



RANCHO BERNARDO COMMUNITY PRESBYTERIAN CHURCH
PRESCHOOL

Parent Handbook

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Introduction

The preschool years are a very special stage in your child's growth and development. Most likely, your child is constantly asking questions and is incredibly curious about the world around them. Young children are learning all the time. At our preschool, we work to support your child's learning by building on your child's natural curiosity. We create an environment that encourages exploration, observation and experimentation. Through the active process of interacting with materials, equipment, teachers and their classmates, your child will build a base of knowledge and skills that will last a lifetime.

Young children's learning is best supported when parents and teachers partner. Understanding our preschool program is an important step in building this partnership. This booklet strives to share "everything you wanted to know" about RBCPC Preschool. An overwhelming task in many ways! Our hope is that we have created a booklet that provides a concise and informative overview of our program.



Program Mission

We are committed to share God's love through developmentally appropriate programs, which encourage active relationships and celebrate uniqueness of the individual child while strengthening and supporting families in our community.

OUR MISSION GUIDES

- Our program design
- Our curriculum goals
- Our hands on work with children and families
- Our relationship with children, families, and one another.



Sharing God's Love

Children's spiritual development is fostered through the unconditional love and support they receive from our staff, through prayer, songs, stories and recognition of creation and God's blessings. Children and families attend Chapel times, which include short stories, songs and prayer. Our preschool offers opportunities for children and families to participate in mission throughout the year by reaching beyond our preschool community to help fill the need of others.

Developmentally/Age Appropriate Programs

Developmentally/Age appropriate programs simply means we think first about what young children are like, and then we create classrooms and experiences that are in tune with young children's characteristics. Young children are learning all the time and learn best when they are active in the process and are provided with hands on activities and experiences that promote play and exploration. While children share similar developmental paths each child's path is individual. It is the commitment of this staff to meet your child on their own unique developmental path and provide experiences, activities and relationships which foster continued growth.

Our classrooms and playground are active environments where children are encouraged to explore, experiment and discover. Challenges are provided for children to work through and work out. Teachers work with children to develop problem solving and conflict resolution skills. Opportunities are provided which foster children's small and large motor skills, self-help skills and strong expressive/receptive language skills. Materials are provided for children to explore and express their creativity. Experiences are provided daily which all domains of a child's development (Social, Emotional, Spiritual, Physical, Cognitive, Language) providing a foundation with which to build knowledge and understanding of "academic concepts" as children develop a desire to become a lifelong learner.

Active Relationships

We believe we all learn best when we are in an environment where we feel safe, valued and respected. This is achieved only when trusting relationships are established. Our preschool works to provide many opportunities for children, parents and staff to get to know one another, leading to active relationships. Parent/child programs, orientation opportunities and family events throughout the year contribute to active relationships. Though the key to these active relationships is in our daily interactions such as listening to one another, communication and opportunities to work/play side by side.

Our preschool strongly believes children learn best when we recognize that we, as a staff, serve an entire family. Our commitment is to do so in a caring and non-judgmental manner. Throughout the year we will provide avenues for day-to-day informal exchanges, parent/teacher conferences, parental involvement in the classrooms, classroom newsletters and school wide communication through e-mail and “bucket” mail. Families are welcomed and encouraged visitors in our classrooms.

Celebrate the Uniqueness of Each Individual Child

Our preschool is an inclusive environment with a strong commitment to serve all children who may benefit from our program, regardless of race, ethnicity, religion, gender or ability. We believe children come with all different temperaments, abilities, life experiences, and developmental paths. Our commitment is to respect each individual child and family and value what they bring to the learning community.

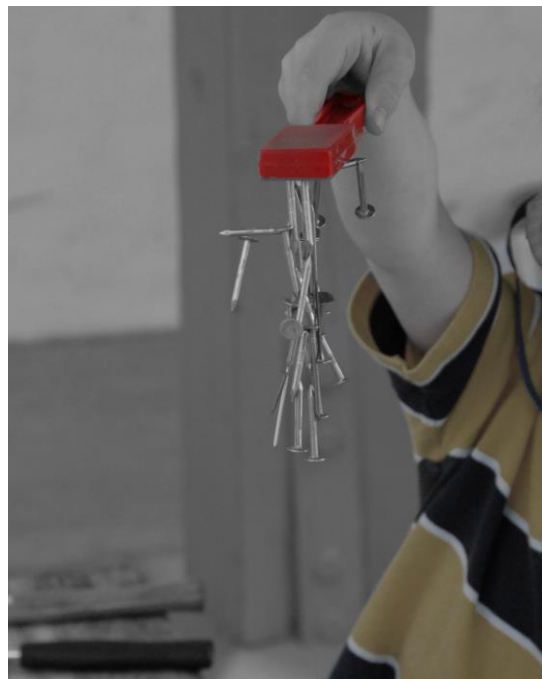
“While we try to teach our children all about life, our children teach us what life is all about.”

~Angela Schwindt

Strengthening and Supporting Families

Our preschool works to provide educational opportunities throughout the year for families in our community. An array of parent/child workshops and parent education classes are offered. Parent/child opportunities include: Literacy, Math and Nature Evenings as well as RAD Kids, Dad's Night, and Parent Participation Nights. We also provide a number of parent only workshops including: Redirecting Children's Behavior, Handwriting Without Tears, and weekly Mom's In Touch meetings.

A resource library is maintained in the preschool office and on the preschool website. Families will find books available for loan in the office and articles on the preschool website that will provide information on a variety of topics affecting families of preschoolers. In addition to the resources available in the office and online our teachers are great sources for information and are always available to answer any parent questions.





Program Options

Our preschool is open to children/families who might benefit from our program regardless of race, ethnicity, religion, gender or ability. Programs are offered for children one-five years of age.

Parent/Child Program Options:

Learning Together An interactive parent/child class for one year olds and their parents. Enjoy one hour of interactive learning with your child through developmental activities, songs and rhymes that stimulate your child's growing mind and body.

Growing Together An interactive parent/child class for two year olds and their parents. During this one hour and fifteen minute class you will enjoy developmental learning through play inside and outside of the classroom.

Drop-Off Preschool Options:

Two-Year-Olds Children who participate in this program turn two prior to September 1st of the current school year. This class is an entry class designed to ease children into preschool. This class meets either one or two days a week for 1.5 hours.

Monday/Wednesday: 8:30-10:00 OR 10:30-12:00

Tuesday/Thursday: 8:30-10:00 OR 10:30-12:00

Monday/Wednesday/Friday: 8:30-10:00

Three-Year-Olds Children who participate in our three-year-old program on or before September 1st of the current school year. Our three-year-old classes are designed as an introduction for the child to a group setting.

Tuesday/Thursday: 8:30-11:30 OR 12:30-3:30

Monday/Wednesday/Friday: 8:30-11:30 OR 12:30-3:30

Four & Five-Year-Olds Children who participate in our four & five-year-old program turn four on or before September 1st of the current school year. Our four-five year old classes are designed to help children progress in a variety of skills, to become socially aware and responsible for themselves and to love learning.

Monday-Thursday: 8:30-11:30 OR 12:30-3:30

Monday/Wednesday/Friday: 8:30-11:30 OR 12:30-3:30

Lunch Bunch This program is offered for children participating in our preschool classes. Lunch Bunch is a program designed to give your child an opportunity to build on their social learning, develop self-help skills, and build relationships with new friends. The program is at an additional cost beyond tuition.

Lunch Bunch for Morning Preschoolers is from 11:30am-1:00pm
Lunch Bunch for Afternoon Preschoolers is from 11:00am-12:30pm

Enrollment:

Enrollment for parent/child classes begins in May of each year and is on an on-going throughout the year.

Enrollment for drop-off preschool options begin in February prior to the upcoming school year which begins in September. The enrollment policy is set forth by the Early Childhood Committee (ECE) according to the following guidelines.

- Children currently enrolled
- Siblings of currently enrolled preschool children
- Children of RBCPC church members
- Children enrolled in our Parent/Child classes
- Community Enrollment for new families

Enrollment for Lunch bunch is done on an on-going basis throughout the year and is subject to availability.

Interest List:

Families can go to the website and place their child's name on our Interest List at any time. Email newsletters are sent three times a year to names on the Interest List. Once the school year is started any opening that occur are filled by names from the Interest List.

Registration Fees/Tuition

The ECE Committee determines the registration fee and tuition. Tuition is divided into 10 equal payments and is due on the 1st of each month beginning in September and ending in June. The registration fee is paid once a year when your child is enrolled. Two weeks notice to the preschool office is required before withdraw so we may accommodate another child. No adjustments can be made to tuition due to absence because of sickness or vacation. Due to state law governing the number of children we serve on a given day we cannot allow make-up days.

Holidays and Vacations:

Families will be given a preschool yearly calendar that specifies vacations and holidays each year. If your child will miss class because of a vacation please notify your child's teacher in advance so they can plan accordingly.

Curriculum Goals

RBCPC Preschool has established a “continuum” of curriculum goals, which guide the planning, and implementation of daily activities and experiences. The goals focus on all domains of your child’s growth and development; social/emotional, spiritual, physical, cognitive, language and creative expression.

It is important to remember each stage of a child’s development is complete in itself. A three-year-old child is not an incomplete five-year-old child. A child is not an incomplete adult. We respect and value each child’s unique path of growth and development. It is important to resist being so preoccupied with a child’s future that we cannot see and value the child for who they are today.

The curriculum goals that guide our planning are open ended and individual, just as a child’s growth is open ended and individual. There are no set timelines for when a child will gain certain skills and knowledge. The curriculum goals help us follow your child’s growth and development to enable us to effectively plan both individually for each child and for the group as a whole. The goals reflect our staff’s understanding of how children gain knowledge and skills and finally generalize those knowledge and skills into their daily lives. That is what learning is all about!

“Learning and development are interrelated from the child’s very first day of life.”

~ Lev Vygotsky

Social/Emotional Development

Fostering your child's Social/Emotional growth and development includes encouraging him/her to gain independence, self-confidence, and self-control. This area of growth focuses on helping your child gain an understanding of what it means to be part of a learning community, how to make friends, join into play, initiate play, cooperatively play with others, resolve conflicts and problem solve. Our goals for children are:

- Able to separate from family comfortably
- Able to adjust to new situations
- Demonstrates appropriate trust in teachers
- Able to stand up for self
- Able to make friends
- Participates in parallel play
- Seeks out other children for play
- Shows cooperation in play and shared activities
- Able to join in group play
- Actively participates in cooperative play
- Demonstrates skills necessary to be a productive member of a learning community
- Accepts responsibilities for the care of materials and equipment
- Competent in self-help skills

Able to incorporate change/shows flexibility



Spiritual Development

Fostering your child's spiritual growth includes encouraging caring relationships with others, modeling compassion, empathy and gratitude, and sharing a respect for God's blessings.

- Shows respect of God's creation
- Demonstrates caring for self/self-respect
- Demonstrates caring for others
- Is beginning to express gratitude
- Shows Empathy to other children

Cognitive Development

Fostering your child's cognitive growth includes encouraging him/her to solve problems, ask questions, think logically, sort, classify, compare and contrast, count, understand and make patterns, use materials and equipment, use their imaginations and creativity.

- Able to manipulate, investigate, act upon, re-arrange and/or change a variety of age appropriate materials
- Shows persistence in approaching a task
- Uses thinking skills to resolve conflicts
- Demonstrates problem solving
- Able to see similarities/differences
- Shows awareness of special relationships
- Able to complete age appropriate puzzles
- Uses numbers and counting
- Awareness of classification, serration, quantification and patterning

Language/Literacy Development

Fostering your child's language/literacy development includes encouraging him/her to use words to communicate with others, listen and participate in conversations, enjoy books, understand the purpose of print, recognize letters and words, and begin writing with purpose.

- Participates in conversations
- Able to communicate feelings, needs, and thoughts
- Understand and follow directions
- Able to ask questions; able to answer questions
- Listens to and comprehends books/enjoys and values reading
- Hears and discriminates the sounds of language
- Uses expanded vocabulary in relation to body parts, colors, textures
- Sees a relationship between the written and spoken word
- Demonstrates knowledge of alphabet
- Recognizes name
- Writes name
- Writes letters and words
- Uses emerging reading skills to make meaning from print



Physical Development

Fostering your child's physical development includes encouraging him/her to use, test and develop their large muscle skills of running, jumping, skipping, climbing, balancing as well as their small muscle skills of stringing beads, buttoning, zipping, cutting, drawing, and writing.

- Demonstrates basic abilities to run, jump, gallop, hop
- Able to negotiate stairs confidently
- Climbs confidently up and down play equipment
- Able to balance on balance beam
- Rides a tricycle
- Can throw, kick, catch
- Can manipulate small items with pincher grasp
- Demonstrates eye-hand coordination
- Cuts with scissors
- Holds a writing tool
- Crosses the mid line

Creative Expression

Fostering your child's creative expression includes encouraging him/her to explore freely various mediums to create, build or mold, provide materials and equipment to pretend with, play make believe, explore music and instruments and express self with words, drawings and movements.

- Freely uses materials to express ideas, represent ideas and build on ideas/concepts and is able to make believe with objects
- Shows intent when creating with various media, materials and/or equipment and creative solutions in problem solving
- Participates in expressing self through music and movement
- Explores words to express ideas, sentiments, stories

The Value of Learning Through Play

Years of research on young children's learning and development document the benefits of play for children's social/emotional, spiritual, physical, cognitive, language and creative development. Children at play are actively involved in creating themes, exploring and establishing environments, solving problems, exploring relationships, and developing shared understandings. Children play in many ways, they play independently, next to one another during parallel play and cooperatively. All play is valuable!

As your child plays, he/she learns to see one another's points of view and begin to become empathetic and caring. They come to understand customs and rules in their own culture, and to appreciate those of others. They learn to use language in new ways to describe their play and to interact with others. They explore and develop their muscles and coordination. Play is fun and serious business! Teachers and parents best support children's play by providing space, opportunity, and materials.

Our developmental approach is based on the concept of a "purposeful environment." Our teachers integrate the diverse skills and knowledge needed to create an environment where concepts are addressed in meaningful ways for children. We respect each child's own abilities and pace of understanding. All programs will work to meet each child's individual developmental path, building on their interests, and strengths to create a meaningful curriculum that fosters' learning and growth. We are intentional with the opportunities offered to children and provide a curriculum and environment that help our students be socially and academically ready for kindergarten.

Following Your Child's Growth & Development

Each teaching team works corroboratively to observe, reflect on and document your child's growth and development. The tools we use include a developmental checklist, work samples, children's notebooks and observational notes. Each parent/teacher conference you will receive a summary of their child's growth and development along with the opportunity to see work samples in individual notebooks. The developmental checklist used is based on the curriculum goals referred to in our section titled, Goals of Our Curriculum.

Our goals in documenting your child's growth and development include; allowing us to better understand your child's development and play accordingly, share specifics with you regarding your child's growth and development, and identify and support any developmental concerns if they arise.



“Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting the information.”

~ McAfee, Leong, Bodrova

Daily Routines

Children benefit from structure and routine. It is important that the environment has some predictability so a child can move easily and confidently from one activity to another and feel some sense of control. Our preschool strives to create a purposeful environment both indoors and outdoors which provides opportunities for structured and unstructured play and activities. Choice and independence are important factors in young children's learning. Your child's teacher will plan and implement experiences and activities for your child each day, which are designed to foster areas of their development. Your child's daily schedule will include.

Greeting Time:

During greeting time, you and your child will be welcomed into the classroom community each day. You will be required to sign your child in and will have an opportunity to look around the room to see the activities and experiences the teacher has planned for the day.

Classroom Time:

During classroom time, your child will be encouraged to participate in a variety of activities which may include, but not limited to: puzzles, table toys, block building, dramatic play, creative art expression, tactile experiences, play dough, books, early writing exploration and science and cooking. Teachers will work individually and with small groups encouraging dictation and story telling, cooperative play and life skills.

Circle/Group Time:

Your child will participate in two circle/group times each day. These times will include literacy experiences such as book reading and story development, music and movement, sharing of plans for the day and the days to come, sharing of ideas, poems and finger plays.

Outdoor/Playground Time:

On our playground your child will enjoy playing with sand and water, climbing, running, jumping, balancing, riding bicycles, playing structured and unstructured games, experiencing/exploring nature and navigating obstacle courses.

Playground:

We are fortunate to have a wonderful playground facility. Many families enjoy playing on the playground before and after school. For your child's safety and the safety of other children, we ask that children be supervised on the playground at all times. Please note that there is no staff supervision on the playground before or after school. We must all work together to make the playground a safe environment for all children.

Separation:

Preschool is often a new experience for your child; a new teacher, a new classroom, and new friends. To ease in the transition we provide orientation experiences to introduce both you and your child to our programs. Orientation experiences include: Launching into Preschool (Toilet Learning:

We fully understand that "toilet learning" is a process and welcome the opportunity to partner with you as your child goes through the steps of toilet learning. For children participating in our two-year-old preschool program we have a diaper changing area for those children who have not yet started the process and will work with your child on toilet learning if they are currently in the process. We encourage you to send your three to five year old child to school in underpants, as we work together on toilet learning. Please send extra clothes to preschool with your child should an accident occur.

Birthdays/Parties:

Each child will be given a day that they can celebrate their birthday at school. Children with birthdays over the summer will be given a date for their "special day celebration." Children's birthdays/special days are celebrated in the classroom with a special snack. Please defer to your teacher for specific instructions about what you can do for this special day! We ask that you do not send any sort of "take home" favors for the children.

Throughout the year, each preschool class will have special parties (i.e. Halloween, Christmas, Valentines, etc.). Your room coordinator for your child's class will post a sign-up sheet so that you can fill out what you would like to contribute to the party. parent/child day to explore the school), Parent Orientation (parent only informational meeting), and our Parent/Child Visitation Days (visits to the classroom). We have additional staff in the classrooms the first few weeks of school to help ease this transition for individual children. Refreshments are provided for parents in the courtyard the first week of preschool to help parents connect with one another while their children are adjusting to preschool.

Snack Policies and Procedures General Information

The Preschool staff appreciates the snacks you periodically send for your child's class. Snack time is an important part of our program. It is a time when a variety of skills are practiced and children learn about good nutrition and table manners. Below we have listed examples of snacks that we have observed children enjoy over the years.

PLEASE NOTE: We do not allow peanuts or peanut products of any kind on the preschool campus, in snacks or lunches.

*****PLEASE TRY AND INCLUDE FOOD FROM AT LEAST 2 OF THE FOOD GROUPS.***

*****PLEASE CUT FRUIT or CHEESE INTO 1/4 INCH SQUARE BITE SIZED PIECES.***

Remember: No Peanuts or Peanut Products

The Preschool provides purified drinking water, napkins, cups, and any utensils necessary for the snack you send.

BREADS & GRAINS

Graham Crackers, rice cakes, vanilla wafers, cereal mix, bread, noodles, bagels, tortilla chips, fish crackers, muffins, fruit breads, pita bread, english muffins, corn bread, saltines and other crackers.

FRUIT & VEGETABLES

Apples, oranges, bananas, peaches, cantaloupe, watermelon, etc. or cooked applesauce. Celery, broccoli, jicama, cauliflower, cucumbers.

MEAT & DAIRY

Yogurt, cheese (cubes or slices) cream cheese, string cheese, yogurt dip, pudding, milk, cold cuts, cheese spread.

STORAGE

We do have a refrigerator in the Preschool Office. If the snack you send requires refrigeration please let your teaching team know and they will put in the refrigerator. Please send snacks in a labeled (with name and date) disposable container. If you cannot bring snack on a day you signed up for please do not be concerned. The Preschool maintains a supply of snack items.

BIRTHDAY SNACKS

Each teacher has their own procedure for celebrating birthday's in the classroom. Please check with your child's teacher regarding this.

ALLERGIES

IF YOUR CHILD HAS ANY FOOD ALLERGIES, PLEASE LET YOUR TEACHER KNOW. A LIST OF THE CHILDREN'S ALLERGIES IN THE CLASS WILL BE POSTED INSIDE A CABINET OF EACH CLASS. ALL CHILDREN WITH EPI-PENS OR SIGNIFICANT DIETARY RESTRICTIONS NEED TO BRING THEIR OWN SNACKS EACH DAY.

FOR 2 and 3 Year Olds

Please do not send popcorn, hard pretzels, hot dogs, carrot sticks, peanuts, nuts, raw peas and /or whole grapes to class.

SNACK TIME PROCEDURES

- Snack tables are washed prior to snack set up
- Children and Teachers wash their hands prior to setting up snack
- Napkins, cups and snack items are passed out by the children (when children are developmentally ready) with assistance from a teacher
- Children with allergies or food concerns which require a special snack have places at the table which are clearly identified
- All children and teachers wash hands prior to snack
- A group blessing is said each day before snack
- Children are encouraged to try the snack which is provided
- Children learn to pour their own water/or snack beverage
- Children have opportunities to self-select and serve snack for themselves
- When 2 year old children are developmentally ready as decided by teachers and families, regular drinking cups are provided for fluids served during class
- Children are responsible to clean up their snack space by putting their trash in the trash can
- Teaching staff are encouraged to sit with the children during snack time

RBCPC Preschool works to reduce or eliminate environmental hazards for the children by follow cleaning, sanitizing and disinfecting frequency tables set forth by NAEYC, and implementing the use of eco-healthy, EPA approved cleaning products to accomplish this goal.

Family Communication

Families will receive monthly newsletters from their individual teachers as well as weekly communication from the preschool office. On most days teachers will write a note by the sign-in area sharing what the children did during the day. Parent conferences are scheduled for twice a year, one in the fall and one on the spring. Conferences can also be scheduled on a need to basis throughout the year.

We encourage you to get involved in the preschool community. Throughout the year there are formal and informal family activities, including Monthly Meals Out, Craft Fair & Children's Carnival, Women's Night and our end of the year Luau. You are welcome to help in your child's classroom to share a special interest or passion you may have.

Each class has a parent coordinator who helps the families get to know one another by planning family events, class field trips and by coordinating classroom parties and special events.

The Early Childhood Education Committee (ECE) guides the preschool, families are welcome to serve on this committee which meets monthly. The committee helps guide the vision of the preschool.

Getting to Know Your Family

Your family will be asked to complete a "getting to know your family" form each year. The information you provide will help us better serve you and your child. Our desire is to use the information gathered to build a community for children and families that is meaningful and relevant. Teachers will incorporate the interests of both children and families into the daily curriculum and learning experiences. Families will have opportunities to share passions, traditions, rituals and heritages both in classroom experiences as well as through pictures and reflective dictation in their child's notebook.

Sharing Lives/ Inclusive Practices

The preschool is an inclusive environment, which strives to respect and serve each individual child and family. We believe all children benefit in an inclusive environment where children of all abilities learn and grow together. Our "Sharing Lives Fund" supports our inclusive classrooms by providing additional funding that may be needed for additional staff, staff training and adaptive equipment. Sharing Lives also provides tuition assistance to families whom may have a need.

Policies & Procedures

Preschool staff are required to follow the church Protection Policy which covers policies and procedures for reporting child abuse and neglect. The entire policy is available via this link or in printed form in the preschool office.

- http://a782f01576374eea34e8-34b8cboaac6029bf9d098e3d051aa6a6.r26.cf2.rackcdn.com/uploaded/d/oe3888629_1427480090_docrbcpc-protection-policy.pdf

Illness Policy

Your child should not attend school if signs of a cold/flu or other illness are present. Your child must be fever free without medication for 24 hours before returning to school. If symptoms develop at school, your child will rest in the preschool office and you will be contacted. We ask that you notify the preschool office if your child will be absent or if your child has a communicable disease.

Procedure for Exclusion of Under-immunized Child

- All children's Immunization information is tracked by the office on the "Immunization Recording Sheet"
- Should the preschool staff become aware of a child that is ill with a preventable disease through vaccination – they are instructed to notify the office.
- When the office is notified either by staff or the Health Department that an enrolled child has one of the communicable diseases preventable by vaccinations the following procedure is implemented:
 - The records for each child exposed are reviewed using the "Immunization Recording Sheet"
 - A list is made of any children that were exposed and are under immunized.
 - Parents are called and emailed a letter that informs them of the school exclusion period.

Injuries:

Staff members are trained in simple first aid and CPR. We would like to protect each child from even simple bumps, bruises or scraped knees, but we know that is not completely possible. Daily, we evaluate the preschool environment for hazards or safety concerns. We have first aid supplies in each classroom and the playground. If first aid is needed by your child you will receive a written injury report that includes a description of the injury, how it occurred, and the treatment administered. Water, soap, bandages and ice are usual treatments. If the injury needs your immediate attention we will call you. If you cannot be reached, your child will be cared for according to the instructions/authorization on your child's medical release form. Any injury, which requires a physician's treatment, will be reported to the Department of Social Services.

"For play to result in purposeful and productive learning, the classroom environment and daily program must be structured to achieve this goal."

~ Diane Trister Dodge, Toni S. Bikart

EMERGENCY & SAFETY PROCEDURE INFORMATION

RBCPC is committed to the safety and well-being of all children, staff and families here on campus. Below are a few important facts for you to be aware of.

- The Preschool has plans and procedures in place in the event of an emergency.
- Emergency cell phone number for the preschool is: 858-583-4862
- Parent notification: In the event of a schoolwide emergency parents will be contacted as soon as possible with an update - via our weekly office Mail Chimp Email and/or a phone call from your child's teacher (using the main contact number you listed on your child's paperwork)
- In the event of a local community situation (ie: wildfire) that requires a school closure – we will follow PUSD's closure schedule.
- In the event of a fire:
 - We would exit all buildings and gather outside the preschool gate in the walkway by the neighborhood until all clear is given.
- In the event of an evacuation emergency:
 - We would first go to an alternate building on the campus (i.e. Fellowship Center).
 - If that was not an option, we would go to the Rancho Bernardo Swim and Tennis Club. 16955 Bernardo Oaks Dr. San Diego, CA 92128 Phone:(858) 487-5002
- Lockdown procedure for any cautionary or immediate dangerous situation occurs
 - We would use the school's phone system "PAGE" button to give the coded alert that a school wide lock down is in effect. All teachers are aware of these procedures.
 - **CODE RED** = immediate danger - all kids in classes, doors locked, blinds closed, lights off, away from the windows.
 - **CODE YELLOW** = caution, a potential dangerous situation may be occurring - all kids in class, doors locked, regular class activities may continue. Remain inside until code green is given.
 - **CODE GREEN** = all clear – threat is no longer an issue – resume normal activities.

General Safety Information:

- All RBCPC employees have background and fingerprint clearance.
- All preschool classroom doors are locked during school hours and require keys held by staff members for entrance.
- All preschool classroom back doors are locked and have a safety buzzer alarm attached.
- All access gates are locked with the exception of the front entrance gate which for fire code reasons must remain unlocked for emergency exit safety.
- All preschool visitors sign in at the office and receive a nametag.
- Playground supervision by the teachers includes strategic placement allowing for visual sight of the entire playground and surrounding areas.
- Injuries – Children are tended to when injuries occur, parents are notified via a paper form in the child's bucket and/or via a phone call from the office.

Fire Emergency Procedure

Assignment of Responsibilities

Any Adult- Activate fire alarm when fire emergency is discovered.

Director-

1. Call Fire Department
2. Determine with staff the appropriate emergency exit.
3. Check with staff to see that each child in attendance is accounted for.
4. Assist with children during emergency.
5. Determine when emergency is ended and school may be re-entered.

Teachers-

1. Take children in class or playground to safety.
2. Exit route will be determined by the location of fire.
3. Take the sign-in/out notebook with attendance sheets and emergency forms. Check to see that each child in attendance is accounted for.
4. Notify the Director if a child is not accounted for.
5. Care for the children during emergency until school program can be resumed or until children are released to their parents.

Assisting Teachers-

1. Notify Director of emergency.
2. Check bathrooms, classrooms and playground to see that no child is left behind.
3. Assist Director and teachers in accounting for all the children.
4. Care for the children during the emergency.

Emergency Drills should be practiced with the children monthly and logged.

Earthquake Emergency Procedures

Drop Drills:

Earthquake drop drills need to be conducted monthly in each classroom. The date and time need to be reported to the director so they may be recorded.

In Event of Earthquake:

1. Teachers will tell children to drop in place immediately.
2. As quickly as conditions permit teachers will move children to safe area staying at least 6 ft from building or wall. Teachers will make sure all children in attendance are accounted for using the sign in/out notebook.
3. Teachers will check children for injuries and perform first aid which is immediately required.
4. Assistant teachers will help teachers account for all the children, check for injuries and perform necessary first aid.
5. Director will determine safe area for the children and staff.
6. Assistants and Director will get earthquake supplies out and ready to use when needed.
7. Children will be released to authorized adults as they arrive. Teachers will see that the children are signed out by an authorized adult.
8. Teachers will remain at school until the emergency is over or until they are released by the Director. Priority for early release will be given to staff with young children.

Earthquake Preparedness

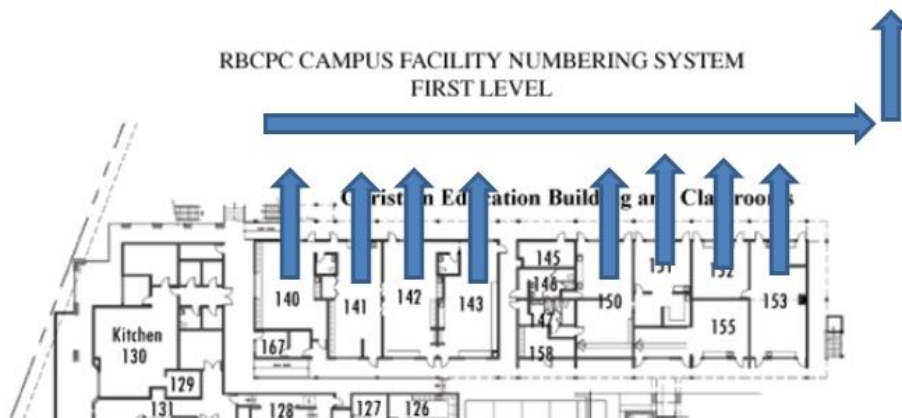
1. Food and water is located in the Preschool kitchen and Church Kitchen
2. There is also a locked emergency bin located near Room 153. This bin contains hard hats and emergency supplies.
3. Each teacher needs to be sure that their children's emergency information is kept in their ID & Emergency notebook and is up to date.

Fire/Earthquakes:

Fire and Earthquake Drills are practiced regularly. If we were to have to evacuate our facility we would walk the children to the Rancho Bernardo Swim and Tennis Club. We have emergency and earthquake supplies in each classroom. If an emergency occurs, you can reach us on our emergency cell phone number. Our emergency cellular phone number is

858.583.4862

ALL PRESCHOOL CLASSES & OFFICE EXIT TO NEIGHBORHOOD PATHWAY



Guidance & Discipline:

Children are encouraged to respect themselves, others and their environment. We know children learn through example, so through our example and guidance we work to help children find appropriate ways to express their emotions, frustrations and conflicts. We strive to help children problem solve together to settle misunderstandings, disagreements, or simply sharing toys. We find children are kind and considerate with one another is that is how they are treated.

Below highlights the different methods preschool staff is encouraged to use when addressing guidance and behavior management.

- Encouragement- Specific encouragement, recognizing progress, not just accomplishment.
- Positive Reinforcement- Call attention to the desired behavior and ignore the undesired behavior.
- Modeling- As an adult, you are always a model for children, whether intentional or not. Explicitly model desired behavior, particularly social skills.
- Ignoring Behavior- Particularly if the behavior is an attention-getting device, ignore it.
- Validate and Reflect Feelings- The emotion is OK even when the behavior is not.
- Peer Feedback- Encourage other children who have been affected by the behavior to describe how they feel.
- Adult Feedback- Describe the child's behavior and its consequences for others, particularly when the actual victim can't or won't speak for himself.
- Natural Consequences- These are consequences that naturally happen as a result of the child's choice. Example: If he chooses not to wear a coat, he will get cold. You must decide whether the natural consequence is appropriate to allow to happen, but without intervention, it will happen on its own.
- Problem Solving- Involve the children in the problem-solving process, coaching them through rather than doing it for them.
- Humor- Great for de-escalating the situation.
- Choices- Help children realize what appropriate choices they can select from. Also clarify which behaviors are not acceptable choices, offering alternatives.
- Speak Positively – Describe What You Want – Phrase directions without using “No” and “Don't” whenever possible. Give children a clear picture of what to do instead of just what not to do.
- Gentle Reminders- Gently coach children through challenging situations.
- Logical Consequences- Consequence is related to the behavior. For example, if the child doesn't wear a coat outside they may get cold.
- Disengage- Particularly good response to arguing. Simply stop feeding the argument. My favorite line is, “I love you too much to argue,” from Love and Logic, I believe.
- Redirection- Replace the negative behavior with a similar, acceptable behavior. Example: Instead of climbing furniture, the child is redirected to the outdoor playground equipment.
- Time Away – Other Alternatives to the Traditional Time Out - Instead of focusing on punishment, focus on helping the child regain self-control.

(*Adapted from: <http://notjustcute.com/2009/10/02/positive-guidance-a-well-stocked-toolbox/>)

RBCPC Preschool staff NEVER uses physical punishment, psychological abuse, or coercion when disciplining a child. (Physical punishment includes but is not limited to; hitting, shaking and pulling a child by arms or hair). In addition RBCPC Preschool staff adheres to the church Protection Policy which outlines appropriate and inappropriate interactions in details. We also follow the guidelines set forth by NAEYC and California Child Care Licensing.

Rancho Bernardo Presbyterian Community Presbyterian Church Preschool
Incidental Medical Services (IMS) Plan of Operation
Title 22 Regulation 101173 (c)
License no. 372000473
Director: Melissa Heinemann
August 24, 2017

I. Types of Services to be Provided

- RBCPC Preschool will provide basic, Incidental Medical Services (IMS) on a case-by-case basis to be determined during the admissions process in the confidential, private parent interview and file review
- RBCPC Preschool will limit these services to current needs, which include administering prescription inhaling devices and epi-pens

II. Records to be Obtained and Maintained

- Upon Parent or Authorized Representative's request, RBCPC Preschool will accept prescription inhaling devices and epi-pens within the following scope of practice:
 1. Medications will be received in the preschool office only
 2. Medications will not be accepted in the classroom
 3. A signed and dated medication permission form (LIC 9221) must be completed by Parent or Authorized Representative
 4. One copy of the completed LIC 9221 will be placed with medication in classroom emergency back pack (inaccessible to children) and the second copy will remain in student file
 5. An individual IMS plan will be created and kept on file and in emergency backpacks for each student requiring epi-pens and/or inhaling devices
 6. Medication must be contained in original package with prescription attached
 7. Prescription must be valid for a minimum of 3 months
 8. Expired medication will be destroyed and logged on medication log in Director's emergency backpack located in Preschool office
 9. Parent will be notified in advance of expired medication

III. Storage Requirements

- Epi-Pen medication is centrally stored in each assigned classroom in a child safety locked cabinet marked with a red cross. (emergency backpacks are to remain locked up and inaccessible to children)
- Other medications (Benedrayl, inhalers etc) will be bagged and label by child and class and stored in a locked file cabinet in the preschool office.
- The medication log is stored in the locked file cabinet in the preschool office
- This file cabinet is easily accessible to staff but is locked to remain inaccessible to children.

IV. Training Requirements

- Staff shall receive Incidental Medical Services (IMS) training including asthma and allergy occurrences during annual health and safety training

- Staff shall receive annual Incidental Medical Services (IMS) training which includes proper use of inhaling devices and epi-pens
- Per licensing: RBCPC training starts with the doctor to the parent, the parent to the director and then the director to the rest of the staff.
- Documentation of Incidental Medical Services (IMS) training will remain in the HR File (stored in the preschool office)

V. Staffing Requirements

- RBCPC Preschool staff are authorized to administer Incidental Medical Services (IMS), provided they have received the training requirements listed above
- The following persons are NOT authorized to administer Incidental Medical Services (IMS): volunteers or new staff members who have not participated in training
- The following staff members are currently certified in health and safety training including IMS and are authorized by the CCC to administer IMS: (See Attached Sheet with Names).

VI. Plan to Ensure Proper Safety Precautions are In Place

- In addition to the safeguards outlined above, each child with an IMS Individual Plan will be listed in each confidential classroom emergency card book on the Medical Alert Notification
- Director will review medication log to monitor expiration dates
- IMS training will take place at yearly staff meeting and on-going/as needed

VII. Plan for Transporting Medication, Equipment and Supplies

- RBCPC Preschool does not participate in off-campus field trips
- Emergency back packs are located in each classroom
- Medications will remain on the facility premises unless evacuation is deemed necessary by the director, licensee or designated facility administrative representative
- As part of the RBCPC Preschool Disaster Plan, in the event of evacuation, the emergency books, sign in sheets, and emergency backpacks containing medications with the Emergency Health Plan (RBCPC) and Parent Consent for Administration of Medications and Medication Chart, and will be transported along with the children

VIII. Communication with Parents/Authorized Representatives per Occurrence

- Non-emergency inhaling device administration: parent will be notified prior to administration
- Emergency administration of inhaling device or epi-pen: 911 is called and parent is notified

- Incident is recorded on RBCPC Preschool's Medical Report (one copy is retained in student file and original is sent home with parent)

IX. Reporting Requirements to Community Care Licensing (CCL)

- Director will report unusual incidents requiring medical attention including but not limited to epi-pen administration to CCL on the Unusual Incident Report within 7 days of occurrence



“In every neighborhood, all across our country, there are good people insisting on a good start for the young, and doing something about it.”

~Fred Rogers

RBCPC Preschool Procedure for Managing Conflict between Program staff and Families

Our procedure for managing difficulties and differences that may arise between program staff and families is guided by the National Association for the Education of Young Children (NAEYC) Code of Ethical conduct and Statement of Commitment. We believe in building positive adult relationships between program staff and families that includes respectful communication, transparent and honest conversation, non-judgmental active listening and an understanding that all involved are working towards the common goal of positively supporting the child's growth and development.

When conflict arises the following steps are followed:

- Step 1 – All parties involved have a conversation at a mutually agreed upon time in a neutral place.
 - During the conversation the concerns are stated with each party actively listening (technique) and reflecting (technique) to make sure that each has a clear understanding of the concern or issue.
- Step 2 – Work towards a resolution or common goal. This may include using brainstorming (technique) to share ideas, goals, plan and next steps in order to move forward positively toward resolution.
- Step 3 – Each party documents their understanding and reflects on the resolution goals – sharing it with each other – in order to ensure commonality. This may be done via email or written documentation (technique) by hand.
- Step 4 – Implement the agreed upon course of action.
- Step 5 – Follow up with the concerned party to maintain open communication, ensure the goals are being met and the conflict is truly resolved. Follow up could consist of a verbal check in, a written email, or a hand written note.
- Step 6 - If at any point either party feels unable to successfully complete Step 1-5 – program staff and or the family is encourage to request preschool administrative staff (Director or Assistant Director) to meet with the involved parties in an effort to resolve the conflict.
- Step 7 – Parties repeat Steps 1-5 with a preschool administrative staff member (Director or Assistant Director) mediating.
- Step 8 – If resolution is still not obtained then preschool administrative staff (Director or Assistant Director) will contact a more formal authority in the larger organization to help support resolution and repeat Steps 1-5.

Arrival and Departure Policy

It is the policy of RBCPC Preschool to permit access to a child only by individuals that are listed on the child's ID & Emergency registration form. This would normally include both parents as well as other individuals that are authorized to pick up and/or drop off a child.

At arrival each child must be signed in by the adult using a full signature. The responsible adult is required to supervise the child up until the classroom doors open and the child is securely in the classroom with RBCPC Preschool teaching staff.

At departure each child must be signed out by the verified adult using a full signature. The responsible adult is required to supervise from this point forward. For any family wishing to stay on campus after their child's enrolled program hours, supervision is the sole responsibility of said verified adult who picked the child up.

Special Circumstances - occasions where access to your child must be limited are as follows:

- A court order - these orders will normally take the form of either domestic Violence Restraining Orders, Temporary Restraining Orders, California Law Enforcement Telecommunication Systems (CLETS) Order Forms, Findings and Order After Hearing forms, Judgment of either legal separation or dissolution of marriage, or other types of court orders, properly issued by a California court, which restrict access by a parent to your child.
 - It is the parent/legal guardians responsibility to provide RBCPC Preschool with a copy of any issued court order.
 - RBCPC Preschool will comply with a directive from a California court.
 - The court order will be maintained in your child's file, and it is your responsibility to advise RBCPC Preschool if that court order has been changed at any time.
 - It is not satisfactory for you to orally advise either your child's teacher or a member of the staff at R.B.C.P.C. Preschool of the existence of a court order, should you wish it to be enforced. We cannot enforce any court order without being provided a copy of it for our records. This is necessary

in the event that law enforcement officials need to be contacted for assistance in enforcing the court order when you are not present.

- Substances Abuse – RBCPC Preschool staff will not release any child to any authorized adult who appears to be under the influence of alcohol or other substances.
 - RBCPC Preschool staff will contact an additional named person on the child's Id& Emergency form who has written permission to pick up.

- Other special circumstances – in the event of a situation in which RBCPC Preschool staff deems it is unsafe to release the child to the adult who has arrived, we will contact an additional named person on the child's Id& Emergency form who has written permission to pick up.

Arrival & Departure Procedure

Arrival Procedure:

- Children arrive with a parent or other responsible adult at preschool and wait on the playground until their classroom door is opened
- During this time – children and adults are encourage to socialize with each other
- Parent sign-in their child at the classroom cart
- When the door opens children and adults enter the classroom and are greeted by teaching staff.
- Children place their buckets on shelves and wash their hands.
- Adults are encouraged to assist their child as needed
- Parents are able to connect with teaching staff if needed.
- Parents separate from the child

Departure Procedure:

- Adults arrive to pick up a child and wait in front of the classroom until the door opens.
- During this time –adults are encourage to socialize with each other
- Adults sign out the child on the classroom clip board
- Once the doors open – teaching staff checks to verify that the adult picking up the child is authorized on the child's ID & Emergency form (contained in the ID & Emergency binder kept in each classroom and updated regularly).
- ID's are checked for verification purposes consistently until visual familiarity is gained.

Transportation Procedure:

- All transportation to and from preschool is provided by the child's parent or responsible party.
- Our parking lot is close to the entrance and during arrival and departure children and adults can converse, connect and socialize while they are making their way inside the gates.
- Preschool Administration periodically greets families at the main gate in order to facilitate family/staff interaction.

“A young child's joy in discovery, learning, and finding something out for the first time is, in fact, the ultimate celebration!”

~ Francis Wardle