limits – asks for help

Catches large balls and throws overhand

All adults in the preschool, including parents, are expected to behave in a pleasant, friendly, and respectful manner towards children, teaching and administrative staff, parents, and visitors. It is expected that there will be no physical discipline of children and no verbal threats toward or humiliation of children, staff members, or parents in the program. Incidences of such behaviors will be addressed by the director and may be grounds for termination of enrollment.

PART 7

Likes Rides a tricycle Copies simple shapes, such as a cross or circle
 Understands concepts of "now," "soon," and "later"

other children (does not share well)

Climbs ladders; uses stairs
 Stacks blocks up to nine high Begins to recognize cause- and-effect relationships

Begins to notice other people's moods and feelings

4-year-Olds

Gross motor Skills Fine motor Skills Language Social and Emotional
 Development

Running is more controlled; can start, stop, and turn
 Copies crosses and squares Uses a 1,500-word vocabulary; speaks in relatively complex sentences ("Mommy opened the door and the dog ran out.")
 Takes turns, shares, and cooperates
 Turns somersaults; hops on one foot; gallops
 Prints some letters Understands words that relate one idea to another – if, why, when
 Expresses anger verbally rather than physically
 Can easily catch, throw, and bounce a ball
 Uses table utensils skillfully Understands space concepts (more, less) and past, present, future, but does not understand the duration of time
 Can feel jealousy and may lie to protect self (but may not understand the concept of lying)
 Can brush teeth, comb hair, wash, and dress with little assistance

Cuts on a line Thinks literally; starting to develop logical thinking

Enjoys pretending and has a vivid imagination

5-year-Olds

Gross motor Skills Fine motor Skills Language Social and Emotional
Development

Runs in an adult manner Hand preference
is established

Speaks fluently; correctly uses plurals, pronouns, tenses

Distinguishes right from wrong, honest from dishonest, but does not recognize intent

Walks on tiptoe, broad jumps

Laces (but cannot tie) shoes Very interested in words

and language; seeks knowledge

Plays make-believe dress up (mimics adults)

Walks on a balance beam Grasps pencil like an adult Uses complex language Seeks to play rather than be alone; friends are
important

Skates and jumps rope Colors within lines Thinking is still naïve; doesn't
use adult logic

Wants to conform; may criticize those who do not

Remember that these milestones represent averages, not rigid developmental deadlines. Children move
through these changes at varying rates, some sooner, others later.

Closing Statement A strong home and school environment is essential when building a good
environment for young children. All of our staff will try to do our very best to keep you informed and
involved in our preschool program. Clearly, ongoing communication and support from both families and
staff make the connection between home and school a two-way street. Please share with us information
about your child and report any changes especially during a major crisis. Anything you share with us will
be held in confidence. We hope to nurture mutual trust and respect at every opportunity. We look
forward to getting to know you and your family!

Tracy Learning Center Preschool Program Contract

I hereby acknowledge that I understand and agree to the following policies:

1. I agree to pay a non-refundable registration deposit of \$200.00 once a year that is
applied to tuition for the first month of the new school year. 2. I understand that fees are flat
rate, and no tuition refunds due to illness, inclement
weather, power and or/water outage, holiday closings or other legitimate conditions beyond the
control of Tracy Learning Center Preschool will be given. 3. I understand that monthly tuition is
a flat rate of \$_____ (parent initial) 4. I will give the preschool fourteen days written
notice in the event that I will need to withdraw my child. If I fail to comply with this requirement, I
will be charged tuition as usual until written notice is given. 5. I understand there is an overtime
charge of \$5.00 per minute late in picking up my
child. (Lateness will be judged on the preschool clock beginning one minute after your
program ends.) 6. I have received a copy of the parent handbook and agree to abide by all
the rules
and regulations. 7. I understand the policy to keep my child at home according to the
preschool health
care policy. 8. I agree to keep my child home if he/she is too sick to participate in the full
program,
including indoor and outdoor play. 9. I agree to notify the staff when my child is ill, or

any family member has a contagious disease. 10. I agree to send my child with a change of clothes labeled and seasonal every day. 11. I will provide information on how to contact me in an emergency situation (including address, phone number, employment, and other emergency information) which I will update when changes occur. 12. I will notify a teacher and sign in and out every time I, or someone I authorize, enters the preschool to drop off or pick up my child. 13. I agree to discuss any concerns I may have with the supervising lead teacher. 14. I understand I will be asked for written permission for each field trip which may be taken by the preschool. 15. I will submit all required registration forms including the school health form and ASQ before my child can attend. 16. I will obtain a physical for my child annually. 17. I will update my immunization record as my child receives shots and yearly. 18. I will cooperate with the supervising lead teacher in the follow up of any medical, dental, or developmental needs of my child. 19. I will complete a medication consent form when requesting medication administration. 20. I understand I will be provided with information, either verbally or in writing, about my child's development and learning with written reports at least two times per year. 21. I understand that my child's lead teacher will conduct a developmental screening within three months of enrollment and that the results will be shared with me. 22. I understand that the preschool will keep ongoing assessments of my child as an integral part of the program. Assessments are gathered through a variety of methods including observations, checklists, and anecdotal records; all information gathered therein will be collected and maintained in my child's portfolio, which is available to me at any time. 23. I understand that I will be notified via text message of any events, emergencies, reminders, etc. and this is the best number to receive a text

Parent's Signature Date

Please check one:

I give Tracy Learning Center permission to take photographs and audio visual of my child

I do not give Tracy Learning Center permission to take photographs and audio visual of my child. Please check one:

I give Tracy Learning Center permission to show my child educational or PG-rated videos.

I do not give Tracy Learning Center permission to show my child educational or PG-rated videos

Please check one:

I wish to be a part of the preschool directory which will have my first name, my child's first name, and my phone number.

I do not wish to be a part of the preschool directory.

Please provide email address:

I wish to receive online invoices for monthly tuition at the email address listed below.

Email address

I want to participate in LifeCubby

Child's Name

Parent 1 First & Last Name

Parent 2 First & Last Name

Parent 1 email address

Parent 2 email address