



**Parent Handbook
2010-2011
Table of Content**

Background	4
Mission Statement	4
Philosophy	4
NAEYC Accreditation	4
Board of Trustees	5
Staff	5
Curriculum Overview	6
Learning How to Learn	7
How Does PLAY Prepare a Child for Kindergarten?	7
Assessment of Child Progress	8
Parent-Teacher Conference	9
Program Evaluation	9
Licensed Capacity and Teacher-to-Child Ratios	9
Mixed-Age Grouping	9
Admission	10
Waiting List	10
Daily Schedule	10
Orientation and Routines For Children	11
Nap/Rest Time for Children	11
Non-Discriminatory and Diversity Policy	11
Inclusion Policy for Children with Special Needs	12
IFSP and IEP	13
Confidentiality	14
Tuition and Fees	14
Sibling Discount	15
Change in Tuition and Fees	15

Missed Days	15
Withdrawal from Preschool	15
Attendance, Arrival and Pick Up	16
Parents as Partners	16
Parent Association	17
Room Parents	18
Parent Service Hours	18
Family Visits	18
Newsletter	18
Behavior Guideline and Limit Setting Policy	18
Children’s Aggressive Behaviors	20
Health and Safety Guidelines	20
Staff Responsibility	21
Family Responsibility	22
On-Site General Safety Practices	24
Hand Washing	25
Food and Nutrition	25
Food Brought From Home	26
Environmental Health and Pest Control	26
Facility Cleaning Routine	26
Emergency and Natural Disaster	26
Update of Child’s Health and Safety Information	27
Holidays and Celebrations	27
Field Trips	28
Parking Lot Safety	28
California Vehicle Restraint Laws	28
School Animal Safety	29
Clothing and Personal Belongings	29
Babysitting Policy	30
Inspection Authority	30
Redeemer Staff as Mandated Reporters for Suspected Child Abuse & Neglect	30

Dear Parent,

Please accept our warmest welcome to Redeemer Preschool!

In the pages of this handbook, you will learn about the most important features of our program. We ask that you read it carefully and completely. You can find additional information on our website at www.redeemerkids.com.

In joining Redeemer, you become part of a community of staff, parents, children, and extended family and friends, working together to provide an innovative and loving educational environment.

In March 2010, **Redeemer Preschool** has earned accreditation from the National Association for the Education of Young Children (NAEYC), the nation's leading organization of early childhood professionals. We are very proud to have earned the mark of quality from NAEYC, and to be recognized for our commitment to reaching the highest professional standards. NAEYC Accreditation lets families in our community know that children in our program are getting the best care and early learning experiences possible.

You are truly our partners in this profound process of care and education of your child(ren). Please feel free to come to us with any questions or concerns. We greatly look forward to sharing this journey together.

Regards,

Teresa Chan
Director

Karen Russillo
Board President

Tami McCall
Parent Association Chair

Background

Redeemer Preschool is a non-profit, non-denominational preschool and child care program that was established by the Church of the Redeemer (member of the California Episcopal Diocese) in response to a growing need in the community for quality early childhood education environments. A new facility was built in 1994 to provide year-round preschool education for up to 55 children each day ages 2 through 6. Redeemer is located in the Glenwood neighborhood with a beautiful, peaceful natural setting. Redeemer holds a Preschool Day Care Center license with the California Department of Social Services – Community Care Licensing.

Mission Statement

To serve the community by providing an exemplary learning environment, which promotes the safe and healthy growth of children by following developmentally appropriate practices.

Philosophy

- We believe learning is a lifelong, enjoyable, and challenging experience.
- We believe that every child is unique. We tailor our approach to each individual child's social, emotional, and intellectual needs.
- We believe in providing an environment where children's individual differences and cultural experiences are respected and valued.
- We believe that play gives children opportunities to understand their environment, interact with others in social ways, express and control emotions, and develop their imagination and creativity.
- We believe the family provides the child's most important learning environment. Therefore, we offer education, involvement opportunities and support for the entire family.
- We believe in attracting and retaining high-quality professionals as consistency and stability of staff promotes the healthy growth of children.

NAEYC Accreditation

The preschool has achieved its accreditation from the National Association for the Education of Young Children (NAEYC) in March 2010. The NAEYC standards reflect the latest research and best practices in early childhood education and development. NAEYC is also committed to utilizing the newest studies and analysis on positive child outcomes to ensure young children continue receiving the highest-quality care and education possible.

As a NAEYC-Accredited program, we

1. Promote positive relationship for all children and adults to encourage each child's sense of individual worth.
2. Implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.
3. Use developmentally, culturally, and linguistically appropriate and effective teaching approaches.
4. Provide ongoing assessments of a child's learning and development and communicate the child's progress to the family.
5. Promote the nutrition and health of children and protect children and staff from illness and injury.
6. Employ and support a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse interests and needs.
7. Establish and maintain collaborative relationships with each child's family.
8. Establish relationships with and use the resources of the community to support achievement of program goals.
9. Provide a safe and healthy physical environment.
10. Implement strong personnel, fiscal, and program management policies so that all children, families and staff have high quality experiences.

Board of Trustees

Redeemer Preschool is governed by a volunteer Board of Trustees consisting of two ex-officio members and ten elected members. The two ex-officio members are the Vicar and the Director of the Preschool. Board membership is composed of community leaders from business, education and service fields as well as parents of children enrolled in the Preschool and members of the Parish. The Board has the independent authority to select its own staff, establish its own policy and rules, and maintain separate financial accounts.

Staff

Valued teachers lead to valued children - the teaching staff is the foundation of a quality program. Redeemer teachers are chosen for their training and experience in early childhood education, and their commitment to the healthy and nurturing development of children. Besides meeting the requirements established by Community Care Licensing and NAEYC, all staff members are required to pass a background check (including fingerprint and reference check), a TB test, and be certified in pediatric CPR and first aid. We encourage staff members to enhance their skills through team review, professional development and continued education. Our low teacher-to-child ratios allow for quality teaching and individual attention.

Our director possesses the relevant credential, training and experience in the management of quality early childhood education programs. Each of our classroom teachers is qualified with appropriate educational units in child development and early learning, as well as years of teaching experience. Most of our teachers also hold an associate or bachelor degree.

Curriculum Overview

Our program is founded on the philosophy that a child's social, emotional, cognitive and physical growth develops from a positive sense of self. We treat children with love and respect, and encourage them to grow, create, and learn at their own unique pace.

Interactive, playful and interesting, our curriculum prepares children to get along well with others and become enthusiastic learners. We provide a purposeful and inspiring learning environment that helps children grow in all areas of development. Our teachers integrate children's spontaneous, day-to-day discoveries, interests, and curiosity into established learning goals and activities. When teachers incorporate children's ideas into their experiences, self esteem is enhanced, and over time, this will support children in becoming self-directed learners.

We offer our children a combination of child-initiated and teacher-directed learning experiences such as circle time, free and dramatic play, reading, storytelling, music, movement, science and nature, cooking, mathematics, early literacy, language arts, gross and fine motor activities.

Our playground and school garden offer a natural setting for learning and exploration. Children find and study bugs and butterflies, plant seeds and watch them grow. We incorporate nutrition and wellness into our curriculum. Helping children to understand how to be healthy will be an attribute that follows them throughout their lives.

Animals are part of nature and can play a significant role in children's learning and development. They can also provide children with companionship and entertainment. Our animal program includes a salt-water fish tank, rabbits and chickens. We adhere to health and safety procedures pertaining to school pets to ensure that the animals are well cared for, interaction between children and animals is always supervised, and hand washing is frequent.

Our teachers engage in a continuous cycle of observing, guiding, learning and assessing children's progress to ensure each child's experience at Redeemer is rewarding and meaningful. Please visit our website at www.redeemerkids.com for the curriculum goals for each classroom.

At the beginning of each school year, through a family/child information questionnaire, we learn from parents their knowledge of their child's interests, approaches to learning, their child's developmental needs, and their concerns and goals for their children. This information is incorporated into ongoing planning for curriculum and classroom activities. Routinely, teaching staff will distribute to parents an overview of the educational goals and curriculum objectives, including strategies that can be used by families to promote their children's learning.

Learning How to Learn

Play is central to our method of curriculum development – an approach also known as emergent curriculum. We recognize that the potential for a child’s ability to learn is indefinite. Everything holds a basis for knowledge, from the physical environment, to the interests of the children and teachers. In our view, curriculum is not something to be covered, but rather something to be explored.

A key component of emergent curriculum is teacher observation. Children’s play reflects their interests and curiosities. When teachers observe how children play and pay attention to their interactions, it becomes possible to plan activities and experiences that have meaning for the children. In turn, children become more fully engaged with what they are doing. In effect, children learn how to learn.

Our teachers plan their curriculum taking into account their professional knowledge and experience, child development norms, and the interests and abilities they observe in the children. Our curriculum emerges from both predictable and unexpected events occurring at school, in the neighborhood, community and natural world. When teachers and children are not restricted to pre-designed lesson plans, they become free to take advantage of the wealth of learning opportunities inherent in daily life.

Our teachers also encourage children to explore experiences that interest them. Children build vocabulary and knowledge of the natural world as they hunt for and investigate bugs, leaves and flowers. When children eagerly recite favorite stories as they turn the pages of beloved books, they gain deeper understanding that letters are symbols that have sounds and combine to represent words.

In summary, with an emergent approach, the driving force for learning is the natural curiosity and enthusiasm that emerges from the children themselves. However, while spontaneity figures highly in the development of curriculum, planning is also required. Our teachers become skilled at quick decision making, incorporating what they observe into short and long-term planning. As they develop curriculum, they are also addressing children’s awareness and learning in key development areas.

How Does PLAY Prepare a Child for Kindergarten?

Some parents may worry that a play-based curriculum does not adequately prepare their child for the rigors of today’s kindergarten. Our program, while based on PLAY, is intentional, constructive, engaging and challenging. Starting from the toddler classroom, children take part in numerous activities that develop concepts involving literacy, language, math, science, and the community in which the children reside. More importantly, we provide our children the building blocks for their development and advanced learning.

We take the view that it is better to encourage a love for learning than to force a child to memorize the alphabet or count to 100. Indeed, research shows that when children have abundant experiences that foster exploration and instill a sense of wonder, they develop

sophisticated logical thinking skills and a refined ability to problem solve. They also view themselves as competent learners.

Children from Redeemer matriculate to local public and private elementary schools. The feedback we received from parents and kindergarten teachers is that Redeemer children are confident, curious and tenacious learners who are well prepared for the next stages in their cognitive and social development.

Assessment of Child Progress

We use **The Creative Curriculum Developmental Continuum** that links to our curriculum goals and objectives. This assessment tool is developed by Teaching Strategies, an educational publishing company which serves the early childhood community exclusively since 1988. The Creative Curriculum assessment system is field-tested, research-based, and utilized by preschools across the nation including federal and state-funded programs.

Assessment is naturally integrated into the course of every day as ongoing teacher observation of individual development and group patterns. Teaching teams meet weekly to review their assessments, and to identify children's current interests and needs so teachers can plan their curriculum to better support individual and group progress. At times, these reflections indicate the need for altering the classroom environment, shifting a learning focus, trying new teaching strategies, etc. If concerns about individual children's development arise and are not readily remedied via classroom adaptations, teachers initiate a dialogue with colleagues and parents to plan approaches to try at both home and school. On a routine basis, teachers also collect family input and information to help assess a child's progress.

Redeemer Preschool does not conduct any norm-referenced or standardized assessments or standardized assessments of preschool children for comparison purposes. We utilize the assessment tool described above, together with our professional judgment, rather than a standardized screening. Occasionally, staff and/or parents identify the need for additional screening or referral for professional diagnostic assessment. In those cases, staff and parents typically include the director in the dialogue for the purpose of more precisely identifying the focus for screening/diagnosis and to review the resources available to children and families in the community.

The skills and stages identified in our assessment instrument cover most of the children in our program. However, there may be children who go beyond the scope of the developmental continuum, and others whose development in one or more areas is not at a typical level. Assessment and parent conferences are conducted in a way which is sensitive to diversity, family values, and language. Assessments involve only activities that are familiar to the children, and every effort is made to eliminate verbal directions that might not be understood by a child with a language disability or limited English proficiency. Some of our children may have special education needs or a diagnosed disability. We adhere to the Americans with Disabilities Act (ADA) and believe in educating children in the least restrictive environment, and that all children bring with them strengths and abilities on which we can build. The developmental continuum

allows our teachers a way of identifying children who are not yet at the beginning level of a typical preschool environment.

Results of children's assessments are primarily used to shape current program planning and to discuss individual children's development progress with parents so we can work together to best support each child's growth. In addition, group results contribute to group planning and the preschool's quality improvement process. When parents seek public or private elementary school education for their children, the assessment results may be used to complete a student evaluation form typically requested by local public and private schools.

Parent-Teacher Conference

Our families are provided information about their child's development and learning on an on-going basis through verbal or written communication (notes or emails). Developmental profiles (continuum) of children are completed for the parent/teacher conferences held twice a year to review each child's experience and success, as well as to address any questions or concerns that may arise for parents. Parents are always welcome to request meetings with teachers or the director at other times as the need arises.

Program Evaluation

Once a year, program assessment tools such as parent surveys (including those who graduated from the program), staff surveys, and administrator reviews are utilized to evaluate program performance. The results of the annual program evaluation will be reviewed with the board of directors and used for continuous program improvement.

Licensed Capacity and Teacher-to-Child Ratios

Redeemer Preschool is licensed by Community Care Licensing, California Department of Social Services to maintain a capacity of up to 55 children. The number of teachers to children is an essential factor in delivering quality care. Our teacher to child ratio well exceeds the state requirements.

Green Frog Class (older toddlers)	12 children with two teachers
Yellow Duck Class (three-year-olds)	13 children with two teachers
Purple Dragon Class (older three, four to five year-olds)	14 children with two teachers
Red Dragon Class (older three, four to five year-olds)	14 children with two teachers

Mixed-Age Grouping

Though our classrooms are age-specific, we offer a slight mixed-age grouping in each classroom to provide children the opportunity to observe and initiate a wider range of competencies, and identify models suitable for their learning. Mixed-age grouping also invites cooperation and other pro-social behaviors, and can enhance young children's motivation and self-confidence.

Before grouping, we always consider the optimum age range, the proportion of older to younger children, the allocation of time to the mixed-age group and the curriculum and teaching strategies that will maximize the educational benefits for the group, including small group teaching.

Admission

We encourage every family to visit the school and teaching staff prior to enrollment. Parents or guardians must complete appropriate forms before a child can be enrolled in the program. Emergency forms must be renewed each year. Parents are responsible for keeping the school informed as to changes of address and phone numbers, cell phone numbers, health and emergency information. State regulations require that parents must provide an up-to-date immunization record of their child before being admitted to a preschool.

We accept children from the age of 2 through 5 years, and we attempt to balance our student population by gender. Special needs children are evaluated individually prior to enrollment.

Waiting List

The preschool maintains a waiting list. The Board of Directors adopted the following enrollment criteria:

- Priorities are given to the siblings of currently enrolled students, then to the siblings of alumni;
- Families who are making a commitment to stay at Redeemer before their children enter Kindergarten;
- Other children who are on the wait list will be admitted on a first-come, first-serve basis, based on the openings designated for full-day and morning students, as well as boys and girls for each classroom;
- Approximately 5-10% of Redeemer openings are also reserved for low-income families through a partnership with Marin Child Care Council.

Hours of Operation

Redeemer Preschool operates year-round, Monday through Friday, from 7:30 a.m. to 6:00 p.m.

Daily Schedule

Below is an example of our daily schedule. The schedule for each classroom may vary depending on the teachers' style and the age groups served.

7:30 a.m.	School opens
8:30 a.m.	Morning program begins – student drop off and free play
9:00 a.m.	Breakfast (cereals, toast, organic eggs, fresh fruit, milk)
9:30 a.m.	Morning circle time (songs, stories, calendar/weather, games)
10:00 a.m.	Morning enrichment activities**
10:45 a.m.	Outside play and gardening

11:30/11:45 a.m.	LUNCH
12:15 p.m.	Morning program ends—Pick up for Green Frogs & Yellow Duck
12:30 p.m.	Morning program ends—Pick up for Purple & Red Dragons
12:30-12:45 p.m.	Circle time before nap/rest time
12:45-2:30 p.m.	Nap/rest time
2:30 p.m.	Children wake up
3:00 p.m.	Afternoon snack (fresh fruit, grains, cheese, milk/water)
3:30-4:30 p.m.	Afternoon enrichment activities**
4:30-5:30 p.m.	Outside play and gardening
6:00 p.m.	School closes

** Enrichment activities may include: drama, art, science, storytelling, puppet shows, magic shows, cooking, music, dance, movement, sports, yoga, gymnastics, gardening, etc.

Orientation and Routines For Children

The entry process is carefully planned to make the children's first days of school as reassuring as possible. The child's first school experience for the year is a visit with a parent or caregiver to become familiar with the space, the teacher, and begin to meet other members of the school community. After that, the teachers focus on helping the children get to know each other, and learn the classroom routines. Parents and teachers may also collaborate on alternate plans for children whose separation requires a more individualized approach.

Once the regular schedule begins and throughout the year, it is important for the children to arrive promptly so that they can participate fully in the day's activities. The start of the day often affects the child's whole experience. Being picked up on time is equally important. Young children need the security of knowing that they, too, will be picked up when the other children are going home. Please also call the school for any child absences.

Nap/Rest Time for Children

Sleep is a major requirement for good health. Crucial physical and mental development occurs in early childhood, and naps provide much-needed downtime for growth and rejuvenation. Naps also help keep kids from becoming overtired, which not only takes a toll on their moods but may also make it harder for them to fall asleep at night. At Redeemer Preschool, a nap/rest time is scheduled each day for full-time students from 12:30 to 2:30 p.m. Since sleep needs vary by age and by child, no child is forced to sleep or stay awake during nap time. Each child is given at least one hour of nap/rest time. Starting at 1:30 p.m., children not sleeping or have awoken from their nap are allowed to go to a classroom for reading or quiet activities, which are supervised by one or more teachers.

Non-Discriminatory and Diversity Policy

Redeemer Preschool admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to its students.

At Redeemer Preschool, we strive to ensure that all the children enrolled in our program feel welcomed by the school, its staff and other students. Families with many different backgrounds, traditions and experiences continually join our community. We offer an inclusive environment where each child is valued.

Redeemer's curriculum is designed to reflect the diversity of the school community and the wider community in which we live. The Redeemer staff selects books, activities and other instructional materials that are appropriate for each age group and individualized to the needs and developmental level of each child. The curriculum offers diverse images of gender role, racial, ethnic and cultural traditions and backgrounds, individual capabilities, and family lifestyles.

During the preschool years, children develop self-identity and ideas about others. Their learning experiences and environment play an integral part in developing a strong, positive self-concept, as well as empathy and respect for others. At Redeemer, we encourage the children to express who they are and show respect for their similarities and differences.

Inclusion Policy for Children with Special Needs

As a program that strives to provide the least restrictive environment for all children needing early education and care, the following policies shall apply to those children with identified special needs prior to enrollment. Special Needs is defined as any child who is exhibiting behavior of being cognitively, socially-emotionally, behaviorally or physically challenged.

Redeemer Preschool is designed to be inclusive of all children, including children with identified disabilities and special learning and development needs. We require that staff are aware of the identified or diagnosed special needs of individual children and follow through on specific intervention plans. Staff work in collaboration with appropriate professionals (such as early childhood special educators, speech and language therapists, occupational therapists, developmental pediatricians, inclusion specialists, behaviorists, etc.) and make appropriate professional referrals where necessary. Therapy is developed appropriately and incorporated within classroom activities as much as possible. Family members are required to be involved in development and use of individual education plans.

Redeemer Preschool reserves the right to:

- Request, when necessary, that parents make arrangements for appropriate assessment to be done for children who are clearly not benefiting from the program in one or more of the developmental domains. This can be done through private intervention and assessment and/or through the public services. If it is determined that the Preschool cannot meet the needs of an individual child, further assessment may be required for continued enrollment.
- Request, when necessary, that all documents from medical professionals or therapists that deal specifically with treatment and/or goal setting and benchmarks, be copied, and given to school personnel for use and placed in the child's file. These documents, coupled with a team of people working together (parents, teachers, professionals), will provide the ultimate continuity between

school, home and therapy settings, thus providing an increased probability of reaching educational goals.

- Request, when necessary, that parents provide contact information for our staff to speak directly with professionals providing assessment or intervention on behalf of the child. This connection and commitment to receive direction from professionals will help our staff to know how to best adapt the environment to meet the specific needs of the child as well as follow through with specific learning goals and benchmarks.
- Request, when necessary, that parents make arrangements for additional supervision and care for their child (i.e., shadow teachers, inclusion specialists) when attending school. Redeemer Preschool reserves the right to interview the potential candidate and grant or deny access to our classrooms or program for any reason. Redeemer Preschool reserves the right to request, when necessary, that parents make financial arrangements for the additional supervision personnel. Request, when necessary, that parents provide appropriate caregiver background check information in accordance with the Department of Social Services for the adult chosen to work with their child.
- After the above efforts have been exhausted, if we as a school feel we are unable to meet the specific developmental needs of a particular child, we will ask that the parents dis-enroll the child from the school. This could occur if the child is showing dysfunctional behavior that could pose a threat to the safety of the other children in the school or if the staff feel they and environment cannot meet the child's needs. Redeemer Preschool reserves the right to terminate the enrollment at any time should we determine that the child or family is unable to adjust to the school's schedule, policies, procedures, to cooperate with the staff, or for behavior endangering the children, families or staff.

In all cases, all documents, conversations, and individualized education plans or plans for early intervention will be strictly confidential. Information will be exchanged on a “need-to-know” basis—only for those people who are working directly with the child.

IFSP and IEP

The **Individual Family Service Plans (IFSP)** is an education document of the child's present level of development: physical, cognitive, communicative, psycho-social and adaptive behavior for children under the age of 3. It is based on an in-depth assessment of the child's needs and the needs and concerns of the family. It contains:

1. goals for the child;
2. services the child will receive to help him/her achieve the goals;
3. how the family support from professionals, can help the child reach the goals.

The **Individual Education Plans (IEP)** is an education document for children ages 3-21. It focuses on special education and related services in schools. Main differences is the IFSP serves children from infancy through age 3, and involves the family more, and includes professionals from several disciplines in planning for the child. An IFSP is much broader than an IEP. The

IFSP focuses more on the child's needs in relation to the home and family while the IEP focuses more on the child's needs in relation to school.

Whether for Individualized Family Service Plans (IFSP) or Individual Education Plans (IEP) for toddler, preschool-age child, or family or care provider, a functional, participation-based outcome or goal reflects the daily life of a particular young child with disabilities and/or their families. At Redeemer Preschool, we work collaboratively with the IESP or IEP teams to address the child's strengths, needs and progress. Targeted outcomes and goals will be used to measure the child's success in school.

Confidentiality

Information contained in child's and staff records shall be privileged and confidential. Unauthorized removal of records or unauthorized divulgence of parents, staff or program's confidential information is a strict policy of the preschool. All observation of children by staff members, parents, or therapists must comply with these professional ethics at all times and never discuss children, families or staff elsewhere. All child/family information discussed at staff meetings must be kept in strict confidence.

The parents signed consent on who (in the family or in a child's IEP) has access to child's records. Redeemer Preschool does not release information in a child's record to anyone without parental written consent.

Because the staff at Redeemer Preschool work as a team, observations and other assessment data may be shared with more than one staff member. Information about family situations, special needs, and other sensitive issues is shared on an as needed basis. All adults working at Redeemer Preschool sign a confidentiality agreement.

In accordance with Health Insurance Portability and Accountability Act (HIPAA) guidelines, official written records for each child are kept in files in a locked closet in the school office and released only to the individuals working with a child or those for whom parents sign a written release. These files include enrollment forms, conference reports, health assessments provided by physicians, results of health screenings conducted at school after parent authorization, reports of diagnostic assessments released to the school by parents, individual education plans, etc. Staff documentation of children's behavior and development, including specialized records for children whose special circumstances require extra classroom documentation are kept in classroom locations accessible to teachers but out of the reach of children and out of sight of classroom visitors.

Tuition and Fees

Tuition is paid monthly. Tuition is due and payable on the first day of each month. A late fee will be assessed if payment is not received by the 10th of the month. Returned checks will also be charged a penalty fee.

An **annual fee** is charged to cover expenses for registration, classroom start-up materials, apparel and emergency supplies. An annual school event fee also applies to each family, which covers the entry tickets for the Fall Festival and Annual Fundraiser (Auction) Dinner. Both fees are due on September 1. The deposit from new families is not refundable but can apply to the first month's fee and tuition.

Please refer to the current tuition rate sheet for additional information.

Enrollment may be terminated at the discretion of the preschool for non-payment of tuition or fees. Families leaving the program must provide the director a notice of no less than 30 days.

Sibling Discount

There is a 10% discount from the full tuition rate for the second and additional children from the same family, applicable to the least expensive tuition. Sibling discount does not apply to other fees, such as annual fees or extended care.

Change in Tuition and Fees

Redeemer Preschool may change all tuition, fees and charges with 45 days written notice to parents.

Missed Days

Redeemer is a year-round school. Tuition is budgeted on a twelve-month time period to cover our operating expenses throughout the school year. No credit or refund on tuition is given for family vacation, sick days, or other absences. Missed Days cannot be made up or exchanged.

During the last year of a child's enrollment at Redeemer, tuition for the summer months may be prorated to allow the child to attend special interest activities before entering Kindergarten.

Families who wish to take a leave of absence during the school year and not to pay the scheduled tuition will lose their spots. They will be put on the waiting list according to our priority policy.

Withdrawal from Preschool

Parents may terminate the enrollment of their child/ren with 30 days written notice for any or no reason. Redeemer Preschool may also terminate an admission agreement with 30 days written notice for any or no reason. Unless agreed to by the preschool, all tuition, fees and charges will continue to accrue and be payable until the end of the 30-day notice period, whether or not the child is in attendance. Redeemer also reserves the right to terminate a student's enrollment if tuition and fees are becoming delinquent, or when a child's behavior continues to threaten the safety of self and others.

Attendance, Arrival and Pick Up

It is important that your child arrive at school on time for the morning program, between 8:30 and 8:45 a.m. A child arriving late may feel left out or confused when he or she has not been prepared for the structure of the day. It also disrupts activities in progress for other children as parents walk through a classroom. Pick up time is between 12: 15 p.m. to 12:30 p.m. for the morning program, and 5:50 p.m. for the full-day program. Punctual pick up is necessary, especially at 12:30 p.m., to allow adequate time to set up for nap and prepare for the afternoon program.

Please check your parent folder daily for school information. We are required by State Law to record your child's attendance. Your child must be signed in and out each day. Full signatures are required. Please make sure a staff member recognizes your child's arrival and departure each day. Note any changes in your child's routine (e.g., extended care, different pick up person, etc.) on your child's individual attendance log.

For your child's safety, we will only release your child to parents or to other individuals who have been authorized by you in writing. Staff will check a photo I.D. of individuals who pick up the child the first time.

If a child has not been picked up after the preschool has been closed and the parents cannot be reached, staff will call the emergency contacts after 10 minutes. If the emergency contacts are not available, the local Department of Social Services will be called after 60 minutes.

Parents as Partners

Redeemer Preschool offers parents and other caregivers a variety of ways to become involved in the child's school community, to participate in family activities, and to confer with the staff to build a strong bond between home and school. Regular communication is encouraged among families, caregivers, and the school staff so that multiple perspectives on the child's development and interests can be used to enhance the child's school experience. In addition to the parent handbook and web site, we have scheduled parent meetings and conferences, regular school-wide and classroom newsletters, and frequent spontaneous interaction. An area in the school's lobby provides program information, extra copies of forms, flyers about local family events and resources.

If any parents would benefit from translation services at conferences or for key documents, we can contact the County Office of Education for assistance in finding a translator who is fluent in the relevant language.

All parents can observe their children in the indoor and outdoor classrooms. Please call the director to schedule an observation time if needed. Other adults (other than the legal guardian) must obtain an authorization prior to observing a child.

The popular family events, including the Fall Festival, Auction Dinner, Holiday Pageant, Children's Talent Show, and seasonal family potlucks, offer the whole family a chance to participate in your child's school. In addition, many adult family members extend their involvement by volunteering in school wide and/or classroom activities.

If you have questions or have experienced a problem at home or school, please approach the child's teachers or the director. Recent potty-training efforts, changes in care-giving arrangements, the death of a pet, an extended absence of a parent, etc. can all cause changes in a child's demeanor and behavior at school, so timely communication helps the staff respond most effectively to the child. We make every effort to dialogue with children and families in a positive manner to plan strategies, resolve issues, and provide assistance in a timely and effective manner.

At the end of each school year, we invite all parents to participate in a survey relating to your satisfaction of the overall program performance. Throughout the school year, please also feel free to suggest ways that we can strengthen our partnership with you, as together we seek to provide a high-quality learning environment for everyone in our school community.

Parent Association

The Parents' Association of Redeemer Preschool (PAR) is established in 2005 to support a quality preschool education program and to bring into closer relationship between the home and the school. We seek to accomplish this mission by:

- Facilitating communication among parents and within the broader school community.
- Encouraging and providing a sense of community through school-based activities.
- Providing a parent forum to promote and facilitate an exchange of ideas about issues and concerns related to education, growth, and development of children (of common interest).
- Assisting parents in developing the skills they need to raise and protect their children.
- Encouraging and recruiting parent volunteer participation.
- Supporting the preschool with fundraisers throughout the school year.

The association meets monthly. All parents and guardians of students at Redeemer Preschool are members of the Parents' Association and have a right to attend the meetings.

The Executive Committee of the Parents' Association shall be responsible for managing programs and activities sponsored by the association. The director of the preschool shall serve as the Administrative Liaison.

All parents are eligible for nomination to the Executive Committee. The Chairperson of the association shall solicit nomination from the parent body prior to the beginning of each school year. All positions shall serve a one-year term.

The members of the Executive Committee shall be:

Chairperson
Secretary
Fundraising Coordinator
Board Liaison

Room Parents

Two parent volunteers from each classroom provide assistance to the program during the school year, primarily by communication with other parents with regards to information and events. Room parents are required to attend Parent Association meetings.

Parent Service Hours

Parents are required to give 15 hours of service per family, per school year. Parents, or other family members, may select from a wide variety of activities such as parent work days, classroom assistance, fundraising events, field trips, etc. to complete their hours. A volunteer tracking sheet per family is kept at the front desk.

Family Visits

Our families may visit any area of the facility at any time during the program's regular hours of operation: 7:30 a.m. to 6:00 p.m. However, we do not encourage families to visit the school during nap time: 12:30 to 2:30 p.m.

Newsletter

Regular newsletter is published with information about school events and a calendar of important dates. Reviewing the newsletter and the highlights of your child's classroom can help you stay involved in his/her daily activities at school.

Behavior Guideline and Limit Setting Policy

At Redeemer Preschool, a primary focus is a child's social and emotional development. Teachers at Redeemer never use physical punishment, shame, threats, food withholding, or time-out to control a child's behavior. Instead, teachers establish authority through a policy of positive discipline that emphasizes respect, promotes communication and sets clear and consistent limits.

Developing respect for one's self and respect for others is the basis of empowering children with the skills that enable them to develop appropriate behaviors. Rules and limits that are fair and based on safety and respect offer rich and lasting learning experiences for our children.

We do not allow children to hurt each other physically or emotionally. When children have conflicts, we teach them a process of conflict resolution. The teacher will take on the role of

facilitator guiding the children in identifying and communicating their feelings, clarifying rules, developing empathy and creating solutions.

At Redeemer Preschool, our rules and expectations are designed to help children learn to manage their behavior for effective **interaction and cooperation**. All staff members guide and support children by clearly communicating in a positive manner and tone. We design activities that are age appropriate in both task and duration to maximize positive interactions. Our teachers also carefully monitor the children's activities to anticipate and diffuse problems before they begin. A child who is losing interest in one activity or getting too loud may be redirected to another area that can spark renewed engagement and positive behavior.

The students in each class will discuss behavior expectations throughout the year. Our teachers will:

- Provide limits in a calm, consistent, and respectful manner, which allows the child to grow in self-control and self-esteem.
- Respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of the child and the others in the classroom.
- Help children learn to identify both positive and negative emotions, as well as to express them appropriately.
- Work with children to develop conflict resolution skills necessary to solve their disagreements in an appropriate manner.
- Help children express and acknowledge their choices.
- Help children describe problems, evaluate their actions, verbalize alternatives, and consider the perspective of others. Children are guided and supported as they learn to accept the natural consequences of their actions.

This approach includes positive reinforcement for appropriate behavior, redirection, reminder of classroom rules, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to gain control. After a quiet time, the teacher invites the child to rejoin the group and reminds the child of the relevant expectations for the activity in progress.

Staff shall observe all children and document any problem behavior to help ascertain any patterns re: events, activities, and interactions, as well as any precipitating contextual factors. If a child's behavior problem persists or becomes dangerous to the other children in the class (e.g., punching, kicking, temper tantrums), the teacher may bring the child to the school office to regain composure. Such situations are rare and are discussed thoroughly with the child, the teacher, and the parent to determine positive steps toward solution. Families may be referred to specialists for help with persistent problems that may be linked to developmental issues, with the goal being to support the child's successful inclusion in the classroom.

Redeemer Preschool maintains an open door policy. Parents are always welcome to observe the program and to discuss their concerns with teachers or the director. However, confidentiality and privacy regulations prevent us from discussing another child's behavior. Teachers will

always keep parents updated on the progress of their children at school to promote continuity between home and preschool environments.

Children's Aggressive Behaviors

It is important to remember that aggressive feelings in young children are a normal part of the developmental process of growing up. Each teacher has a goal for a child to develop self-control over those aggressive feelings while still helping to build positive self-esteem. Most children's aggressive tendencies at the Preschool can be controlled by various techniques. Teachers are trained to be alert to potential areas of frustration both in the classroom and outdoors. When possible, teachers intervene before physical disruption takes place. The staff will provide an abundance of activities so each child can find an area in which to participate.

However, excessive biting, scratching, kicking and hitting behaviors can jeopardize the safety of other children. Title 22 state licensing requirement 101223 states: "each child shall have personal rights which include, but are not limited to, the following....to be accorded safe, healthful and comfortable accommodations."

Therefore, if aggressive behavior becomes excessive, the Preschool will implement an individualized behavior plan that will include some or all of the following:

- Discussion with parents regarding the inappropriate behavior, redirection that has been effective at home and agreed upon procedures when at school.
- Continued occurrences may constitute and necessitate picking your child up from school immediately following an incident. Also, we may request that the child stay home the following day.
- We may request that professional intervention is acquired and financed by the parent, appropriate goals are set and appropriate intervention is implemented (shadow teachers, extra help in the classroom, etc...). This process must include Preschool staff. If the behavior pattern is still not changing, we may ask that you keep your child home for one week in an attempt to break the pattern of behavior.
- If, however, after efforts between home, school and professionals are exhausted and the pattern of aggressive behavior continues, we will require that you withdraw your child from Preschool.

We strive to provide the least restrictive environment possible for all children and, in our efforts to achieve this; the above individualized plan is an important measure in providing a safe and healthy environment for your child, the other children at the Preschool and our staff.

Health and Safety Guidelines

At all times, health and safety are top priorities at Redeemer Preschool. Each individual's vigilance regarding health and safety issues contributes significantly to our effectiveness. Always assume you are the only one who notices a problem or potential problem and bring it to the attention of a staff person.

Staff Responsibility

Staff members are responsible for maintaining a healthful environment. We begin with our own health by submitting annual health appraisals and following the same illness exclusions than those required for children. All full-time staff members submit criminal record and child abuse clearances as part of the employment process. We participate in an annual pediatric first aid / CPR class, fire safety class, and review of our emergency procedures. Each classroom has a well-equipped first aid kit, as does the outdoor playground. Each teacher has a fanny pack with basic first aid and emergency information that is used for all field trips, as well as a backpack with additional supplies for emergency situations. We practice a variety of evacuation and lock-down drills specified in our Emergency Plan in a serious but non-dramatic fashion with the children at a rate of one per month. The director also conducts a routine health and safety check of the entire facility and works with teaching staff to rectify any hazards identified. Staff members are responsible for daily checks of their classrooms and shared spaces for hazards such as missing safety covers on outlets.

Redeemer Preschool is a smoke-free environment in all areas on campus with a safe water supply from Marin Municipal Water District. Heating, ventilation, and cooling systems maintained in accordance with national standards.

With the help of our contracted cleaning staff, we follow NAEYC's frequency table for cleaning and sanitation throughout the school, including toys and water play areas. All staff members follow standard precautions to minimize spread of infectious disease and store hazardous materials in areas inaccessible by children. We follow parent and/or health professional recommendations regarding children who have allergies, and we do not allow reptiles on school premises because of the risk for salmonella infection.

Our entire outdoor classroom is shaded for most of the day, and there is always some shade available in the pavilions and play structures. When needed, we apply to the children UVB and UVA protection of SPF 15 to the children if it is authorized in writing and provided by the family.

Because hand washing is the #1 preventive measure to avoid the spread of disease, we teach and monitor hand-washing procedures that involve the use of liquid/foam soap and running water, with vigorous and thorough rubbing, followed by paper towel drying and faucet contact. We and the children wash our hands upon entry, before snacks and meals, before and after food preparation, after toileting and diapering, after contact with bodily fluids, after play in the water table or with toddlers, and after re-entry from the outdoor classroom, as well as after any messy activities or contact with pets. Adults also wash their hands after assisting with toileting, handling garbage or cleaning, and before and after feeding a child or administering medication.

Staff members, as a group, supervise **toddlers and preschool children** by sight. Classroom space is designed so that there are no areas of the room where children can hide. Supervision by sound is permissible for short intervals, such as when children go to the children's or

private bathroom from the classroom or outdoors. Other adults in the school will provide support as necessary.

Staff members greet children at the beginning of the day, being watchful of their appearance as they enter and throughout the day. Children who become sick at school are removed from the group and cared for until parents can be contacted to come for the child.

Young children often experience falls or bumps during the course of a day, especially in the outdoor playground. Usually, they do not result in injury and are handled with simple comfort, a drink of water, or a sympathetic band aid or ice pack (i.e., not necessary but yet comforting). When children sustain a cut, bruise, or other injury, staff members will provide treatment according to procedures specified in our pediatric first aid training. They will report the injury to parents, guardians or caregivers, recommend treatment by a medical professional if appropriate, and complete an injury report within one day. Copies are kept in a central office file, the child's file, and given to the family.

Parents or guardians will be notified immediately in case of a more serious accident and prompt action will be taken by the preschool. If necessary, we will accompany the child to the hospital.

Family Responsibility

As part of the enrollment process, parents must complete an emergency information form and give permission for staff members to administer basic first aid to their child. Review of this emergency information is required every school year. In addition, parents or guardians should contact the school any time there is a change in the emergency contact information.

Prior to the child's first day of school, parents are required to submit a current health assessment of the child including either proof of the recommended immunizations or a signed statement indicating that the family has objections to immunization. Thereafter, parents must submit an updated form after the yearly well-child checkup. Parents of children speaking English as a second language are asked to complete a form detailing the children's level of proficiency and then invited to dialogue with teachers regarding strategies to assist the child's transition as necessary. Parents of children with allergies must complete an additional form giving guidelines appropriate to the child's needs, with detail regarding provision and storage of special foods (labeled with the child's name and date), necessary adaptations of activities or environment. Parents of children with other special needs should contact the director for guidance regarding necessary documentation and advance planning with the staff.

Sick Children

We rely on the parents' thoughtful assessment of each child's health before sending him or her to school. Please keep him or her at home if any of the following symptoms are evident. Any of these may indicate the beginning of an illness, which might be easily communicated to other children.

- Oral temperature above 100 degrees within the past 24 hours
- Diarrhea
- Rash, bump or other out-of-the-ordinary skin conditions
- Flushed face, "watery" or "glossy" eyes
- Excessive running nose
- Deep or dry cough
- Continuous sneezing
- Sore throat
- Vomiting within the past 24 hours
- Unusual irritability, listlessness, fatigue

When your child will not be in school, please call the school at (415) 457-9500 between 8:00 and 8:30 AM. It is very important that you let us know promptly if your child has contracted a contagious condition or disease so we can notify other families and staff members who might be affected.

In most cases in which **medication** is required, physicians recommend that the child be on medication for a full 24 hours before returning to school. In addition, please keep your child home until the child is well enough to participate fully in both indoor and outdoor activities. If medication needs to be given while the child is at school, please bring the medication in its original labeled container with written directions from the doctor to the child's teacher or director and complete a medication authorization form. Do not send medication in the child's lunchbox or backpack.

To prevent contagion of other children and staff, we need to call you to pick up a sick child and we will **expect you to arrive within one hour.** If this is not feasible, someone from your emergency pick up list will need to be called. While waiting to be picked up, a sick child is made comfortable in the director's office where he/she is supervised by a Redeemer staff member.

A child may not be dropped off at Redeemer if he/she exhibits any of these symptoms:

- Any condition preventing the child from participating comfortably in usual program activities.
- Any illness or condition requiring one on one care.
- Fever accompanied by other symptoms (over 100 degrees).
- Any rash suspicious of contagious disease (i.e., chicken pox, roseola, impetigo).
- Vomiting accompanied by other symptoms (i.e., fever rash, crankiness).
- Diarrhea accompanied by other symptoms (i.e., fever, vomiting, crankiness).
- Uncontrolled diarrhea (i.e., stool runs out of diaper or child unable to get to toilet in time)
- Any skin rash, lesion or wound with bleeding or secretion of clear fluid or pus.
- Conjunctivitis, also called pink eye, with white or yellow discharge or any secretions from the eye. If your child is suffering from a clogged tear duct or allergies, a note from the doctor must be provided eliminating a diagnosis of pink eye.
- Mouth sores with drooling.
- Scabies, head lice or other infestation.

- Strep infections.
- Constant, uncontrolled nasal discharge.
- Constant, uncontrolled productive cough (raising phlegm).

After a child is excluded from Redeemer for any of the above reasons, in order to return to the program, the following conditions must be met:

- A child must be able to participate comfortably in all usual program activities, including outside time.
- A child must be free from fever, diarrhea or vomiting (without the use of medication to control the symptoms) for a full 24 hours. For example, if your child's fever breaks at 4:00 p.m. you cannot return before 4:00 p.m. the next day.
- A child prescribed an antibiotic for a current infection must take the prescription for a full 24-hour course, and be free of symptoms before returning.
- A child must be free of open, secreting skin conditions unless: (1) a doctor signs a note stating that the condition is not contagious, and (2) the involved area(s) can be covered by a bandage without seepage of drainage through the bandage.
- A child excluded because of lice may return after treatment has begun as long as the child is larvae or nit free.
- If a child has excluded because of a reportable, contagious illness (i.e., giardia, salmonella, etc.) a doctor's note stating that the child is no longer contagious is required prior to re-admission.

Parents' Tips for Health and Safety

The following are some ideas on making the preschool a healthy and safe place for your child:

- Keep current on children's immunizations.
- Keep sick children at home until 24 hours after the disappearance of symptoms.
- Inform the school immediately if your child has a communicable disease.
- Fill out the necessary forms to allow your child's teachers to administer medications if necessary.
- Take home medications that we no longer administer.
- Keep your contact and authorized pick-up information current.
- Do not let your child run ahead of you in the parking lot.
- When you drop off or pick up your child, take time to make contact with child's teachers so that they know you are dropping off/picking up.
- Keep your child's cubby stocked with appropriate extra clothes, socks and shoes.
- Have your toddler start his/her day with a fresh diaper.

On-Site General Safety Practices

To maintain a healthy and safe place for our children is our top priority. Some general safety practices at Redeemer include:

- All staff members are trained in pediatric CPR, first aid, choke saving and rescue breathing.
- Children are supervised at all times and ratios maintained.

- Child/Parent emergency information is filed in an emergency binder in each classroom with a copy in the director's office.
- Each classroom is equipped with a first-aid kit.
- A routine cleaning and sanitizing schedule is maintained for the school facility, including monthly deep cleaning of hard and soft surfaces.
- Medicine box and cleaning supplies are out of children's reach.
- Medications administered only with written permission of parents.
- Any allergy condition of a child is reported to all teaching staff. A list of known allergies of our children is also posted in the classrooms and in the kitchen.
- Emergency drills (e.g., fire, earthquake) are practiced once a month with the teachers and children.
- Teachers are spread out on playgrounds to ensure adequate supervision.
- Bike track is always supervised when children are riding bikes.
- Toys are checked and cleaned frequently. Broken toys are discarded.
- Health and safety information is incorporated into the curriculum and taught to the children on a regular basis.

Hand Washing

Hand washing is the number one preventive measure to avoid the spread of disease. The children wash their hands:

- On arrival for the day;
- After diapering or using the toilet;
- Before meals and snacks;
- After playing in water or sensory table that is shared by two or more people;
- After handling school pets or any other animals;
- Any surfaces that might be contaminated by contact with animals;
- When moving from one group to another.

Food and Nutrition

We ask that your child bring a lunch that does not require refrigeration or heating to school each day. Please LABEL your child's lunch container. Redeemer provides healthy breakfast and afternoon snacks such as fresh milk, fresh fruit, whole-grain cereals, cheese, crackers and grains. We do not offer children younger than four years foods that may create a choking hazard: hot dogs, whole of sliced into rounds, whole grapes, nuts, popcorn, raw peas and hard pretzels, spoonful of peanut butter, or chunks of raw carrots or meat larger than can be swallowed whole.

Having meals at school promotes social development and encourages good eating habits. We follow state nutrition guidelines, and make every effort to exclude artificial flavors, colors and representatives. We also minimize the use of sugar, salt and saturated fat in the food we serve. A monthly menu is posted at the school's lobby.

Food Brought From Home

Families provide lunches in labeled lunchboxes for children. Please send balanced meals in appropriate quantities for your child. For USDA guidelines on food and nutrition, please check their websites at www.usda.gov. The school does not have space for refrigerating children's lunches, so please use cold packs or a frozen juice box to keep items at appropriately safe temperatures until lunchtime. When necessary, the teachers will provide supplemental food from our nutritious snack items. Families of children with special dietary restrictions should consult with administrators to develop an individualized plan.

Environmental Health and Pest Control

The preschool facility, the outdoor play area, and the parking lot are entirely smoke free. No smoking or firearms allowed in the presence of children. The program maintains facilities so they are free from harmful animals, bees (Yellow Jackets), insect pests and poisonous plants. NO pesticides and herbicides are used on campus. If needed, the preschool uses the technique known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

Facility Cleaning Routine

The preschool facility is maintained in a clean and sanitary condition at all times. Countertops, tables, food preparation surfaces, floors, doors and handles, carpets and rugs, are cleaned daily or when soiled. When surfaces are soiled by body fluids or other potentially infectious materials, they will be disinfected after they are cleaned. The program hired a professional cleaning service to clean the school building daily and steam clean the carpet monthly. The outdoor playground, including the sandbox and toys, are cleaned weekly.

Only non-toxic cleaner is used when shampooing rugs in areas used at any time for children to crawl.

Emergency and Natural Disaster

The greatest problems in case of emergency at a preschool are injury and fear. All our staff members maintain a current CPR and first aid training. We believe that the more prepared we are as caregivers, the calmer and more helpful we can be to our children.

Redeemer Preschool staff members are committed to remaining on campus until all children are picked up. We have two evacuation points (Redeemer Church and Glenwood Elementary School) in the event that we must leave our campus. If we have to evacuate, someone will remain on campus to direct parents and other emergency pick-up persons to where the children are waiting.

Your emergency information for the child is an integral part of the plan. Your instructions as to persons authorized to take your child will be strictly followed. When regular communication

services are interrupted, it is essential that your designated emergency persons come to the preschool as quickly as possible—for the children's physical and emotional well being.

Our standard procedures include safety drills, teaching children to listen to and follow their teachers. At all times emergency supplies are maintained. These include food, water, thermal blankets, battery radios and lights, and extensive first aid supplies including those to handle traumas. In the event that an emergency occurs during school hours, be assured that we will do our utmost for the safety and well being of all of the children entrusted in our care.

In case of fire, earthquake or other emergency situations that require us to vacate the school facility, all children will be relocated to:

CHURCH OF THE REDEEMER
123 Knight Drive
San Rafael, CA 94901
(415) 456-0508

GLENWOOD SCHOOL
25 W. Castlewood Drive
San Rafael, CA 94901
(415) 485-2430

Update of Child's Health and Safety Information

Prior to enrollment, pertinent health and safety information about a child must be submitted to the preschool including:

- Immunization records
- Health evaluation by a physician
- Health insurance information
- Contact information for the child's medical doctor and dentist
- Emergency contact information for parents/legal guardians
- Food allergies and other special health conditions
- Parent/legal guardian consent for access to the child's records

Parents must inform the preschool with any changes of the above during the school year. The preschool also asks for changes, if any, on a quarterly basis.

Holidays and Celebrations

When we celebrate, our goal is to share each child's family traditions and expose the children to experiences that may be different from their own. This helps build a sense of community and strengthens connections between home and school for all the children. Parents are encouraged to participate in the classroom and share family traditions that could help enrich the learning experience.

To celebrate BIRTHDAYS, we encourage the donation of a special book/educational toy, and some healthy snacks to share with other children in the preschool. Please coordinate birthday celebrations with your child's teachers at least one week prior to the birthday.

Field Trips

We plan field trips throughout the school year to enrich our children's experience. Popular places to visit include science and discovery museums, zoos, local farms, pumpkin fields, and theatres.

Parents are required to sign a permission slip for each trip individually and may be asked to pay a small fee for admission. At all times, we maintain a ratio of one adult to no more than three children for off-campus trips. The children are all assigned to a chaperon in advance to specific adults including parents. Children not going on a field trip with their own parents wear nametags with the school name and phone number on them.

Adult family members are also recruited to drive for field trips because our teachers are not allowed to transport students in their vehicles. We are required to verify that all drivers have a valid license, as well as current car insurance. At all times when transporting children, all passengers are required to use approved child and adult safety-restraint devices in accordance with the manufacturer's instructions.

We always take a cell phone, first-aid kit and student emergency contact information with us on a field trip. If staffing allows, we may be able to offer on-site child care for families who do not want to participate in a field trip.

Parking Lot Safety

For everyone's safety, please do not leave your car's motor running in the parking lot or leave any children unattended in your vehicle. Please use the designated spaces so that all vehicles can pass through the parking lot safely. No parking is allowed along the curb area by the front steps of the school. Drive SLOWLY along the driveway and in the parking lot.

California Vehicle Restraint Laws

Each child is required to be properly restrained in the back seat unless child is six years or older or weighs 60 pounds or more. All car seats must meet applicable federal motor vehicle safety standards. A child may not ride in the front seat with an active passenger airbag if he/she is under one year of age; weighs less than 20 pounds; riding in a rear-facing child passenger restraint system.

A person responsible for a child age 6 or under may not leave the child inside a vehicle without a person who is at least 12 years of age if there are conditions that present a significant risk to child's health or safety or engine is running and/or keys are in the ignition.

For additional information, please refer to <http://www.chp.ca.gov/community/safeseat.html>.

School Animal Safety

School pets or visiting animals must be in good health. When required, pets or visiting animals have documentation from a veterinarian to show that the animals are fully immunized and that the animal is suitable for contact with children.

Staff must supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. We also make sure that any child who is allergic to a type of animal is not exposed to the animal.

Reptiles are not allowed as classroom pets because of the risk for salmonella infection.

Clothing and Personal Belongings

Since we offer a wide variety of experiences (active, exploratory, experimental, outdoor play), we encourage parents to send their children in clothes that:

- are comfortable, sturdy and washable
- can be managed by a child
- are appropriate for the weather

We recommend that your child wear rubber soled shoes as they are the best for running, jumping, climbing and all the other things preschoolers do.

In all weather and for all age groups, please put an extra set of clothes (socks, underwear, shirt, pants, and shoes) in your child's backpack. This backpack will come home daily, so please check it for dirty or wet clothing and send replacements for the next day. Please LABEL backpacks.

Parents are responsible for toys, games or personal belongings brought from home. Losing a favorite toy can be a heartbreaking experience for the child. If your child would like to bring something to share at a group time, please check with the teachers or director.

Babysitting Policy

Historically at Redeemer, it has not been uncommon for program staff to offer babysitting services to currently-enrolled families, outside their working hours. The following babysitting policy is established to provide clarification in private arrangements between staff and parents/caregivers. Parents wishing to hire a staff member to care for their children outside of work must sign a liability release form.

- The preschool will not be held liable for any private arrangements or agreements that are made, including any health and safety or other issues that may arise.
- All arrangements for babysitting must be made outside of the school.
- Any babysitting arrangements must not interfere with a staff member's assigned work hours at the preschool.
- Confidentiality of employment, including family and student information, must be adhered to and respected.

Inspection Authority

In accordance to Health and Safety Code Sec. 1596.852/853, any duly authorized officer, employee, or agent of Community Care Licensing, upon presentation of proper identification, can enter and inspect any place providing personal care, supervision, and services at any time, with or without notice. They also have the right to interview children and staff members when necessary.

Redeemer Staff as Mandated Reporters for Suspected Child Abuse & Neglect

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, or employee of a child day care facility who has knowledge of or observes a child in his/her profession capacity or within the scope of his/her employment whom he or she knows or reasonably suspects has been the victim of child abuse, to report the known or suspected instance of child abuse to a child protective agency immediately as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.