

Foundation for Early Childhood Education, Inc.
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Parent Handbook

2014 - 2015

Excellence in Early Childhood Education and Human Services

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GREETINGS FROM THE DIRECTOR

Dear Parents,

Welcome and Thank You for choosing Foundation for Early Childhood Education as your child's Head Start/State Preschool experience. Foundation offers a high quality program with a highly qualified staff trained in Health, Safety and Wellness. In our Centers our primary goal is to provide for the wellbeing of each and every child.

As the parent, we recognize your role as your child's primary educator, and our mission is to work with you as a team, building on the foundation you have set for your child and developing the skills your child will need to enter and be successful in kindergarten.

I invite you to become involved at your child's school through volunteering so that together we can positively impact their future.

Sincerely,

*Jaleh Hadian
Executive Director*

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IMPORTANT NAMES AND NUMBERS

Site Name: _____

Address: _____

Phone Number: _____

Teacher*: _____

Assistant Teacher*: _____

Child Development Supervisor*: _____

Family Service Associate*: _____



Schedule of your Child's Program hours: HOURS CHILDREN ARE IN THE CLASSROOM:

_____ To _____ From _____ To _____
(Day) (Day) (Time) (Time)

*Please note if a permanent employee goes on leave their position will be covered with a temporary employee (substitute). The position will be reserved for the permanent employee upon their return to work.



MISSION STATEMENT

Foundation for Early Childhood Education is a human services organization committed to providing a comprehensive, high quality program for young children, and their families.

We promote the development of self-sufficiency, and empowerment of children, families, and staff. We celebrate the whole child, and the diversity of our communities.





EDUCATIONAL PHILOSOPHY

Foundation for Early Childhood Education offers a program for young children that provides a variety of experiences to meet each child's unique needs, and to stimulate learning in all areas of development: social-emotional, physical, language and cognitive.

Activities are planned to develop children's self-esteem, and positive feelings towards learning. Our curriculum encourages interaction between the child, and the environment in a safe, structured and predictable manner.

Children are able to reach their full potential when parents and teachers work together.



ADMISSION AND ENROLLMENT POLICIES

In order to qualify for our services, families must meet the eligibility criteria.

Eligibility Criteria: (families must be eligible under one category below)

1. Public Assistance Recipients
2. Recipient of Protective Services/Department of Children and Families
3. Homeless
4. Any child with a diagnosed disability
5. Meets Federal Income Guidelines (For Full Day Program must meet the State Income Guidelines)
6. Meets Age Requirement (3- year old – 3rd birthday is on or before September 2nd)
(4- year old – 4th birthday is on or before September 2nd)

For Full Day Program Families must also meet minimum one criterion from below:

1. **Parents Employed**
2. **Parent Attending Vocational Training**
3. **Family is homeless and seeking permanent housing/At Risk**
4. **Protective Services/Department of Children and Families**
5. **Incapacitated**

ATTENDANCE

Regular and punctual attendance, support a child's success in the program.

- Children are expected to attend the program in accordance with the center's scheduled days and hours. (Other arrangements may be made for children with disabilities.)
- In case of a family emergency, a child may be absent with prior arrangements with the staff.
- Regular attendance is crucial to the program's funding.

CHILD ABSENTEEISM POLICY

- We ask that you call each day your child is absent.
- Prior arrangements must be made with the CDS if a child needs to be absent longer than (3) days because of family emergency or medical reasons requiring a medical note (i.e. surgery scheduled). Request for Emergency Leave must be done in writing and submitted to the CDS as soon as possible.
- The CDS will then notify the teachers, the FSA, and the ERSEA Coordinator. In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot must be considered an enrollment vacancy. The Family Services Associate is available to discuss possible options/community referrals to support your family's needs.

EXCUSED

Acceptable reasons for your child's absence are: Illness/Quarantine of parent of child, Family Emergency, Best Interest of Child, or Court-Ordered Visitation. Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences "**in the best interest of the child**" shall be limited to ten (10) days during the program year.

"In the best interest of the child" includes:

- **Religious activities**
- **Family Vacation**
- **Special time with Relatives**
- Emergency closure of site due to health and safety issue
- Medical/Dental appointment for the child.

Family Emergency includes

- Earthquake
- Transportation: **ONLY** when there is absolutely no adult available to bring or pick-up the child, or if parent(s) deem it is unsafe to bring the child
- Weather condition
- Sibling illness

- Death in the family
- housing crisis
- medical emergency
- domestic violence
- birth of a child.

UNEXCUSED-

Unexcused absences will be limited to 3 days per program year.

Includes the following:

- Child did not feel like coming to school
- Woke up late (parent or child)

ARRIVAL/PICK-UP PROCEDURES

- Parents/Guardians must sign their child in and out every day and record the exact time (Licensing Regulation 101229.1). This will insure the safe transition of the child between home and school.
- No child will be allowed to participate in any classroom activities until child is signed in.
- Children should arrive, and be picked up on time by a person 18 years or older. Additionally, the person must be listed on the emergency card and have a valid photo ID available for identification. **Any changes to the names on the emergency pick up card must be made in person – phone calls will not be accepted.** Please note: If the assigned sitter is unable to pick up the child, they cannot give permission for someone else to sign-out the child.
- There will be a five-minute grace period. If a pattern of tardiness has been observed, the FSA and CDS will meet with the parents and discuss a plan of support to encourage and conduct family outreach.
- Chronic lateness, poor attendance, or excessive absences may result in a child being dropped from the program.
- If the parent has not arrived at the end of the child’s program hours, and no one can be reached at the emergency number, the local police department will be contacted.

SEPARATION

During the first few weeks of school, it is natural for your child and yourself to experience some anxiety. Teaching staff are prepared and trained to help you with this situation.

To help ease separation and build trust:

- Parents allow yourself some extra time in the classroom as needed.
- Do not leave without saying “good-bye” to your child. Assure him/her that you will return.
- Acknowledge and be sensitive to your child’s feelings.

LEARNING EXPERIENCE AND CONCEPTS

Our program provides many experiences for your child using the Creative Curriculum and Second Step Curriculum.

The *Creative Curriculum* has its foundation in five components:

- 1) “How Children Develop and Learn”
- 2) “The Learning Environment”
- 3) “What Children Learn”
- 4) “Caring and Teaching”
- 5) “Partnering with Families and Community”

*Strong effective Family Engagement partnerships enable young children to reach optimal development and growth.

THE GOALS OF THE CREATIVE CURRICULUM

The Creative Curriculum identifies specific goals in each of the four areas of early childhood development. However, the most important goal of the curriculum is to assist the child in developing positive self-regulating skills and become an enthusiastic learner throughout life.

AREAS OF DEVELOPMENT

Social/Emotional: Children learn the values and behaviors accepted by society. The child develops a sense of self, confidence, and socialization skills.

Physical: Physical development includes children's gross (large muscles) and fine (small muscle) motor skills. Physical development promotes social/emotional development as children learn what their bodies can do.

Cognitive: Cognitive development refers to the mind and how it works. It involves how children think, how they see the world, and how they use what they learn. Children think and represent symbolically. They learn how to apply and expand their knowledge to a new situation in life.

Language: Language is the tool to establish and maintain relationships with adults and other children through spoken and written communication. Children use language to solve problems and to understand how print conveys communication.

POSITIVE GUIDANCE

As required by Head Start Performance Standard [(1304.52(h)(iv))], there will be no use of corporal punishment or other forms of punishment that involve emotional or physical abuse or humiliation of any child in our program. All children will be under the direct visual supervision of teaching staff at all times.

Positive behavior is promoted by:

- Setting clear rules and limits.
- Redirecting a child's behavior, by encouraging the child to engage in constructive alternative activities.
- Helping children to verbalize their feelings.
- Teachers modeling appropriate behavior.
- Helping children understand the consequences of their behavior.
- Acknowledging good habits, and appropriate behavior.
- Presenting appropriate options/activities to a child.

CLOTHING

Children learn best when they are dressed in comfortable clothing. Please dress your child in attire that allows freedom of movement, coincides with the weather and allows the child to play in water, sand, paint and other forms of "fun play". Comfortable, supportive closed-toe shoes (i.e. oxfords, sneakers, tennis shoes) with socks must be worn daily for safety. Please dress your child according to the weather.

REST TIME (FULL DAY PROGRAM ONLY)

Rest time is an important part of a child's day. It offers them an opportunity to rest their bodies, and revitalize their minds. Teaching staff will provide a relaxing environment for naptime. Children in the full-day program will have the opportunity to nap/rest daily. Children will nap/rest on cots with sheets, and blankets.

Please remember to write your child's name on all articles of clothing and personal belongings.

ALL CHILDREN IN THE PROGRAM WILL NEED:

Due to State Regulations the notice of action appeal process is provided to full day parents upon enrollment

- A full set of weather-appropriate clothes (shirts, pants/shorts, socks, underwear)
- Crib-size Blanket (**Full Day Program only**)
- Crib sheet (**Full Day Program only**)
- Soft, stuffed toy for rest time (**Full Day Program only**)
- NOTE: Children will not be allowed to attend school wearing shoes that have raised heels or slippery soles.

(BILINGUAL/MULTICULTURAL)

The Program Planning Committee comprised of parents and teachers will plan and implement age appropriate bilingual/multicultural activities.

DUAL LANGUAGE LEARNERS

The development of each child's primary language is respected and supported by teaching staff. We foster and facilitate the acquisition of English through program activities and interaction. We also support the primary language of our parents during home visits, parent conferences, parent meetings, and parent involvement in the classroom.

First Stage: Home Language Usage

Child attempts to use their home language to communicate with teachers and peers.

Second Stage: Observational and Listening Period

Child begins to actively attend to the new language, observing and silently processing the features of the English language. Child will attempt to communicate nonverbally, using gestures, facial expressions, and often some vocalizations, such as crying or laughing.

Third Stage: Telegraphic and Formulaic Speech

Child is becoming comfortable with using the new language.

Child typically masters the rhythm and the intonation of the second language as well as key phrases, using telegraphic and formulaic words or specific grammatical markers. Child may add new words to their vocabulary repertoire.

Fourth Stage: Productive Language

Child demonstrates a general understanding of the rules of English and is able to apply more accurately to achieve increasing control over the new language. Child begins to use more elaborated phrases and short sentences to communicate in English.

ASSESSMENTS

To ensure all children are making progress in the domains, physical, cognitive, and social-emotional development:

We use the Desired Results Developmental Profile, a tool developed by the California Department of Education, Child Development Division, to assess the development of children.

- Children are assessed within 60 days of enrollment.
- Parent input is a necessary component of this assessment.
- The assessment is also used to plan and conduct age and developmentally appropriate activities for the children.

HOME VISITS AND PARENT CONFERENCES

A minimum of two home visits are conducted each year. These visits provide a special time frame for parents and teachers to share valuable information regarding the child's progress, and plan age-appropriate goals to continue the child's development and growth in the program and home environments. Home visits also provide opportunities to establish a link between home and school and

develop a strong and effective Family Partnership. Teachers will coordinate with parents to arrange a home visit timeline.

In addition to the two home visits, we are required to conduct a minimum of two parent conferences. Parent Conferences also provide opportunities to build an effective Family Partnership and share vital information regarding your child's development and how to continue your child's progress.

NOTE: Parents may also request a conference with their child's teacher as needed.

OPEN DOOR POLICY

Refer to Parents Rights posted on the Parent Bulletin Board in site.

EMERGENCY INFORMATION

Sites are equipped with food, water, and emergency supplies, such as flashlights, blankets, radios, first aid kits, etc. Each site has an emergency action plan (please see posted plan). Pedestrian safety, earthquake and fire drills are conducted once a month. Community crisis drill is conducted every month beginning in September.

Children will have opportunities to learn what to do in emergency situations, such as using the telephone to seek help.

In case of emergencies, we need correct emergency information. It is very important that the information you provide us on the emergency card is correct, and up to date (i.e. address, emergency phone number, etc). Parents are required to notify the staff (FSA/Teachers) of any changes in their emergency information, as soon as possible, no longer than 3 days. **Failure to report any change(s) will hinder our ability to contact you and therefore hamper your child's safety.**

If there are changes in who has permission to pick your child up from school you must come into the center and fill out the emergency card in person. We will not accept phone calls for changes in emergency pick up.

HEALTH GUIDELINES

Before a child is enrolled in the Head Start program, the following is required:

- Physical Exam (Confidential Medical Record Part II)
A completed Confidential Medical Record Part II – Examination and Screening form showing a complete and up-to-date physical exam was performed within the past year.
- Dental Exam (Dental Care Report)
A completed Dental Care Report showing a dental exam was performed within the past year.
- Immunization Record
Children will be put on a short-term exclusion until proof that minimal immunization requirements have been met. Minimal immunizations requirements are as follows:
 - 3 Polio
 - 4 DPT
 - 1 MMR and 1 HIB on or after 1st Birthday
 - 3 Hepatitis B
 - 1 Varicella
- T.B. Risk Assessment, T.B. Skin Test or Chest X-Ray Results**
A copy of your child's T.B. test or chest x-ray performed within the past year.
- Medical Statement to Request Special Meals and/or Accommodations** (*form*)
This form must be completed by a physician but is required **only** for children with food allergies or intolerances, or special dietary needs due to a disability. To ensure your child's health and safety, you must submit this form prior to your child's first day of school, or your child may not be allowed to start school until the Central Kitchen has processed your request form.

□ **Medication at School – Parent Authorization (*form*) & Physician Instructions for Medication at School (*form*).**

These forms are required **only** if your child requires medication to be administered at school. They must be completed by the parent and physician prior to the child’s first day of school. If these forms are not received prior to child’s first day of school, your child may not be allowed to start school for the health and safety of your child. The child will be put on a short-term exclusion until all required documents are turned in.

If you need assistance with resources, appointments or paper work, please contact the Head Start main office at (800)491-3111 and a Family Service Associate will assist you.

Each site is set up to care for healthy children. Teachers will conduct a daily health check on each child at the time of arrival, before the parent leaves. Teachers will not admit children into the classroom, if they show any signs of illness.

EXCLUSION INFORMATION

Children must be kept home for 24 hours if they have the following:

- A temperature of 100 degrees or higher.
- Eye discharge—thick mucus or pus draining from the eye, or pink eye.
- Rash with fever.
- Sore throat with fever and swollen glands or mouth sores.
- Diarrhea or vomiting.
- Head lice—children must have had at least one treatment at home before returning to the classroom. (*Removal of all nits is highly recommended but not required to return to the classroom*)
- Severe coughing.



Notify the teacher if your child:

- Acts drowsy, headache, or has a flushed face.
- Shows any behavior signs that are noticeable out of the ordinary.

ILLNESS AND ACCIDENTS AT SCHOOL

In case of illness or an accident at school, the following procedure will be observed:

The teacher will decide what action to take according to the circumstances and seriousness of the situation. The teacher will inform the parent and may do any or all of the following:

- Call the Health Coordinator for advice.
- Isolate the child, and wait for parent to pick-up the child.
- If the parent cannot be reached, the teacher may contact the person listed by the parent on the emergency card.
- Call 911 or other emergency numbers for assistance.

MEDICATION

Non-Medical Staff will be given education and training by a licensed nurse on how to administer medication to your child according to the physician’s instructions.

The medication container must be clearly labeled with the following information:

- Child’s full name.
- Physician’s name.
- Name of medication.
- Dosage, frequency, and form of dosage.
- Date of expiration of prescription.

If a written parent authorization & physician instructions are not made available, the parent may come to the site at any time to administer medication to their child for which the teacher does not have authorization.

TOOTH BRUSHING

Site staff will promote dental health by teaching children good dental care, and by having children brush their teeth, using fluoride toothpaste during the day.

MANDATED CHILD ABUSE REPORTING

In accordance with child abuse reporting laws of the State of California (Penal Code sections 11165-11174.5), all persons/professionals working with children are obligated to report suspected child abuse. This includes teachers, consultants, supervisors, family service associates, etc. Therefore, each individual Foundation staff member or volunteer is a mandated reporter. Failure to report is a misdemeanor punishable by up to six months in jail, and/or up to \$1,000 fine (Penal Code 11172[e]). Failure to report may also result in civil liability for damages, especially if the child-victim or another child is further victimized because of the failure to report (Landeros vs. Flood [1976] 17c.3d 399).

MENTAL HEALTH

Our program embraces a vision of mental wellness. All children benefit from an environment that values them as individuals; honors their abilities; and aids them in developing satisfying relationships with their peers, teachers, and family members. Children in both stable, and stressful environments need support as they build life skills.

Mental health overlaps all areas of the classroom. In order to support mental wellness, mental health professionals visit each classroom regularly. During these visits, the mental health professionals consult with teachers and parents and observe children as they engage in their classroom activities. The emphasis is on prevention activities rather than treatment activities. Parents may request to meet with the mental health professional assigned to their classroom at any time while their child is enrolled in the program.

NON-DISCRIMINATION POLICY

“This institution is an equal opportunity provider and employer.”

Our program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental/physical disability in determining which children/families are served.

NON-BIAS PROGRAM

We provide a non-bias program. This means:

- Boys and girls are encouraged to engage in active play, and to enjoy quiet play.
- We help children develop a sense of freedom to explore as many of their talents, interests, and roles as they would like to.
- We encourage boys and girls to develop and express a full range of emotions.
- Children will have the opportunity to see men and women in a nurturing role, for them to learn and understand parenting as a responsibility shared by both men and women.
- Children will see men and women performing a variety of jobs, which will help them understand that people are free to choose their work, and that most jobs can be performed equally well by men and women.

NUTRITION

Children enrolled at Foundation for Early Childhood Education participate in the Child Care Food Program which is sponsored by “The United States Department of Agriculture” (USDA). A vital aspect of our educational program is providing nutritious meals daily which are high in nutrients, low in fats, salt and sugar, and at the same time provide and promote mealtime as a positive learning experience. These meals are provided to help establish good eating habits at a young age. Meals are served in a family style setting, with children and adults sitting around the table. A variety of food types are served, and children are allowed to have choices over what and how much they wish to eat, and are introduced to new foods, tastes and menus. Staff and volunteer parents eat the same meals provided to the children.

Food is never used as punishment or reward. Some of the learning experiences of the children include serving themselves, and cleaning up their spaces, learning about nutrition and healthy eating habits. Mealtime is also used for language development, such as conversations about different topics, e.g. “taking care of our bodies”, etc. Based on food program guidelines, Head Start children may only eat food provided by the agency. No food shall be removed from the site, as this could create health issues. No food shall be brought to the site from home or store.

NO WATER BOTTLE OR BEVERAGES ARE ALLOWED IN THE CLASSROOM UNLESS THERE IS A MEDICAL REASON. (Please see City’s Annual Water Quality Report)

USDA Non-Discrimination Statement

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#) (PDF), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities and you wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities, who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotope, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

USDA is an equal opportunity provider and employer.

(Note: The protected classes for the Child and Adult Care Food Program are race, color, national origin, age, sex, and disability.)

BIRTHDAY RECOGNITION

Birthday calendars are posted in each classroom. Each child’s birthday is recognized and celebrated individually. (i.e. songs, birthday crown, button, card) Parents are included in the planning. According to our nutrition guidelines, cakes and other party sweets are not permitted.

HOLIDAYS OBSERVANCES

Holidays are observed in ways that are respectful to our families. Our goal is to provide a consistent and calm environment with activities that are appropriate and interesting to the children. No particular set of beliefs is promoted, but children will be able to experience different customs observed by families through celebrations of cultural traditions. There will be no fundraising for the purpose of purchasing gifts. The Program Planning Committee (with the input of all parents) will select three holidays to explore during the program year.

END OF THE YEAR ACTIVITY

At the end of the program year, most children will be ready to transition into a kindergarten program, while other children will remain in the program for a second year. The end of the year activity is an acknowledgement of your child's development and growth; therefore it is not considered a "graduation". The Los Angeles County of Education does not consider a graduation ceremony an appropriate end-of-year activity for preschoolers. The Program Planning Committee will plan transition activities one month before the end of the school year, such as End of the Year Jamboree (two days of fun and exciting child directed activities for the parents), bringing stories to life or group singing activities to encourage a secure, relaxed and enjoyable transition. Children must be in attendance for the entire scheduled day. Please send your child in regular comfortable every day school clothes. A release form must be completed and signed by all program parents before picture taking or videotaping is allowed to take place during special activities (e.g. End of the Year Activity).

Reminder: *The Agency Policy does not allow any outside food in the classroom during operating hours.*

FIELD TRIPS

Community walking fieldtrips are planned and integrated in the classroom curriculum to reinforce, and enhance the learning and educational experience of children in the program. Parents will be notified in advance.

To ensure the safety of each and every child:

- A lesson will be scheduled with the children to review Pedestrian Safety no more than one day before the field trip.
- All Volunteers/Parent Volunteers participating on the field trip will be provided with a refresher training on Pedestrian Safety no more than one week prior to the field trip.
- Each child will be assigned to a specific staff member for the duration of the field trip.
- Head counts will be conducted before, during, and after each field trip.

Note: Parents are encouraged to take part in these exciting learning experiences with their child. Parents must have a valid TB test clearance on file before you can volunteer in the program or on fieldtrips.

PARENT FUND RAISING ACTIVITIES

A site may plan a fund raising activity to provide funds for:

- childcare and refreshments for parent educational workshops and/or;
- "seed" money for the parent group of the following year

POTLUCKS

Due to our CACFP Guidelines children are only allowed to consume food and drinks provided by the Agency. Therefore, potlucks need to be held off-site (i.e. the park) after site operational hours.

PARENT MEETINGS

Parents are a vital part of our program! Our program requires parent participation in the decision-making process, and all areas of the program. Monthly Parent Meetings are held to meet these requirements. Parent meetings allow various opportunities for parent education and involvement including such topics as Child Discipline, Child Development, Domestic Violence, and other topics suggested by parents. These meetings also provide information about site and agency activities. You are strongly encouraged to attend.

Siblings: Due to licensing capacity in our classrooms we encourage all parents to make arrangements for sibling care prior to attending parent meetings.

PERSONAL BUSINESS

Personal business, such as buying and selling merchandise is not allowed at the site.

PROCEDURE FOR SOLVING PROBLEMS, UNIFORM COMPLAINTS, APPEAL PROCESS

The Procedures for Hearing Complaints and Solving Problems is posted on the Parent Bulletin Board in each classroom.

- The Uniform Complaint Procedure is posted on the Parent Bulletin Board in each classroom.

ZERO TOLERANCE POLICY:

Our Agency has a Zero Tolerance Policy against Violence or Any Act of Violence in order to ensure a safe and comfortable environment for staff, families, and children, which is enforced on our employees as well as the families we serve. Unprofessional conduct, including disrespectful and inappropriate communication and other conduct directed to a fellow employee, child, parent or anyone else associated with the Agency will not be tolerated.

For Full Day Programs Only:

Due to State Regulations the notice of action appeal process is provided to full day parents upon enrollment.

RELIGIOUS INSTRUCTION OR WORSHIP

Our agency does not provide for or allow religious instruction/worship in its child development program.



SERVING CHILDREN WITH DISABILITIES

Our program is designed to be a community program that will serve the needs of families in a given neighborhood. Children with disabilities are a natural part of the population of any community and will be considered for enrollment along with all other children whose families meet the program guidelines. Our agency is mandated to reserve at least ten percent of our enrollment slots for children with special needs.

Teachers develop plans to meet the unique needs of each child, including children with disabilities who will usually receive additional services through their local school district.

VOLUNTEER TIME

As a non-profit agency, we are required to raise at least 25% of our total program budget through in-kind contributions. A substantial percentage of this requirement consists of parent volunteer time. Therefore, we encourage all parents to volunteer regularly every month. (minimum of twelve hours per month).

Parents will be provided with activities that can be completed at home and shared in the classroom. Time spent on such activities will count as volunteer time.

Any parent that volunteers in the classroom 16 hours or more per week must have a TB/finger print clearance on file. All volunteers must be under the direct visual supervision of teaching staff at all times.

Volunteer's behavior, language, and attire should reflect positively on the agency and its' children (i.e. comfortable non-revealing clothes, closed toed shoes, and no attire with offensive graphics or words.)

Look for additional activities for parents to participate in during the program year:

- ☞ Parent Workshops/Book Clubs
- ☞ Family Partnerships
- ☞ Fatherhood Initiative
- ☞ F.R.E.E. Library + School to Home Connection
- ☞ Advisory Meetings
- ☞ Transitional Activities
- ☞ Leap Frog "Ready Set Leap" Program
- ☞ Parent to Work Partnership

- ☞ (GLAD) Guided Language Acquisition Design
- ☞ Site Beautification
- ☞ Gate Monitors

For more information, contact the main office at 1-888-491-3111.

Care and Supervision

Role of Foundation Families

Foundation families will assist in site security to ensure care and supervision for all children. The following procedures will be reviewed during enrollment and orientation, and included in training during monthly parent meetings.

1. When entering and leaving school grounds, make sure that all doors/gates are closed completely.
2. During arrival and departure time, make sure that children's hands are held or children remain by the side of the responsible adult at all times.
3. When observing another parent leave the door/gate open, remind them that they must close the door/gate/fence.
4. If any child is observed unattended (without a staff/parent/guardian) in or around the site, the child will be taken immediately to the nearest staff member.
5. Be mindful of staff's responsibility for care and supervision of all children by scheduling time for questions or concerns before or after arrival and departure.
6. Playing on school grounds before or after class hours is never permitted.
7. Families may support care and supervision of children by volunteering as gate monitors.
8. Classroom parent volunteers will assist in ensuring that all children remain under the supervision of their classroom staff.
9. No cell phone usage upon Drop-off or Pick-up of the child.

Role and Responsibility of Parent Volunteer Gate Monitors

1. Parent must sign their name on the Parent Volunteer Calendar to indicate the days in which they will volunteer to monitor gates/doors.
2. Parent will arrive and report to the classroom teacher five (5) minutes before sign-in/sign-out time.
3. Teacher will issue a gate monitor vest to the parent volunteer to wear during their assignment and signify their responsibility.
4. Once the gate monitoring vest is received, the parent volunteer will report to their assigned gate/door.
5. Gate monitors will ensure that gates/doors are closed completely.
6. Gate monitors will ensure that no child is left unattended in or around the site.
7. If a child is found unattended, gate monitors will ask the nearest parent for assistance in monitoring the gate while the gate monitor escorts the unattended child to the nearest staff member.
8. Gate monitor will return the vest to the Teacher once all children have been signed-in/signed-out.
9. Gate monitor will document their volunteer time.

AS A NON-PROFIT AGENCY WE WELCOME OTHER COMMUNITY CONTRIBUTIONS:

ANY DONATIONS MUST BE PRE-APPROVED BY THE SITE SUPERVISOR (Contributions for Program Operation Only)

- Office supplies (paper, pens, etc.)
- Program supplies (literacy books, games, other educational toys/tools)
- Maintenance supplies (cleaning supplies)
- Clothing, shoes, and accessories, (only if used for the program)

*Contributions are not limited to the above items, if you have any questions in regards to other items not listed please speak to your child's site supervisor.

Just Playing

When you ask me
What I did at school today,
And I say, "I just played."
Please don't misunderstand me.
For, you see, I'm learning as I play.
I'm learning to enjoy and be
Successful in my work.
I'm preparing for tomorrow.
Today, I am a child
And my work is play.



Walking/Pedestrian Safety

We are so glad you wanted to take a walk with us. Walking is great exercise – you can go almost anywhere on your own two feet. Plus, it's FREE!

Well, let's see.

Safety tips for walkers:

1. Always walk on the sidewalk. If there is no sidewalk and you have to walk in the road, always walk **FACING** traffic, so you can visually see all cars and traffic hazards.
2. Dress to be seen. Brightly colored clothing makes it easier for drivers to see you during the daytime. At night, you need to wear special reflective material on your shoes, cap or jacket to reflect the headlights of cars coming towards you and white attire when possible.
3. Tips for Crossing the Street.
 - Cross only at corners or marked crosswalks.
 - Stop at the curb, or the edge of the road.
 - Stop and look left, then right, then left again, before you step into the street.
 - If you see a car, wait until it goes by. Then look left, right and left again until no cars are coming.
 - If a car is parked where you are crossing, make sure there is no driver in the car. Then go to the edge of the car and look left-right-left until no cars are coming. Keep looking and listening for cars while you are crossing the street.
 - Remember: walk. Do not run across a street.





ACKNOWLEDGEMENT

I hereby acknowledge receipt of the Parent Handbook and acknowledge that I received Pedestrian Safety Training for 2014-2015

Child's Name: _____

Parent/Guardian Name: _____

Site Name: _____

Class Number: _____

Date Received: _____

Parent/Guardian Signature: _____

