



**Family
Handbook
2022-2023**

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www.onegeneration.org

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Welcome to ONEgeneration Infant/Toddler and Preschool programs.

It is with great pleasure that we welcome you and your child to our programs. We hope that this first educational experience will be a positive one that will launch your child on a lifetime of learning. Our center is staffed by exceptional team members, committed to ensuring that your child is well cared for and is learning in an environment that is both enriching and stimulating. We are partners with you in the education of your child and look forward to our mutual collaboration and cooperation. This handbook is intended to help familiarize you about our program while communicating our policies and procedures, ensuring that our relationship has clear expectations and guidelines. We recognize the challenges that come with bringing your child to school for the first time. Our goal is to help make for a smooth transition by creating a learning environment characterized by enthusiasm and excitement and one that is imbued with a genuine love of learning. We are honored to serve you and your family.

Respectfully,

Adena Amalian

Director of ONEgeneration Infant/Toddler and Preschool Programs (NAEYC Accredited)

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THE ORGANIZATION

“The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.”

- John Lubbock

Mission Statement

Our mission is to enrich the lives of children, seniors and their families throughout our diverse community. ONEgeneration provides families with the opportunity for natural encounters between generations. Our unique Intergeneration Program provides for daily opportunities for the children to interact with our “neighbors”, the seniors. Through exciting activities such as creative art, cooking, movement, gardening and games, we establish caring connections between children and seniors. These interactions help children acquire new interests, skills and learn the meaning of acceptance, cooperation and compassion. We recognize the value of these connections and provide positive and developmentally appropriate interactions for our older and younger participants.

ONEgeneration childcare provides a nurturing, diverse environment where children develop socially, emotionally, cognitively and physically. Our daily practices incorporate emergent curriculum and anti-bias curriculum which stimulate each child’s unique interests, curiosity and sense of discovery. Ultimately, our mission is to enhance the development of social skills, relationships, respect for others and oneself, self-help skills, autonomy, peaceful conflict resolution and the empowerment of one’s own ideas and feelings leading to success in school and life.

“Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing.”

- Madeline Hunter

“Every student can learn, just not on the same day, or the same way.”

- George Evans

“Tell me and I’ll forget. Show me and I’ll remember.

Involve me and I’ll understand”

- Confucius

Philosophy

Our preschool philosophy is based on two concepts. First, each child is a unique individual and will develop physically, cognitively, emotionally and socially at his or her own pace. We see children as competent learners, capable of engaging with ideas and the world around them.



Secondly, it is our belief that children learn through play, as this is the natural mode of learning for the young child. Additionally, play is the natural mode of learning for the young child.

It is through play and our hands-on approach that we introduce literacy, early mathematics, science and social studies. We believe that it is essential to create an atmosphere of trust and safety where children will strive to become independent critical thinkers who feel free to explore their environment with confidence. Furthermore, we believe that children come to school as competent and naturally motivated learners. Our responsibility is to ensure that the confidence and self-esteem of each child is maintained and strengthened. Our program philosophy is fundamentally driven by Developmentally Appropriate Practices for young children as defined by the National Association for the Education of Young Children (NAEYC). Our curriculum is customized to meet each child's individual needs socially, emotionally, physically and cognitively.

“Nine tenths of education is encouragement.”

- Anatole France

Goals for Children

Children will develop a positive view of themselves and others, while developing an appreciation for the differences among people and how to celebrate those differences. Children will learn how to cooperate and be a positive member of the community. Children will be encouraged to develop skills to help prepare them for success all while developing a love for learning.

Parental Involvement

Parents are encouraged to communicate with their child's teacher as often as needed. Encouraging parents involvement will help families raise any concerns, contribute to decisions about their child's goals and plans as well as share any information relative to the development and well-being of their child(ren). It is expected that parents and teachers will collaborate, mutually supporting each child by taking advantage of the resources offered.

Parent/Teacher Association

UNDER CONSTRUCTION

Anti-Bias Policy

We encourage and support cultural diversity, gender equality, non-violence, and peaceful conflict resolution throughout every aspect of our programs. Our goal is to teach children to resist the bias that inundates much of today's popular culture. We believe that children can be empowered to reject negative stereotypes of race, gender, religion and physical capabilities with the help of their parents and teachers. We ask for your support and your feedback to help us ensure that we are living up to our highest standards.



Vision Statement

We want to create a learning environment in our Center that is characterized by a high level of cooperation, collaboration and communication amongst all who participate. This is to ensure children, parents and teachers flourish and thrive amid a high degree of humility and humanity.

State Licensing

ONEgeneration is licensed by the State of California through the Department of Children and Families. Annual unannounced inspections of the Center are conducted by the Department of Social Services to ensure all state standards, policies and procedures are met.

Department of Social Services, Community Care Licensing

6167 Bristol Parkway, Suite 400

Culver City, CA 90230

(310) 337-4345

Infant/Toddler Facility Program I.D. # 197402404

Preschool Facility Program I.D. #197402403

NAEYC Accreditation

ONEgeneration Infant/Toddler and Preschool programs are accredited by the National Association for Education of Young Children (Program I.D. 292783). In order to be an NAEYC accredited center, the programs will undergo a voluntary rigorous assessment procedure measuring how well the center meets the required standards for a high quality early childhood program.

According to NAEYC, “Every child deserves access to high-quality early learning experiences. NAEYC-accredited early learning programs are exceptionally well equipped and meticulously measured for indicators of quality in the classroom and beyond. From guidelines for teacher preparation through safety standards, NAEYC Accreditation ensures that programs are safe, well prepared, and intentional about ensuring children's success. As a reputable indicator of quality, NAEYC Accreditation correlates with children's greater readiness and success in school and beyond; increased educational attainment rates; and overall healthier lifestyles.”

NAEYC Accreditation

1313 L Street NW, Suite 500

Washington DC, 20005-4101

(800) 424-2460

www.NAEYC.org/academy



Benefits of Attending Preschool

The first five years of a child's life are most crucial for cognitive development. It is during these early years, "the learning years," that the foundation for future success and learning is formed. Children develop essential school-readiness skills such as the ability to be attentive and follow directions. Research has proven children who participate in high-quality early childhood education programs develop enhanced language skills, score higher on school-readiness tests, and have more effective social skills. High quality early childhood education enhances what a child learns at home and most importantly, instills a love of lifelong learning.



THE PROGRAMS

Infants and Toddlers

Six Weeks to Two Years

ONEgeneration is licensed to serve up to 60 children ages six weeks to two years of age. The center operates from 7:00 a.m. to 6:00 p.m.

Preschoolers

Two Years to Six Years

ONEgeneration is licensed to serve up to 138 children ages six weeks to two years of age. The center operates from 7:00 a.m. to 6:00 p.m.

Transitional Kindergarten

Children whose 5th birthday falls between September 2nd and February 2nd will qualify for Transitional Kindergarten.

Kindergarten Enrollment

Children who turn five years of age by September 1st are eligible for entry into Kindergarten. However, please be aware that age alone does not automatically mean a child is ready to enter Kindergarten. The chronological age of the child may not necessarily correlate to the developmental stage of the child. For example, some children may be ready for a particular grade when it comes to age, but their social/emotional and academic skills might not be fully developed.

NOTE: there will be a \$35 fee assessed for every recommendation letter/checklist.

Transitions

Please note that children who will be leaving the center will not transition to the next classroom. Additionally, transitions are inevitable in the younger classrooms as licensing dictates toddlers to transition into preschool on or immediately after they turn two years of age. This naturally changes ratios in all classrooms throughout the year. Transitions are typically pre-planned and agreed upon by administration and family, however, ultimately, the decision to transition a child to the next classroom is at the sole discretion of the center director. Children who enter the four to five year old classrooms must be four years old by September 1st and may repeat the classroom only if it was previously agreed upon with the administration.

Center and Classroom Placement

Age alone does not always determine classroom or center placement. Transitions typically occur at the beginning of fall. The developmental level of the child, availability of space, overall group needs and the assessment of the professional staff and director of the center determine changes in center or classroom placement. Each decision is made on a case-by-case basis. Changes in the center or classrooms may be made at other times of the year if staff and parents feel that the move is in the best interest of the child.



Preschool Daily Schedule

Roaring Lions, Sea Turtles, Dinosaurs, Dragons, Tigers, Eagles, Grizzly Bears, Leopards

7:00am-8:55am	Welcome!
9:00am-9:30am	Circle Time/Snack
10:00am-11:50am	Indoor/Outdoor Play
11:55am-12:30pm	Lunch
12:30pm-2:45pm	Nap
2:45pm-3:00pm	Snack
3:00pm-5:00pm	Indoor/Outdoor Play
5:15pm-5:30pm	Snack/Story

Toddler Daily Schedule

Butterflies and Busy Bees

7:00am-8:55am	Welcome!
9:00am-9:30am	Circle Time/Snack
10:00am-11:50am	Indoor/Outdoor Play
11:00am-11:30am	Lunch
12:00pm-2:45pm	Nap
2:45pm-3:00pm	Snack
3:00pm-5:00pm	Indoor/Outdoor Play
5:15pm-5:30pm	Snack/Story

Lady Bugs and Caterpillars do not adhere to a set daily schedule as children under one year of age develop according to their own biological clock.



CURRICULUM

(Creative Curriculum by Diane Trister Dodge, Laura Colker and Cate Heroman)

“Curriculum” refers to the activities the children engage in, the unique characteristics of a “child-choice” environment, the ways that teachers communicate and guide children, as well as the methods we use to teach children concepts and skills that support later learning in school. The following guiding principles are used when determining whether an activity or interaction is developmentally and individually appropriate.

Developmentally Appropriate Practice (DAP)

Our center follows research-based practices providing the proper tools necessary for a developmentally appropriate practices. Research demonstrates that young children learn best by through play. Our teachers create intentional, play-based environments that facilitate all areas of development all while providing flexibility to respond to each child’s individual needs. Our teachers provide a wide variety of “hands on” experiences that encourage children to be active learners, lead, follow, problem solve, follow direction, appreciate differences, reason and create. Our teachers teach by close observation and attunement to each child’s unique talents and abilities such that the planning for optimal learning opportunities is maximized for each child. Emphasis is placed on the process rather than the product. The purpose is to help each child reach their highest potential within all developmental domains as well as nurture a genuine lifelong love for learning.

Teachers and administrators strive to create a learning environment that is safe, predictable, and supportive where the limits and expectations are clear and consistent. Understanding that children learn from the adults in their environment, teachers and administrators model the behavior we teach. We respond respectfully and kindly through words that express our thoughts, feelings and needs. We model cooperation and compassion while simultaneously maintaining high expectations knowing that children will work toward those expectations.

Each day is filled with opportunities for both active involvement and quiet reflection. You will notice the children are encouraged to make choices throughout the day’s activities. Among the many choices are science exploration, math, manipulatives (i.e., blocks, Legos, puzzles), art, language—expressive and receptive—cooking, and reading. When the children gather together as a group in circle time, they may sing songs, dance, discuss the weather, letters in the alphabet, etc. You will see the children on the playground encouraged to engage actively in the outdoor classroom with sand, tricycles, or on the slide. These various learning activities foster, encourage and support key content areas such as literacy skills, mathematics, science, the arts, health, etc. For infants and toddlers, the materials and equipment are used to encourage and maximize exploration, sensory and motor learning, experimentation and discovery.

Although teachers plan the day, week, or month’s theme with specific learning goals in mind and use Creative Curriculum as a base structure, they are encouraged to be flexible in order to capitalize on serendipitous events that provide opportunities to maximize each child’s learning.



An example might be a particularly delightful spring day that calls everyone to be outdoors, attuned to the re-awakening of flowers, trees, or butterflies. Teachers are also encouraged to supplement their planning with other high-quality curricula.

Developmentally Appropriate Practice (DAP) is a concept based on the knowledge that children's development and ability to successfully accomplish a certain physical and intellectual task follows a set pattern. For example, we know that infants learn to crawl, then stand, before learning to walk. The pattern is the same for most children; however, the rate at which the child learns these skills may vary. Chronological age does not always go hand-in-hand with developmental stage. Following his or her own individual path, a child's natural desire to learn coupled with an adult's attention and enthusiasm motivates the child to succeed. Therefore, guiding our work with children is the belief that given appropriate opportunities and engaging adult interaction, children learn and achieve skills they are developmentally ready for. If adults expect a child to acquire skills that he/she is not ready for, the child may comply, demonstrating that he/she can follow directions. However, this does not indicate that the child has acquired or understood the concept or skills that are introduced. In developmentally appropriate programs, children have the freedom to choose activities, move about, and make personal contacts.

Teachers make decisions about curriculum based on three important kinds of knowledge:

1. **Age Appropriateness**—what teachers know about how children develop and learn in general.
2. **Individual Appropriateness**—what teachers know about the strengths, needs, and interests of individual children.
3. **Social and Cultural Appropriateness**—what teachers know about the social and cultural contexts in which children live.

Social-Emotional Development

Social/emotional development during the preschool years is about socialization, the process by which children learn the values and behaviors accepted by society. It is also about becoming a competent and confident person.

There are three goals for social/emotional development:

1. Achieving a sense of self: knowing oneself and relating to other people—both children and adults.
2. Taking responsibility for self and others: following rules and routines, respecting others, and taking initiative.
3. Behaving in a pro-social way: showing empathy and getting along in the world, for example, by sharing and taking turns.

Physical Development

Physical development includes children's gross (large-muscle) and fine (small-muscle) motor skills.

There are two goals for physical development:



1. Achieving gross motor control: Moving the large muscles in the body, especially the arms and legs, consciously and deliberately. Gross motor control includes balance and stability; movements such as running, jumping, hopping, galloping, skipping; and physical manipulations such as throwing, kicking and catching.
2. Achieving fine motor control: Using and coordinating the small muscles in the hands and wrists with dexterity. As these fine muscles develop, children are able to perform self-help skills and manipulate small objects such as scissors and writing tools. The achievement of fine motor skills generally lags behind gross motor development.

Cognitive Development

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.

There are three goals for cognitive development:

1. Learning and problem solving: Being purposeful about acquiring and using information, resources and materials. As children observe events around them, ask questions, make predictions, and test possible solutions, learning reaches beyond just acquiring facts. Persistence and learning how to apply knowledge expands their learning even further.
2. Thinking logically: Gathering and making sense of the information by comparing, contrasting, sorting, classifying, counting, measuring, and recognizing patterns. As children use logical thinking, they organize their world conceptually and gain a better understanding of how it works.
3. Representing and thinking symbolically: Using objects in a unique way, for instance, a cup to represent a horse; pretending, for instance, to be a mommy or a firefighter; portraying the world through charts or pictures, for instance, making a graph to show changes in the weather over time or a drawing to show what happened to a character in a story. Representations and symbols free children from the world of literal meanings and allow them to use materials and their imagination to explore abstract ideas.

Language Development

Language development includes understanding and communicating through words, spoken and written. Children are born with the capacity to communicate with others—verbally and non-verbally. By the time they reach preschool, their ability to communicate thoughts and feelings through spoken language takes on new importance. Language becomes the principle tool for establishing and maintaining relationships with adults and other children.

There are two goals for language development:

1. Listening and speaking: Using spoken language to communicate with others, enlarging one's vocabulary, expressing oneself, understanding the oral speech of others, participating in a conversation, and using language to solve problems. As children learn to listen and speak, they gain control of themselves and their world, relate effectively to others, and gather and store more and more information.



2. Reading and writing: Making sense of written language, understanding the purpose of print and how it works, gaining knowledge of the alphabet, writing letters and words. When children begin to read they gain access to new worlds of information and faraway places, including the world of imagination. Writing things down expands memory, communication, and understanding.

Activities listed on the weekly lesson plan are not set in stone due to the fact that we draw our activities from different curricula.

“Discipline is a slow, bit by bit, time-consuming task of helping children to see the sense in acting a certain way.”

James Hymes

“Too often we give children answers to remember rather than problems to solve.”

Roger Lewin

Value of Play

Play is the business of young children. It is the primary vehicle through which they learn. Opportunity to play freely is vital for the child’s healthy development. Play fosters intellectual development and permits the child to assimilate reality in terms of his own interests and prior knowledge of the world. Through play, children are free to experiment, try out possibilities and practice different roles. Play stimulates creativity. It is inherently a self-expressive activity that draws on the child’s imagination. Play further develops children’s language, physical, social-emotional development. Play is critical to all aspects of the child’s learning and is an essential part of our program. By being a careful observer of children’s play, teachers have the opportunity to discover the child’s interests and abilities. Beyond all these valuable reasons to support play is the fact that it is highly enjoyable.

Emergent Curriculum

We believe that children learn best when they are involved and interested in the topic. The best curriculum emerges from the child’s interest—it is not solely dictated by the teacher’s interest. Teachers build the curriculum experience by experience, idea by idea, as the topic evolves while the teachers and children investigate it together. This does not mean that teachers just wait to see what children want to do each day. They plan curriculum based on careful observation of children’s interests and emerging skills. Teachers set up activities for children that require questioning, investigation, and problem solving. Teachers believe it is valuable for children to be able to generate their own ideas, figure out answers themselves, and try out a variety of solutions until they discover one that works. Teachers act as facilitators of this process, aiding children in their discoveries and providing a wealth of experiences to add to the child’s knowledge of the world.



Anti-Bias Curriculum

Anti-bias curriculum focuses on classroom practices that help children develop and strengthen their self and group identities, interacting respectfully with others while in a multicultural environment. Anti-bias curriculum is a proactive approach to reduce prejudice and promote inclusiveness. The anti-bias approach is a teaching strategy that values diversity and challenges bias, rather than ignoring and therefore reinforcing children's misunderstandings of differences. It further stresses the importance of bicultural, bi-cognitive education. This means that children learn the values, rules, and language of their own culture in a teaching style appropriate to their culture and they learn the values, rules, and language of the dominant culture.

This practice is carried out in the following ways:

1. Diversity is evident in all aspects of the environment.
2. Materials are current and accurate.
3. Staff reflect diversity.
4. Learning about racial, cultural, gender, and disability diversity is ongoing.
5. Activities foster appreciation of both differences and similarities among people.

Cultural Center

We honor diversity in many ways. Every month, two families will be in charge of the Cultural Center and Star of the Month. You will have the opportunity to create and present your child's poster, encouraging cultural awareness. Feel free to be as creative as you want. You may bring pictures, books, artifacts, traditional clothing and so forth. Please note that you must set up during the first week of the month. Families must sign up for the Cultural Center and the Star of the Month in the same month.

“Parents need to fill a child’s bucket of self-esteem so high that the rest of the world can’t poke enough holes in it to drain it dry.”

Alvin Price

In recognition of the rich cultural diversity and heritage of our families and participants, ONEgeneration is actively seeking out ways to invigorate our activity and intergenerational programs. To make this happen, we are reaching out to all of you to invite you to share your talents with us as a special guest. We would love to have at least one family member per month lead a group or activity as part of our intergenerational program. Activities may involve music, special crafts, dance, limited cooking/food demonstration, or leading a program related to a cultural event or to your heritage. We are open to your creative ideas and hope you will share your unique talents with the participants and children at ONEgeneration.

All activities would need to be approved in advance by our team. Our intergenerational programs are primarily held in the mornings between 10:00am and 11:30am. We are open to ideas that engage all of our participants but also those appropriate for a small group of individuals with a shared interest. We look forward to having you participate. Please contact your child's teacher for



any questions and to set-up a date and a time to share your activity. Thank you in advance for supporting our programs.

Star of the Month

Each child will be the Star of the Month once a year for the entire month. Each month, two families will be in charge of setting up the Star of the Month board. This means that you will bring pictures of friends, family and relatives and make a presentation at circle time. You may choose to make a poster, bring baby clothes or even baby toys. You can be as creative as you like. Your main objective is to present your child to the classroom. We want to know all about your child such as his or her interests, likes, dislikes, routine, favorite toys, favorite food, all the important people in your child's life and anything else you want us to know. Remember, this is all about your child and your family.

NOTE: Parents must combine the Cultural Center and Star of the Month onto a single board. Parents will have a space of no more than 3 ft. x 3 ft. to set up both boards.

“We learn ... 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both hear and see, 70% of what is discussed, 80% of what we experience personally, 95% of what we teach to someone else”

William Glasser

Share Days

Roaring Lions, Sea Turtles, Dino's, Dragons, Tigers, Leopards, Eagles and Grizzly Bears

All children have been assigned to share on a particular day of the week, which will be applicable for the rest of the year. During this day, your child can bring up to three items from home to share with his or her classmates at circle time. The items are not to be given away but rather to be shown and talked about. It is the parent's responsibility to help the child decide what to bring to school to share for the next day. Please be advised that teachers are not responsible for any lost or damaged show-and-tell items. Show-and-Tell items must be shared once a child chooses to take his or her toys out of the cubby.

Holidays and Celebrations

We are very fortunate to have a diverse group of families who enroll their children in our center. As part of our multicultural and anti-bias curriculum, we like to include holidays celebrated by children of various religious and ethnic groups without overemphasizing any one of them. Occasionally, we make up our own celebrations such as Pajama Day or Crazy Hair Day. Since young children can easily be over-stimulated and our center follows developmentally appropriate practice, we keep all our celebrations “low key.” Young children do not always understand holidays the same way adults do and some can be really scary, such as Halloween. Our philosophy is to prevent adding additional holiday stress and the over-activity that often accompanies parties for young children. We believe that the most important holiday traditions



are those that take place within the child's own family and should be family traditions, not center traditions. One way to ensure this specialness is by keeping the school celebrations calm and more in keeping with a normal schedule. We do strongly encourage families to share their traditions and customs with the classrooms as they enrich the learning environment and build community. If you would like to share your family holiday traditions or holiday customs with family photos, songs or books, talk with your child's teacher or center Director.

Special Events and Visitation

A special feature of the center is the diversity of the families who participate. We invite parents or other family members to share traditions, hobbies, songs or other interests with the children in our programs and during IGP. So that everyone can enjoy the enrichment activities, speak with the lead teacher in your child's classroom to prearrange your visit. Family members are also invited to the center on many occasions throughout the year for socials or special celebrations.

“Good schools, like good societies and good families, celebrate and cherish diversity.”

-Deborah Meier

Birthdays

Sharing your family's special occasions is an important part of life at our center. Our birthday policy is based on our attempt to honor families who come from many backgrounds. In addition, we wish to provide children with only nutritious foods in accordance with our food policy. Birthday celebrations are to be arranged with your child's teacher(s). Arrangements must be made and approved two weeks prior to the celebration day.

Consider the following when planning for your child's special day:

- Please be advised that birthday celebrations are to be kept simple and short
- Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.
- Balloons are not allowed.

Goodie bags may be distributed if: (Goodie bags will be given to parents and can be opened at home.)

1. There are enough for all children enrolled in the classroom.
2. There are no candy or sweets.
3. There are no toys, stickers, etc. promoting violence.
4. They are unisex.

Note: Should there be a birthday party outside of the preschool classroom, ALL children must be invited.



Field Trips

ONEgeneration does not participate in field trips. Instead, we bring the field trips to us where our children can really enjoy and learn in their own natural environment.



SCREENING AND ASSESSMENT

Purpose

Screening and assessment are an integral part of high-quality early care and education programs. The purposes of the screening and assessments are multiple. The first purpose is to learn about the development, interests and needs of each child which can then inform appropriate individualized teaching strategies that extend, enhance and guide each child's learning and continued development. A second purpose is to detect early signs of delay in development and/or the need for further assessment, referral or early intervention. A third is to improve curriculum and teaching practices that contribute to overall program improvements.

Desired Results Developmental Profile-Revised (DRDP-R)

Meeting a child's individual needs requires a partnership between the program and family. It also requires that teaching staff acquire specific knowledge of each child in their care. Ongoing communication between families and the teachers is crucial. Formal assessments are conducted twice a year. At ONEgeneration, we use a formal assessment method entitled Desired Results Developmental Profile-Revised (DRDP-R). The results will be shared with you during a scheduled Parent Conference. Throughout the year, as well as during conferences, parents are asked to share, raise concerns or questions on how the assessment method are meeting their child's needs.

Please note that all preschool staff are professionally trained in administering the DRDP-R. Informal assessments through everyday observations are conducted using the following methods: anecdotal notes, artwork, writing samples and pictures.

Assessment Methods Used

Child's Portfolio and DRDP-R Assessment

Families often keep a collection of "artifacts" at home that signify their child's journey and growth, such as a list of first words, pictures from their first haircut, a video of their child taking his or her first step and so forth. We keep a similar collection known as the "Child Portfolio." Portfolios encourage authentic assessment, that is, assessment done over time in the natural environment based on the child's typical activities. The portfolio includes:

- Photos of the child interacting and playing and meeting developmental milestones
- Language samples (dictated stories, records of conversation)
- Anecdotal notes (written notes highlighting typical or significant events)
- Writing and drawing samples
- DRDP-R assessments
- DRDP-R summary sheet

The portfolio, shared during parent conferences, is a visual tool for guiding our thinking about each child while documenting their growth. More formal records such as family conference notes, health documentation and a semi-annual written developmental profile (DRDP-R) are



included in the child's file. The written developmental profile used to assess children is the Desired Results Developmental Profile (DRDP-R), which was developed by the California

Department of Education (CDE) in conjunction with Sonoma State University. Desired results are defined "a condition of well-being for children and families." The DRDP-R is divided into two age ranges: infant/toddler (birth to 36 months old) and Preschool (36 months to pre-Kindergarten). It focuses on four developmental domains: cognitive, social-emotional, language and physical development, which can be found throughout the four Desired Results for Children:

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competence.
- Children are safe and healthy.
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These Desired Results are identified by the CDE and are reflected in the program's more comprehensive curriculum and philosophy. The child's confidential portfolio is designed to be informed by the unique family culture and the child's experiences, interests, abilities, and challenges. By combining the DRDP-R with the other portfolio contents, the teachers are able to view children's progress over a period of time, providing for an overall outcome that is both meaningful and accurate.

Timeline

The DRDP-R is used to assist in observing children's achievements across time and is completed 60 days after the child's initial enrollment. Once enrolled, the child's DRDP-R is completed on a semi-annual basis, typically in the Fall and again in the Spring. While the DRDP-R must be completed within a specified time frame, the staff contributions to the child's portfolio are ongoing.

Conditions for Assessment

All children are assessed individually in their natural school environment by the teaching staff whom they know and with whom they are familiar. Teachers are constantly observing during the course of the day while children are engaged in play and interacting with one another. Due to the fact that the scales used in the DRDP-R are based on progression of a typical development, teachers use the one that corresponds to the child's chronological age and there are no expectations that the child will master all the skills until they reach the top of the age range. If the teacher completing the DRDP-R is not able to understand the child's primary language, a translator may be used. The translator should be known by the child and can be the parent, another staff person or a teacher's assistant.

NOTE: All staff have been through a rigorous training on how to use the DRDP-R assessment tools.



How Teachers Use the DRDP-R in Planning the Curriculum

Curriculum is derived from the needs, interests, strengths and areas of continued development of the children as a group and as individuals, using the philosophy as a framework. The program is committed to meeting children's needs in a safe and nurturing environment that invites children to wonder, explore, and develop through play. Identification of children's interests and needs, and the curriculum strategies to meet them, are natural outcomes of interpreting observations through the Portfolio and the DRDP-R. The schedule, routines, environment, materials and all activities are all components considered in curriculum planning. The intentionality in activity planning is made visible in the classroom's weekly lesson plans. At least one activity is planned representing each of the four "Desired Results" for children. To ensure that individual needs are being addressed, the teachers refer to the summary sheets as well as the assessment developed by the Center Director when planning the weekly curriculum.

Confidentiality

Children's DRDP-R assessments and results and all children's portfolio documentation are accessible to parents upon request. The information contained in these documents will be seen only by the classroom teachers and Center Director. With the parent's written permission, the child's portfolio will be shared with other professionals serving as resources for the child. When children move on to Kindergarten, the family may take the information with them to share.

How the Components Work to Ensure Reliability and Validity

Each DRDP-R indicator provides a valid and reliable measurement of that aspect of a child's development progress. The measurements on the entire indicator, taken together, provide a profile of development for the whole child, in terms of progress toward all four Desired Results. Since there are multiple measures within the indicators, a completed DRDP-R provides enough information to support valid and reliable measurement for individual indicators or a group of indicators. Each measure is defined in terms of the sequence in which a child's development is expected to progress. These sequences of development are derived from research in child development. For more questions on the Reliability and Validity, please ask the center Director.

The portfolio for each child contains work samples, academic skills checklist, anecdotal records, photos, etc., which identify and demonstrate strengths and accomplishments. Along with the other instruments, this ensures that the program offered is based on each child's abilities and facilitates planning that supports continued progress and learning for each child. Depending on the child's developmental level there will be samples of block play, writing samples, drawing/painting samples, three dimensional art (e.g., Play Dough), dramatic play stages, social play stages, cutting skills, gross and fine motor skills and academic concept/knowledge progress. The assessment process is expected to be an ongoing integral cycle that goes hand in hand with the curriculum. The portfolio is an ongoing assessment tool while the other tools are used periodically. The collection of items for the portfolio happen in an integrated daily fashion within the contexts of teaching the children and spending time in the classroom. These strategies



are used throughout the daily routine while the children are engaged in play. This authentic method of assessment assists in getting a valid and accurate developmental progress report. Portfolios are intended to shape instruction and make informed decisions about program design.

Administration of Screening and Assessment Instruments

It is important that those who are conducting assessments and screenings are qualified to do so. Each teacher at ONEgeneration has been trained to administer each of the instruments and is responsible for their timely administration. The teacher may be assisted by staff members who have been trained in the specific tool to conduct the screening. Every staff member in the classroom may conduct observations and keep anecdotal records.

Screening and Assessment Results

As parents, you have the most impact on your child's development and life. For this reason, all assessment and screening outcomes will be shared with you. In addition, we would like you to be fully informed of others that will have access to your child's assessment and screenings. The results will be shared only with parties on a need-to-know basis, or as required by governing criteria.

Those who will have access to screening and assessment results are:

- You (parent or guardian)
- Director/Administrators of the child care program
- Teacher of the child's class

All of the people mentioned in the above list are major stakeholders in your child's optimal development. All assessment and screening results shared will be done so for the sole purpose of meeting your child's needs and offering optimal programming. Parents/guardians are informed of the results so that helpful input can be provided to the program and appropriate assistance and development strategies can be discussed. Teachers and administrators have access to assessment and screening results in order to make curriculum and programmatic decisions for your child so his/her needs can be optimally met. Also, occasionally, students learning to become educators or development professionals administer assessments and screenings for required coursework. You will be notified of this and results are shared with you. These results will be kept confidential. The results of the screenings and assessments are not used to label a child; rather, the results are used to inform parents and staff so that they can make decisions together on how to best meet the child's needs, provide an appropriate program, and ensure school success.

Screening and Assessment Confidentiality

Information obtained through screenings, assessment and portfolios is confidential information and is shared only with the child's family in a timely manner such that appropriate programming, guidance and support (as well as assistive services and referrals) can be implemented for the benefit of the child. Written consent will be obtained from parents before information is shared



with other relevant providers, agencies or programs. Children's records are kept in locked filing cabinets, accessible only to those individuals listed above.

Documentation

Documentation is the magnifying glass through which the staff at ONEgeneration views children's development and growth. Documentation varies in frequency and detail depending on the type of information conveyed. All forms of documentation are a means of communication, a way for teachers to highlight the children's learning, and to create dialogue amongst the readers.

Daily Documentation

Brightwheel

Teachers and parents share information regarding the specifics of children's needs providing detailed information about children's routine care. ONEgeneration uses the Brightwheel system to communicate the details of your child's care over the course of the day. Although licensing only requires charting of children's care until the age of 12 months, we continue to chart as a means of communication between parents and teachers throughout the children's time at ONEgeneration.

Daily Anecdotal Notes

Each day the primary caregivers write a brief anecdote detailing some aspect or event of your child's day. The intent is that this communication will help connect the children's school and home life by providing a starting point for conversation between child and parent.

Individualized Infant Sleeping Plan

This form is a method for teachers to become familiar with the child's sleeping habits. This must be updated each time a child's sleeping routine changes. Additionally, teachers utilize this form to document supervision during nap time.

Infant Needs and Services Plan

This form must be updated each time a child changes his/her sleeping/eating/diapering routines. Additionally, any other conditions such as a medical and/or developmental change.

Other Forms of Documentation Include, but Not Limited To:

Medication Forms

Parents must complete these forms as well as inform their primary caregiver of specific directions regarding any medications the child needs.

"OUCH" Reports

The teaching staff will complete this form if your child has a minor injury that did not warrant an immediate phone call. This form requires a parent signature.



Semi-Annual Documentation

Desired Results Developmental Profile Summary (DRDP)

Twice a year, teachers write a summary of each child's developmental progress based on broad desired outcomes. Assessment and formal documentation of children's development occurs three months after a child's start date and/or semi-annually in winter and summer each year. This completed summary is based on the Desired Results Developmental Profile (DRDP), an assessment produced by the California Department of Education.

A desired result is defined as a condition of well-being for children and families (e.g., children are personally and socially competent).

Desired results reflect the positive effects of the child development system on the development and functioning of children and on the self-sufficiency and functioning of families.

-California Department of Education

The DRDP is a tool by which the teachers take an in-depth look at each child. This experience deepens the teachers' understanding of the children's development and temperament. This assessment is also a time to set goals for individual children.

The assessment and summary are confidential documents that, once shared with parents, are filed in each child's student file. Parents also receive a copy of the assessment summary.

Files containing confidential information are kept in a locked cabinet and only made accessible to ONEgeneration staff who must know the information in order to care for the children. Additionally, each child's records are available to the child's parent/guardian, licensing personnel, and/or police officers upon request.

Family Information Form

This form is a chance for parents to share their parenting values and wishes with ONEgeneration staff. It also gives teachers a better understanding of parents' wants for their child's school experience.

Documentation Confidentiality

The use or disclosure of any information pertaining to an individual child and his/her family, both at home and in the school setting, shall be restricted to the purposes directly connected with program planning. Disclosure of a child's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require written familial consent (except in cases of child abuse and neglect).

To protect all children in our care, in the event of a conflict between children, the center WILL NOT disclose the name of the child (ren) involved in the situation.



Parent Conferences

Twice each year, generally in the Fall and Spring semesters, conferences are scheduled with each child's parents to discuss the screenings and assessments as well as the overall progress of their child. Following the conference, written summaries are provided to parents. Throughout the year, as well as during conferences, we welcome and expect parents to share, raise concerns or questions about how the assessment methods are meeting their child's needs.



GUIDING CHILDREN'S BEHAVIOR

Supervision Policy

Teaching staff supervise by positioning themselves to see as many children as possible. Infants, toddlers/twos are supervised by **sight and sound at all times** and teachers are positioned so they can hear and see any sleeping children for whom they are responsible. For preschoolers the teachers supervise primarily by sight and may supervise by sound for short intervals as long as the teachers check frequently on children who are out of sight. ONEgeneration staff may never use mirrors, video or sound monitors to supervise.

ONEgeneration expects all teaching staff to employ developmentally appropriate guidance and supervision skills. These guidance and supervision skills include awareness, positioning, scanning, redirection, and close supervision:

Awareness requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others, and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children's positive behavior.

Positioning requires being able to see all of the children. Staff position themselves to be aware of the entire classroom and to see as many children as possible. All children are monitored by sight and sound at all times. Rule of thumb, teachers move every 5 minutes.

Scanning involves regularly glancing around the classroom and playground to see children's involvement and what is happening.

Redirection is a skill used as an aid in preventing undesirable and unsafe behavior. Children are redirected to other areas/activities when undesirable behavior is imminent or occurs. This skill helps ensure the safety of all children.

Close Supervision is required for all children in areas that are near where injury may occur and requires the use of all of the above methods as well as being in close proximity to the children. This is especially needed when children are waiting to be picked up due to illness or injury and need to be kept safe and comfortable.

(Adapted from "Supervision Skills and Method's", TMCC E.L. Cord Child Care Center, Reno, July, 2007.)

Guidance/Discipline Policy

The essence of parenting and teaching is to nurture and guide children at each stage of their development such that they reach their individual highest potential or growth in all areas—social, intellectual, physical, emotional—and that they become fully-functioning citizens of the world.

Like adults, children make mistakes. It is through their mistakes that they learn and that we help them learn. Simply, our policy is one that seeks to promote positive behavior using methods appropriate to the age of the child. Redirection, modeling and guidance form the core of the



discipline policy, not punishment. For the youngest children who are not yet using language, redirection is the most often used method. As soon as children are able to use language, they are taught to identify their feelings and use language or words to solve conflict or problems. Children then will learn how to control their own behavior and solve their own problems.

Guidance/Discipline for Infants and Toddlers

The teaching staff engage infants in frequent face-to-face social interaction such as talking, cooing, repeating the sounds the infant makes, singing as well as smiling, holding, touching, etc. Teachers give infants one-to-one attention when carrying out various routines such as diapering. Teachers also adjust their interactions to the child's level of arousal and immediately respond to any signs of distress such as crying by providing physical comfort, and attend to any other needs for care. Teaching staff talk often with children and listen to them with their full attention and respect.

Guidance/Discipline for Toddlers and Preschool Children

Our guidance policy begins with prevention. The center Director and teachers carefully arrange the physical aspects of the classrooms such that the spatial arrangement, itself, helps children interact appropriately. For example, large open spaces are generally avoided to help children save their large muscle activity, such as running, for the playground. Teachers are careful and attentive observers of the children in their classroom such that they are finely attuned to each child's uniqueness. They are thus prepared to help redirect or divert as dictated by the child's personality, temperament and needs. These are the preventive measures. Then, should inappropriate behaviors manifest themselves, the teachers will first observe whatever is happening. Sometimes, just the act of close, attentive, quiet observation is enough to help children gain control. Next in the sequence of assisting children to maintain appropriate behavior is helping children use their language to describe the event such that other options become possible. The third step in the sequence is a more extended use of language in a conversation that presents other options. The fourth step again uses language but is an intervention by the teacher such as "We walk inside" or "Blocks are for building." The last step, if the event warrants, is gently holding the child until self-control is attained and a feeling of safety and calm returns. Physical restraint will not be used unless it is necessary to protect the health and safety of the child or others.

Staff may never use physical punishment, psychological abuse or coercion when disciplining the child.

Examples of Physical Punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, pulling of arm or other body parts, hair, ears, requiring a child to remain inactive for a long period of time.

Examples of Psychological Abuse: Shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child, ostracizing or withholding affection.



Examples of Coercion: Rough handling (shoving, pulling, pushing, grasping any body parts), forcing a child to sit down, lie down or stay down, except when restraining is necessary to protect the child or others from harm, physically forcing a child to perform an action such as eating or cleaning up.

ONEgeneration staff use the following techniques to facilitate the guidance process:

1. Natural Consequences

Children learn from the consequences of their behavior and choices. Natural, logical consequences help children learn from their mistakes and that sometimes their choices have undesirable outcomes. When this occurs, the adult is available to positively direct the child to a logical consequence and discuss what happened and why. This approach helps children become more responsible for their own actions. Some examples include wiping up spills or washing crayon marks off the wall.

2. Problem Solving

Children are encouraged to think of alternative solutions and the possible effects of such solutions. Through problem solving, children develop a sense of responsibility for their own actions, begin to understand the needs of others, and strengthen their own decision-making skills. Children may need adult assistance to think of alternatives that will be mutually agreeable. We might ask “How can you . . .?” or “What could you do to . . .?” Children soon learn to generate their own solutions and how to negotiate those solutions to get their needs met.

3. Redirection

Children benefit when given or shown an alternative. When we redirect an activity, we look at what the child is involved in doing and offer an acceptable alternative. If two children are fighting over a scooper in the sand area, we may offer a cup or another scooper. A child climbing on a table would be directed to a climbing structure instead, ensuring that the child’s gross motor needs are met while also maintaining safety.

A Word About “Time Out”

ONEgeneration does not endorse nor utilize “Time Out.” When used in a group care setting, Time Out can be viewed by the child as punitive, threatening and humiliating. In order to achieve our goal of helping children learn self-control, our job as adults is to walk and talk children through their conflicts and undesirable actions. Occasionally, when children are clearly upset or behaving in an extremely unsafe manner, time away from an activity, other people or the environment may assist the child by giving them space and time to regroup. In these instances, the teacher waits alongside the child offering comfort or waiting supportively until the child is able to speak about his or her feelings and the impetus for the upset.

Limit Setting and Guidance

Our rules are few but firm. In the interest of being consistent, please respect and know them:

- Children must respect themselves and others.



- Children may not climb on fences, gates or tables.
- Children may not open the gate or the door by themselves.
- Children may not throw sand.
- Children may not climb on any slides. Children may slide down either in a sitting position or on their tummies.
- Children are not allowed to take anything up on the play structure.
- Crashing tricycles is not allowed.
- Children may play only in areas where teachers are supervising.
- Children must sit down when eating.
- Children may play on any equipment they can get on without help. Children are not to be put up on the slides or assisted on any part of the structure. Adults should be nearby, attentive, but allow children to navigate the equipment using their own bodies.
- Children may not run in the classroom.
- Balls or other throwing toys are to be used outdoors only.
- Hurting one another is not allowed. Emotional safety is as important as physical safety.
- Children may not insult, tease or frighten one another.

Many techniques are used for assisting children through conflict resolution. Although the style (words and style of technique used) is different depending on the age of the child and severity of the situation, all efforts seek to guide children as problem solvers. Children are all competent learners and bring different feelings, actions and ideas to conflict situations. Teachers respect and build on these attributes through their language, interaction and example. The intent of these discipline techniques is to encourage the growth of moral autonomy. That is, the ability of an individual to make decisions based on their own knowledge of “right and wrong,” derived from an intrinsic motivation to do so, rather than from a desire to reap reward or avoid punishment.

The following are discipline techniques used regularly at our Center:

Limit Setting: In order for children to build trusting relationships and feel confident to explore, they must clearly know what is expected from them. Classroom and playground rules are therefore few, basic, clear and concise. Expectations of each child’s abilities expand as each child develops.

Consistency: So children know what to expect and are enabled to participate, predict and change their behavior accordingly, limits and expectations are consistent. In addition, conflict resolution is handled the same way by all teachers.

Tone: “You are safe, we can work it out.” This is the message a child must receive from any intervening adult. A firm, kind, serious tone with a relaxed demeanor reinforces this message.

Modeling: Adult actions speak clearly to children. It is imperative that we set an example of caring, compassionate individuals who are able to express their own needs and feelings clearly and calmly, and willingly respond to the needs of others. “I felt angry when you grabbed my toy: Let’s sit down so you can tell me with your own words what is bothering you.”



Passive Intervention: Children are given their own opportunity to work through their own problems. If a situation does not escalate to destructive aggressive behavior, a teacher may simply choose to observe the children who are working productively toward a solution. The teacher’s presence can serve as a gentle reminder to use words instead of actions. Teachers trust the children to “figure it out” but are available to help if needed. When additional intervention is necessary to facilitate the resolution process, it is as non-intrusive as possible.

Physical Intervention: Children will be physically stopped when hurting each other. The focus will then turn into resolving the conflict.

Validating Feelings: Constructive thinking is virtually impossible when one is overcome by an emotion such as anger, sadness, fear or frustration. It is imperative to identify and acknowledge the emotion before any other “learning” can occur. “I will not allow you to hit him, but tell me why you are so angry.” It is imperative that all children involved in a conflict are honestly listened to. Children are not told to say “I am sorry,” but rather to actively comfort or offer to help the other child they hurt or upset. Adults may say “I am sorry you got hurt” and at some point, children will spontaneously do the same.

Generating Options/Solutions: A teacher might say “Can you think of a way to use the truck together?” or “Everyone wants a turn, how can we make it fair?” Children are questioned and given tools to settle conflicts.

Redirection: A request to stop a negative behavior is accompanied by a suggestion for an appropriate behavior with which to replace it: “You may not throw the sand but you may throw the ball.”

Natural Consequences: “You dumped the milk on the floor, please get the sponge and clean it off.” “You threw the sand after we asked you not to, now you need to find another area to play in.” These are a few examples of the natural consequences that teachers point out and reinforce as they occur. Children see the results of their own behavior and start to modify their own behavior accordingly.

Words to Avoid With Young Children: Enhancing Self-Esteem

The following chart is a list and descriptive guideline used by the ONEgeneration staff to help shape our language when offering guidance to young children.

WORDS TO AVOID	WHY?
No	Give more information or acceptable alternative; save “no” for emergencies so children will not habituate to it.
You can't do that; stop that; don't touch that	Be more specific (“that”); give an acceptable alternative or modify the environment.



Be careful	Be more specific; describe the danger so the child knows what to look out for.
Share	Infants and toddlers are egocentric, not ready developmentally to share. Instead redirect the other child to a different toy and say, "When she is finished it will be your turn." Exception: a group of objects that can be used by several children at once (e.g., a large basket of crayons).
Pretty, cute, adorable, smart	We do not value children for their physical appearance.
Good job	Not enough information, nor does it acknowledge their feelings. Instead say, "You did it!" or "I noticed that you used red and green on your art project." Children should do things for their own pleasure, not for our approval.
It's okay; you're okay; don't cry	Instead say, "I know that was really scary when you fell" or, "I know you are sad when Daddy leaves, but he will come back at the end of the day." We don't discourage crying. Help children identify, label, express, and validate their feelings.
Bad girl/bad boy; big girl/big boy	Never label a child. Instead explain why a particular action may be inappropriate, and why.
Naughty, mean; It's not nice to...	Instead say "She doesn't like it when you take her toys" or "I think it made him happy when you hugged him."
If you do ... then I'll give you ... (conditionals)	Caregivers must be able to enforce rules or set limits without resorting to bribery.

Peaceful Conflict Resolution Practices

In the event that a conflict between children arises and begins to escalate, the following Conflict Resolution Steps will be implemented:

STEP 1: Teacher will stop the action (if appropriate).

STEP 2: Children will be helped to express their feelings and/or problem(s).

STEP 3: The teacher will clarify and validate the children's feelings and/or problems.

STEP 4: Children will be helped to make a plan using their own level of reasoning skills (how will we solve or avoid this problem next time?).

STEP 5: The teacher will rephrase and summarize the plan to ensure agreement and resolution between the children involved.



PARENTS: If you happen to observe a conflict between children (even if it involves your own child), please direct them to a teacher. Our staff will help facilitate all conflicts between children. Parents are not to discipline children and/or facilitate children's conflicts on the preschool grounds.

Persistent Challenging Behavior

Challenging Behavior: "Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children or adults, (3) puts a child at high risk for later social problems or school failure." (Kaiser @ Rasminsky, *Challenging Behavior in Young Children* (2nd ED.), Pearson Education Inc, 2007, P.8).

Examples of Challenging Behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression, verbal bullying, tantrums, wining, testing limits, refusal to follow directions or observe classroom rules.

Examples of Positive Behavior Support Strategies: Removing materials or modifying the classroom environment that triggers challenging behaviors, or create a predictable daily schedule so children know what to do and when to do it.

Occasionally there will be a child whose behavior is excessively disruptive to the classroom environment or who is harmful to themselves or others. If a child becomes a threat to his/her own safety, other children's safety or staff safety, a teacher will gently hold/restraint the child until the child is able to gain control and feel safe and calm again.

If a child has frequent episodes in which he or she is a threat to others' safety the teacher or other staff, teachers and the parents/guardian will work together to plan an intervention that will prevent/eliminate the challenging behavior by first assessing the function of the behavior. We will work with families and professionals to create an individualized plan to address the behavior. Our center policy is to limit and or eliminate suspension and expulsion at all costs. If further assistance is needed, with parental permission, an outside consultant may be asked to assist. If the parents decline to pursue a professional evaluation and the challenging behavior persists, the continued enrollment of the child will be re-assessed. If at any time the child's behavior results in an injury to another child or staff member, the child's parents will be notified and written documentation of the incident will be provided to the parents and placed in the child's file. If the outside evaluation indicates a need for accommodations for special needs, ONEgeneration will provide these or other appropriate accommodations as long as they are not an undue hardship on ONEgeneration as outlined in the American Disabilities Act (ADA). If the above steps fail to resolve the behavior, ONEgeneration may ask the parents to find alternate placement for their child, giving them a 30-day notice, except where such notice is not reasonable because of safety concerns. Should the family agree, the center will offer assistance for the family to access services and find alternative placement for the child. ONEgeneration will adhere to all ADA, federal, state and civil rights laws.



Biting

Especially in young children, biting is common. Though our teachers use best practices to prevent biting, children occasionally do bite each other. When it happens, the area where the child was bitten is immediately washed with antiseptic soap and water. Both children—the child who was bitten and the child who did the biting—are then given care. An accident/incident form is filled out and the parent of the child who was bitten is given a copy. The name of the child who did the biting will be given only to the parent of that child so that they can work with the staff to eliminate the behavior. An accident/incident form is completed and given to the parent of the child who did the biting as well. The lead teacher and Center Director will work with the parents/guardians to help them form a plan to reduce any future recurrences. If intervention by the lead teachers in cooperation with the parents/guardians does not bring resolution and the problem continues, the Center Directors will be asked to help plan additional interventions. Only after all options have been exhausted will a child who bites be asked to withdraw from participation.

Parents' Concerns About Other Children's Behavior

Under no circumstances, should families discuss children other than their own. If you have concerns, please speak with either of the Assistant Directors or center Director. This protects the confidentiality of your child as well as all other children.



ADMISSIONS

Eligibility

The program maintains an applicant pool of families wishing to enroll their children. Child placement in the applicant pool is based on the needs of the program such as boy, girl (we try to balance our classrooms between boys and girls), siblings, alumni.

Application

To apply for admission to our child care center, a completed Enrollment Application form must be submitted to the Main Office. When the completed application is received in our office, the child is placed in the applicant pool.

Admission Procedures

When a space becomes available, parents are notified via telephone that a space is available for their child. Parents are given 48 hours to notify us of their decision to either accept or decline enrollment. If the space is declined, the child drops to the bottom of the waiting list. It is the parent's responsibility to notify the office of any changes in contact information. If parents cannot be reached due to invalid contact information, the child is removed from the waiting list. Currently enrolled children take first priority for space that becomes available at the next level of care. For example, children no longer eligible for infant and toddler care have first priority for spaces that open in the preschool.

Admission Forms

When an offer of admission is accepted, a start date is determined for the child. Parents may be allowed to delay enrollment up to 30 days to provide notice to current provider. Enrollment may not be delayed longer than 30 days. Parents must complete the Admission Packet prior to the child's first day of attendance. Please note that the contents of the Admission packet are stored in a locked cabinet and are considered confidential. Other than staff and administration, other personnel such as consultants or family members will need Parental Consent before they are privy to the contents of the Admissions Packet. In accordance with Title 22 Licensing Regulation section 101221 as well as policies of ONEgeneration Childcare, the following forms must be completed and submitted prior to your child's start date:

- Preschool Admission Contract
- Preschool Parent Handbook Agreement Form
- Emergency Information (Licensing Form 700)
- Child's Pre-Admission Health History (Licensing Form 702)
- Notification of Parent's Rights (Licensing Form 995)
- Notification of Personal Rights (Licensing Form 613)
- Consent for Medical Treatment (Licensing Form 627)
- Physician's Report (Licensing Form 701)
- Child and Family Information Form



- Authorization to Health Access Form
- Authorization for Use of Sun Block and Insect Repellent
- Allergy Consent
- Developmental Screening Authorization Form
- Infant/Toddler Intake Packet (Infant/Toddlers only)

Parents or guardians must provide written notice to the Center Director as soon as there is a change in a parent's residence or work, mailing address or telephone number(s). It is crucial that we are able to locate you at all times in case of an emergency. Children's files are stored in the Main Office. The contents of the file are to remain confidential unless otherwise requested to be seen by appropriate authorities (i.e., DPSS). Parents and legal guardians are able to review the file anytime and with the consent of the parents/legal guardians, the files can also be viewed by other people as authorized (written consent) by parents/legal guardians.

“Getting to Know You” Visits

Once families have signed a contract, we require them to schedule visits. Generally, families are required to visit the Center with their child(ren) a minimum of three visits prior to their start date. Regular and consistent visits before your child starts in the fall will help ensure a smooth transition between school and home. For the visit to be productive, we ask parents to follow the suggested guidelines:

NOTE: Infants/Toddlers are required to have three visits prior to their child's start date as well as participate in an orientation meeting with the classroom teachers.

Separations and Good-Byes

Whether your child is three months old or three years old, saying good-bye is hard for almost everyone. It is important that you allow time for you and your child to adapt to this new routine, therefore the Center's staff is here to assist and support you with your good-byes every morning. Since every child develops at his or her own pace, we do not have a specific separation policy. Though each child's need for support during separations will be different, here are a few general tips:

- Don't be rushed, give yourself about 5 minutes.
- Visit the classroom with your child a few times before your child begins (this is mandatory for all ages).
- Talk to your child about the new routine and what to expect in advance.
- Meet with your child's teacher prior to the first day to share any special information or clarify any questions you may have.
- Consider starting with shorter days and gradually increasing your child's hours over a period of time as his/her comfort increases.



• Though you may be tempted to “sneak out” so your child will not notice, it is essential to your child’s development of security and trust that you say “good-bye.” Rest assured, we will assist your child throughout the process.

“What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.”

– George Bernard Shaw”

Withdrawal Procedures

A 30-day written notice must be given to avoid incurring tuition fees past the date you plan to withdraw your child. The notice must be in writing on the Withdrawal Form available at the Center in the main office. It must be signed and time/date stamped by a program staff member to be valid. Other notifications such as verbal communication with a staff member will not be considered valid notices. Once a withdrawal form has been submitted, changes to an earlier date will not be accepted. Failure to give the required 30-day notice will result in monetary charges for a full month’s tuition irrespective of whether the child attends or not. This allows the Center and families adequate time to prepare for the child’s departure from the Center and new families adequate time to enroll. You must inform the Center Director if your child will be out for a period exceeding 1 month. Should the child not attend for a period exceeding one month without communication with the Center Director, enrollment will be cancelled.

Changes in Family Schedule

No refunds, prorates or credit is given to accommodate individual family vacations, changes in family schedules, or absences due to illness or injury. In short, by enrolling your child you are agreeing to the monthly tuition fee for as long as your child is enrolled, irrespective of the actual number of hours your child uses our service.

Termination from the Center

Every effort will be made to prevent the notice of termination of a child from center participation. The continued enrollment is always at the sole discretion of the center director. ONEgeneration reserves the right to give notice of termination of enrollment under these conditions but not limited to:

1. Tuition payments are 2 months behind and no payment plan has been arranged.
2. Lack of follow-through on special arrangements for payment.
3. Failure to adhere to policies and procedures as communicated in the Parent Handbook.
4. The program is unable to meet the developmental needs of the child.
5. The child’s behavior threatens the health and safety of him or herself, other children or staff.
6. The parent’s/caregiver behavior threatens/intimidates/bullies/harasses children or staff.
7. Repeated late pick-up (more than three times in one month).



8. Upon implementation of the grievance procedures, the family's needs cannot be met as defined by the director (Not all circumstances/situations are eligible to engage in the grievance procedures).
9. Parents have violated the social media policy.



OPERATING POLICIES

Hours of Operation

ONEgeneration is open year round, Monday through Friday 7:00 a.m. to 6:00 P.M. We are closed on most holidays as well as for an entire week every August (please see school calendar for further details).

Arrival and Departure Procedures

It is important that parents adhere to the procedures for bringing children to school and picking them up as it ensures their health and safety.

Upon arrival at the Center, parents should accompany their child to the classroom or playground where they will begin the day's activities. Make sure you check your child in and out via Brightwheel. **This is a state law requirement.**

Greeting your child's teacher(s) when you arrive as this provides an opportunity to discuss any changes in eating or sleeping patterns or any other news about the home that might help them understand your child. If you arrive or depart during times when the teacher(s) are engaged with the group or other children, please be sure to message the teachers via Brightwheel.

To support your child's sense of daily, predictable, and secure routines and the learning experiences that are planned for your child and the other children, please plan to arrive in time to help your child settle into the center before the first activities, that is, before 9:00 a.m. (not applicable to the infant classrooms). In the afternoon, plan your day to arrive in time to collect your child's belongings before the center closes. If someone other than yourself is going to pick up your child, make sure they are on the authorization list for your child to be released and that they bring a picture I.D. to show to the lead teacher. If anyone other than yourself will be picking up your child(ren) you must notify your teachers. No child will be released to an unauthorized person.

Drop-off and Pick-Up Policies

In preschool, children can be accepted at 7:00 a.m. each day. Children should arrive no later than 9:00 a.m.

NOTE: We understand that sometimes emergencies or doctor appointments arise. During these circumstances, in preschool, children can be dropped off no later than 11:00 a.m. with prior authorization from the Director.

Please remember that children need enough quality time to separate from you so give yourself at least 5 minutes for the good-bye transition. Children may not be left alone in the classroom OR outside without parent or teacher supervision.

Children who attend half-day programs (7:00 a.m. to 12:30 p.m.—optional, please see your contract) must leave the preschool no later than 12:30 p.m. This will ensure a smooth transition



for children who will be napping with us. State licensing mandates that your child be signed in and out each day with a full legal signature and the time of arrival or departure (Licensing Regulation 101229.1) Failure to sign your child in or out will result in a \$50.00 fine per signature. Preschool staff will release children only to people on a child's Identification and Emergency Form who have been authorized by the parent or guardian and who provide valid photo identification. Children will be released only to persons over the age of 18.

Please inform the Main Office, in writing, if someone other than a person you have authorized on the Identification and Emergency Information Form will be picking up your child. Any person who is picking up a child will be asked to provide the staff with a photo ID and to sign your child out via Brightwheel. Please note it is the responsibility of the parent/guardian to enroll the authorized person in Brightwheel, providing access to the child.

Open-Door Policy and Child Access

ONEgeneration understands the value of the parent and child relationship as the family serves as the child's first teacher, and the bond of a child and their family is crucial to healthy development. It is for this reason that ONEgeneration maintains an open-door policy for all the families of the children served.

Parents and family members have open access to their children who are enrolled in the program at all times. The only exception is if there is legal documentation on file in the center that forbids access. Parents of children enrolled in our programs are not required to call prior to arriving or entering the program and may visit unannounced at any time during center operating hours.

Ongoing communication is essential between parents and the program to ensure optimal outcomes for children. This communication can take place via face-to-face conversations, Brightwheel messages, e-mails or telephone calls. Other forms of communication and access include but are not limited to parent-teacher logs, parent conferences, parent message boards or center literature. Conferences can be initiated by parents/family or by staff of the program. Families are welcome to visit anytime. If the visit is stressful to the child, a conference with the family may be needed to discuss the effects of the visit on the child.

Families are welcome to bring their children to attend the program at times that supports the family. However, parents must be aware of the impact of missing certain aspects of the programs. For example, if you bring your child in every day at nap time and pick them up in the afternoon, your child may be missing key curriculum experiences. It is important to discuss with your child's teacher or the center Director your preferred pick-up and drop-off schedules so that you can fully understand the curricular, developmental, and financial impact that accompanies those decisions. While you are welcome to come and go according to your family's convenience, we want you to be as informed as possible about the impact of those decisions.

ONEgeneration will make every possible effort to ensure access to the child by their family at the family's convenience. In order to do this we ask parents to adhere to the following:



- Family members must be given written permission to have access to the children on the enrollment/admission materials.
- Non-family members must have written permission to have access to remove the child from the program on the enrollment/admission materials.
- If the presence of the family member creates a stressful environment, a conference will be held to discuss the impact of the visit and to reach a resolution.
- Sensitivity to the developmental needs of the children and the schedules at pick-up, drop-off and visits.
- Children dropped off after mealtimes are not eligible for that meal service (please ensure that you feed your child prior to entering the program in these cases).
- If parents are to be denied access, there must be legal documentation on file in the center that clearly prohibits access. For example, some divorce proceedings or protective restraining orders prohibit access.

Legal Custody

If you are experiencing custody negotiations, you are required to inform the director and staff fully advised of circumstances which might affect the center and your child. It is the responsibility of the parent to keep the authorized list of people current and accurate. Unless legal documentation is submitted to the contrary, the center assumes that both parents listed have equal rights to drop off and pick up a child. If there is a change in legal custody and one parent is granted sole custody of your child, and the other parent is no longer authorized to pick up your child, you must inform the center of this fact and provide the center director with a copy of the court order confirming custody. The copy will be placed in the child's file.

Late Pick-Up Policy

Parents are expected to pick up their child a few minutes before closing time. A charge will be assessed at the rate of \$1.00 per minute, past 6:00pm. Charges are assessed when incurred, due upon receipt.

Security and Access

Each family is issued one code after all paperwork is completed for enrollment and is verified. The code consists of a four-digit number assigned by the main office. To gain access, the parent enters the number on the key pad located on the front door of the center. There will be a clicking sound that unlocks the door, allowing entrance into the center.

For Everyone's Security

1. Please do not share your number with others, even those who may frequently drop off or pick up your child.
2. The code will be deleted effective on the child's withdrawal date.
3. Parents need to notify the center well in advance, preferably via Brightwheel messaging, of alternate plans for pick-up.



4. In an emergency, if the parent cannot pick up the child, it is important to notify the center Director as soon as possible so that alternative plans can be made.
5. Upon pick-up time, parents and children must leave the center within 5 minutes.

Babysitting

The teachers in our center are professionals. As such, we expect all teachers, observers, and interns in our center to abide by the Code of Ethical Conduct as set forth by the National Association for the Education of Young Children. This principle reads “We shall not use our relationship with a family for private advantage or personal gain, or enter into relationship with family members that might impair our effectiveness in working with children.”

We ask for your cooperation and support by refraining from asking any of our teaching staff or students who may be working in the center to provide care for your children at any time other than when they are in the center. We understand the level of comfort that you feel with the teaching staff and how hard it is sometimes to find quality after-hours care; but, we also know that you expect excellence and high quality from our center and we expect it of ourselves. Your support helps us achieve those goals.

Pets

From time to time, our center may include animals as part of the curriculum. If your child has any allergies to pets, please indicate those on your enrollment/admission materials and talk with the center Director.

Picture Taking

Parents may not take pictures (still or video) of children in the center without the permission of the child’s parent.

Transportation

Please note that our center does not participate in any field trips. Instead, we bring the field trips to our center, as children learn and enjoy more in their natural environments.

Parking

Parents must park in the main parking lot. Please be advised that parking on spaces where it is marked Handicapped is strictly prohibited unless a handicap plaque is clearly visible.

Additionally, parking next to the soccer field and the infant/toddler play yard is for drop-off and pick up-only. Please refrain from idling your vehicle in this area unless you need to during extreme temperatures. The parking area in front of the Adult Day Care patio, on the right hand side of the circular or roundabout driveway, is exclusively reserved for the drop off and pick up of our seniors and those with special needs, who are transported by large vans with ramps. Given that many of the adult day care clients (neighbors) utilize walkers, wheelchairs, or need assistance walking, we need to keep this area clear for their use at all times. Childcare families



also have their designated areas on the left hand side of the roundabout driveway as well as in the back of the campus by the infant toddler play yard.

Baby Walkers/High Chairs

ONEgeneration does not permit the use of baby walkers or high chairs.



TUITION AND PAYMENT POLICIES

Caterpillars/Lady Bugs/Butterflies/Busy Bees	\$2,126 per month
Roaring Lions/Sea Turtles	\$1,609 per month
Dinosaurs/Dragons/Leopards/Tigers/Grizzly Bears/Eagles	\$1,391 per month

Days and Hours of Operation

The Preschool is open Monday through Friday, 7:00 a.m. to 6:00 p.m. Preschool closes at 6:00 p.m.; therefore, all families are required to leave the preschool grounds no later than 6:05 p.m. Please be advised that there will be a fee of \$1.00 per minute assessed for children picked up past 6:00 p.m. (or if you are part-time refer to your contracted pick-up time). If you have an emergency and know you will be late, please make sure to call the school as soon as possible.

School Closures, Holidays, and Professional Development

The Center calendar is published before each September. Please make a note of the holiday closures and the parent-teacher conference days. In addition to the published calendar, the Center closes for an entire week for faculty and staff in-service. ONEgeneration hosts five (one week in summer and typically the week after culmination) professional development days in order to enhance the professional growth of our teaching team. This time is critical for staff to evaluate our program, outline Center goals and objectives, and discuss program improvements. It also serves as an opportunity for staff team building and rejuvenation. There is no reduction in tuition for these days.

Registration Fee

A \$475.00 non-refundable annual registration fee (assessed every year on the month you first signed your contract) and the first month's tuition are due at the time of registration. Your financial obligation begins when you accept the enrollment by completing and signing the enrollment/admission agreement. Your signature on the enrollment agreement obligates you for one month's tuition fees whether your child attends or not. For a complete list of fees, please refer to your contract. Should you need another copy of your contract, notify us and we will be more than happy to provide you with one.

Tuition Policies

For current tuition, please see your contract. The entire tuition is due on a monthly basis on or before the fifth of each month. Tuition is not prorated for any month. Also, please be advised that switching care from full time to part time throughout the year will not be permitted. Tuition is payable in advance, without demand or billing at the Main Office on or before the fifth day of each calendar month. Returned checks incur a \$75.00 service charge. All families must register via Brightwheel for billing purposes. Methods of payment may include: check, cash or auto-pay payment (highly preferred). A 3% to 10% tuition increase is to be anticipated annually.



Late Charges

Any tuition paid after the fifth of each month will be subject to a \$50 late fee.

Change in Tuition Rates

Each year the Board of Directors reviews the tuition fees. Parents should expect a 3% to 10% increase each year to cover the costs of inflation.

Sibling Discounts

A 15% discount will be given to the oldest child in a family attending ONEgeneration.



HEALTH AND SAFETY

Health Wellness Policy

Should your child become ill while at the Center, they will be removed from contact with other children and the staff will call you to take your child home. It is expected that the child will be picked up within an hour of calling the parents. If the parents cannot be reached, the center director will call the emergency contacts listed on the release form. It is important that emergency contacts are local ones, namely, in Los Angeles or within less than an hour's drive. If you are new to Los Angeles and have not had a chance to make friends or have family nearby, as soon as you do have a local emergency contact, please update your emergency contact list. It is a good idea to think about and have a plan for care on those days when your child is ill since he or she will not be able to be at the center. Let your child's teacher know if you have noted a change that may indicate the beginning signs of illness so the teacher can be especially watchful that day. When dental or medical emergencies arise, 911 will be called followed by a phone call to the parents. Center staff are not allowed to transport any children.

Communicable Disease Policy

State law does not allow children to remain in a center if the child has a communicable disease or the symptoms of a communicable disease. Parents must notify the director of the center within 24 hours if the child has a suspected or known communicable disease. Parents of all the children will be notified about any incidence of communicable diseases in the center, without divulging the name of the child who contracted the illness. By the usual means of communication, the parents will be informed about the nature of illness, its signs, symptoms and other precautionary/prevention/palliative measures that may be taken.

Health/Medication Policies and Allergies

Health Policies

The health and well-being of the children in our care is of paramount concern. We rely on the families enrolled to abide by our Health Policies to support this effort. Each day, a teacher will conduct a brief health assessment to ensure that a child has no visible signs of illness. Please stay at the center until your child has been accepted. A child exhibiting signs of illness that would exclude him/her from school will be sent home. **In general, a child who is not able to participate in all school activities is not well enough to be in school.**

When a child becomes ill during the day, the school will contact the parents. An ill child will be excluded from the group and must be picked up from school within an hour. If a vaccine-preventable disease occurs in the program, a child who has not been vaccinated against that disease will be excluded from attending school until otherwise noted by a physician.

The following are the most commonly seen symptoms that require a child's exclusion from school:



1. **A Fever** (i.e., temperature greater than 100°F): The child must be fever free (without medication) for 24 hours before returning to school.
2. **Conjunctivitis** (Pink Eye): Redness of the eye; mucus or watery discharge from the eye; itchiness of the eye. A physician's clearance is required before a child can return to school.
3. **Unexplained Rash**: A physician's clearance is required before a child can return to school.
4. **Impetigo**: A physician's clearance is required before a child can return to school.
5. **Diarrhea**, defined as two loose bowel movements: Children must be diarrhea free 24 hours before returning to school.
6. **Vomiting**: Vomiting must cease for at least 24 hours before a child can return to school.
7. **Evidence of Nits or Lice**: Before children can return to school, they need to be nit and lice free. In some cases, a doctor's note may be required along with a professional treatment. Children with evidence of nits and or lice must be checked and cleared by a teacher before returning to class.
8. **General Lethargy and Discomfort**: Any child who is too ill to participate fully will be excluded.
9. **Other Communicable Diseases** (chicken pox, hand, foot and mouth disease, strep throat, continuous cough, ringworm, etc.): The child must have a physician's clearance to return to school.

If your child contracts any communicable disease or condition, please notify the main office of the doctor's diagnosis. A notice will be posted (child's name confidential) so that teachers and other families can watch for symptoms in their own child.

Medication

The center will only administer medications (prescriptive or non-prescriptive) based on the following criteria:

- Medication is provided in the original container, with the prescription label attached (medication will only be administered in accordance with the label directions).
- Written approval and instructions are provided by the parent/guardian, as well as a physician.
- DPSS Licensing Form 9221 must be filled out accordingly for each medication.

Additional Notes on Medication:

A child taking any new medication must be on the medication for at least 12 hours before returning to school.

DO NOT place any medication in your child's cubby. All medication must be handed to teachers including lip balm, sunscreen, etc.



Finally, medication administration records will be kept in your child's file.

Medication Authorization Forms

In order for the staff to administer medication to your child, you must complete the Authorization for Medication form (Licensing Form 9221). A form must be completed for each medication and each new series. It is important to indicate the dates when the medication is to start and when it is to finish. Your instructions for medication administration must be verbatim to the directions of the medication itself, unless otherwise specified by a physician in writing. Non-prescription and prescription medications must be re-evaluated every four months addressing any changes i.e., weight change, dosage change, frequency.

Immunizations

Senate Bill 277 (SB277) was signed by Governor Brown on June 30, 2015. Effective 1 year from this date, SB 277 will:

- No longer permit immunization exemptions based on personal beliefs for children in child care, public and private schools. Please note that under immunized children will be excluded from the program if there is ever a vaccine-preventable disease outbreak in the child's respective classroom (one case) or in the school (more than 3 cases).
- Permit personal belief exemptions submitted before January 1, 2016 to remain valid until the pupil reaches kindergarten or 7th grade.
- Immunization laws currently in effect may be found at <http://www.shotsforschool.org/immunizationlaws/>.

Children in Pre-Kindergarten (Child Care) Need:

Immunizations (shots) needed before starting pre-kindergarten (child care) and at each age checkpoint after entry:

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION
2 through 3 Months	1 Polio 1 DTaP 1 Hep B 1 Hib
4 through 5 Months	2 Polio 2 DTaP 2 Hep B 2Hib
6 through 14 Months	2 Polio 3 DTaP 2 Hep B 2 Hib
15 through 17 Months	3 Polio 3 DTaP 2 Hep B 1 Varicella
	On or after 1st birthday: 1 Hib* 1 MMR
18 months through 5 years	3 Polio 4 DTaP 3 Hep B 1 Varicella
	On or after 1st birthday: 1 Hib* 1 MMR



*One Hib dose must be given on or after the 1st birthday regardless of previous doses. Required only for children younger than 5 years old.

DTaP = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine

Hib = Haemophilus influenzae, type B vaccine

Hep B = hepatitis B vaccine

MMR = measles, mumps, and rubella vaccine

Varicella = chickenpox vaccine

Parents must show their child's Immunization Record as proof of immunization.

Food Allergies

Please provide a physician's note stating all known or potential allergies that your child has. Please consult the monthly Snack Menu to provide a substitute for any food that your child has an allergy to, or simply will not eat. If your child has allergies, modified diet will be honored accompanied with a physician's note.

1. The licensee shall obtain and follow instructions from the physician or dietician on the preparation of the modified diet. All children who have special feeding needs, will have their food documented by when the child ate, how much they ate and what they ate. This information will be recorded via Brightwheel.
2. A child shall not be served any food for which the child's record indicates he/she has an allergy (Licensing Regulation 101227).

ONEgeneraton is a ***Nut-Free*** facility. Nut products are not served to children and are also not allowed in children's lunches from home. Children will not be allowed to share foods brought from home.

Tooth-Brushing

According to California Childcare Health Programs, good oral hygiene is important and recommended for all ages and from the time the first tooth erupts. Therefore, please provide a toothbrush for your child. Make sure to label your child's toothbrush with their name. Children are encouraged to brush their teeth every day after lunch. Toothpaste is not required. Please check and change your child's toothbrush every 2 months or as needed.

Hand-Washing Policies

Staff and children follow appropriate health and safety practices throughout the day in order to minimize the spread of germs and diseases. These practices include frequent hand washing, routine washing and sanitizing of toys, furniture, clothing and linens used in the classroom, and using latex gloves when diapering, treating injuries or for any contact with bodily fluids.



It is important to remember that many of the common infections encountered in the child care setting are transmitted by direct or indirect contact. Direct contact refers to person-to-person spread of a virus or bacteria through direct physical contact. Indirect contact refers to spread that occurs by means of contact with a contaminated intermediate object (which could include objects such as shared toys), including hands. Research reports that contaminated hands are the most common means of transmission of infections in child care settings, making hand-washing (both adult and child) a crucial aspect of reducing illness in a group care environment (Siegel, Rhinehart, & Jackson, 2007). Please note that hand sanitizers are not allowed in the center to be used with children.

In group care, it is important that both children and adults be taught how to do this to help prevent spread of germs. It is important for caregivers to teach children to cough into the crook of their arm, into their sleeve, or even in their hand, and then to immediately wash their hands (Centers for Disease Control and Prevention, 2010). The following criteria are devised in accordance with the National Association for the Education of Young Children (NAEYC) accreditation Health Standard (Ritchie & Willer, 2005).

Hand Washing Guidelines

Children and Adults Wash Hands:

- Upon arrival and departure
- After diapering or using the toilet
- After handling bodily fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit)
- Before meals and snacks, and before preparing or serving food
- After playing with water
- After handling pets and other animals, or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- If and when a child visits a different group

Adults Also Wash Hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting
- After handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include:

1. Using liquid soap and running warm water.
2. Rubbing hands vigorously for at least 20 seconds, including backs of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a



paper towel; avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water) (American Academy of Pediatrics, 2011).

Smoke-Free Zone

The center is designated as a Smoke Free Zone, which means that no one may smoke in the center, playground or in any areas near the center (a minimum of 50 feet) such that children, parents, staff or other members of the community are exposed to second-hand smoke.

Sunscreen

During the spring and summer months, the weather can be very hot and sunny and the children need sunscreen in order to prevent sunburn while on the playground. We will provide sunscreen for your child that provides protection for Ultraviolet Light B (UVB) and Ultraviolet Light A (UVA) with a sun-protective factor (SPF) of 50. Please note that this is one step of the Environmental Working Group. In order for ONEgeneration to apply sunscreen on your child, when needed, parents must sign a consent form (you can also provide your own sunscreen). If you have any concerns or questions, feel free to speak with the center director.

Insect Repellent

ONEgeneration childcare will not apply products with DEET concentration greater than 10% per recommendations to ONEgeneration from Los Angeles County Public Health Provider. If need be, ONEgeneration childcare will not apply the product more frequently than once a day as per recommendations to ONEgeneration childcare from Los Angeles Public County Public Health with your consent. The date and time of the application will be recorded on the Medication Permission Slip I have completed and signed.

Cleaning, Sanitizing and Disinfecting

The routine frequency of cleaning, sanitizing and disinfecting of all surfaces in the children's Center follows the guidelines recommended by the NAEYC Accreditation Health Standard (American Academy of Pediatrics, 2011).

The infant and toddler center follows accreditation and state licensing requirements for sanitary disposal of soiled diapers i.e. the soiled diapers are held in a closed container out of the reach of children and the diaper changing area is disinfected after every use.



INJURY POLICY

CPR and First Aid

Every staff member of ONEgeneration Childcare is certified in Infant and Pediatric First Aid and CPR.

First Aid

Scratches, minor cuts or insect bites will be treated with soap and water only. Bandages will be used as necessary. If more serious treatment is needed, parents will be notified.

If a child is injured at the center, the parent or guardian will be notified of the injury and the specific steps taken to help the child. The center is equipped to deal with minor injuries. There are first aid boxes available in all the classrooms as well as on the yard.

Incident Reports--“OUCH Forms”

This form is used to document and inform parents of any minor and major injuries the child has received from school. This form explains and documents what happened to the child and what steps were taken to help the child. This form must be signed by the Director (or Assistant Director) as well as the teacher who helped the child. This form must be signed by the parents and filed away in the child’s file. Please note that injuries to the head and all other serious injuries only will warrant a phone call. Simple scrapes, cuts, bumps and bruises below the neck will be documented via the OUCH Report and given to you at the end of the day. Bites that have broken the skin will be notified via phone call as well.

Emergency Procedures

There are emergency procedures and equipment in place to ensure the safety and well-being of our children, families and staff. The following briefly outlines some of this information:

Emergency Procedure-Medical

In the rare event of a medical emergency, emergency personnel are summoned through the 911 system. Staff are not allowed to transport children when there is a medical emergency.

Additionally, any staff with a medical emergency will also be transported to the nearest hospital as determined by Los Angeles Fire Department. Members identified to be called in an emergency will be notified.

Emergency Procedures-Loss of Power

In the event of a localized emergency such as the loss of power, the center director is authorized to close the center to protect the health and safety of children and staff.



Emergency Procedures-Fire and Earthquake Procedures

Fire drills are practiced monthly. Each classroom has a posted evacuation route, emergency procedures, smoke detectors and fire extinguishers. Our procedures for fire emergency include lining up, walking quietly to the designated meeting place, taking roll and entertaining children until the “all clear” signal is given. Teachers will turn off the lights and close all doors to contain fires. If there is a fire, we will call 911.

Emergency Supplies

Our center has an ongoing earthquake preparedness program. We have a shed that contains blankets, batteries, first-aid supplies, and emergency food supplies and water.

Each family is responsible for providing supplemental earthquake kit supplies for their child that will remain at the school in the shed and MUST be updated annually. Upon enrollment please see orientation packet for full list of emergency items required).

Emergency Procedures-Intruder/Lockdown Procedures

When the lockdown signal is given all children and adults will remain indoors. All windows and doors will remain locked. Only the center director or a specifically appointed staff member has the permission to open doors. No one will be allowed into the building. If word is given that the intruder is on the facility premises, all children will be gathered to a central location away from the windows and doors and will be kept as quiet as possible. We will call 911.

Emergency Preparedness Drills Posted

Written records of emergency preparedness drills are posted in each Center. With the exception of fire and earthquake drills, all are done annually.

Evacuation Plans

Each classroom is equipped with evacuation and emergency procedures.

Child Abuse Policy

Child Abuse Mandated Reporting

Under state law, all staff members of the preschool are “Mandated Reporters” and are obligated to report all suspected incidents of child abuse. These include physical injuries (inflicted by other than accidental means) as well as sexual abuse and neglect.

The Department of Social Services has a right to interview children and staff and to inspect and audit child or facility records without prior consent, and has the authority to observe the physical condition of the child or children, including conditions that could indicate abuse, or neglect, and to have a licensed medical professional examine a child.



INFANT CARE

Sleeping Infants

To reduce the risk of Sudden Infant Death Syndrome (SIDS), infants must be placed on their backs to sleep. Other soft items such as pillows, quilts or soft toys are NOT allowed in the crib. The infant's head stays uncovered during sleep. After being placed down to sleep on their backs, infants may then be permitted to sleep in any comfortable position to which they can easily turn to from their backs.

Breast Milk or Formula

ONEgeneration supports breastfeeding by accepting, storing, and serving expressed milk. We accept breast milk in ready-to-feed bottles, labeled with the infant's full name, mother's full name, "today's date", the date the milk was expressed and labeled with a red "dot" sticker. The teachers will discard, after 1 hour, any formula, breast milk, or other liquid that is served but not completely consumed. Please bring breast milk or formula in small quantities to minimize waste (American Academy of Pediatrics, 2011). If formula or breast milk needs to be warmed, it will be warmed in water at no more than 120 degrees Fahrenheit for no more than five minutes. Children under one years of age are NOT given any food or drink, including water from the school.

Rest/Nap Time

The infant room has a dedicated nap room that allows children to sleep on their own schedule. Children will sleep in cribs until about 12 months, or as their developmental needs require. Children older than 12 months will sleep on mats when teachers and parents determine that they are developmentally ready.

Diapering

In accordance with licensing requirements, children will be changed at least every 2 hours and when their diapers are soiled. Additionally, staff check for and change wet or soiled diapers/training pants each time a child wakes up from a nap. Parents are responsible for maintaining a supply of properly fitted diapers.

CLOTH DIAPERS ARE NOT PERMITTED

Children's Personal Belongings

What to Wear/What to Bring

Children should wear clothes that can get dirty, dirtier and stained. Aprons/paint shirts are not used for painting or mud play. All interactions with things and people are considered part of children's learning process. It is important for them to be able to flow from one activity to another. Children should concentrate not on whether they get dirty but rather on what they



discover. Well-fitting shoes of all kinds are expected at the center. Shoes that are too big or inappropriate such as flip-flops or shoes with laces are not permitted.

Please Note: No backpacks OR belts.

The following items should be maintained in every child's cubby at all times:

- A jacket or sweater
- 3 pairs of underwear
- 3 pairs of pants
- 3 pairs of shorts
- 3 t-shirts
- 3 long-sleeved shirts
- 3 pairs of socks
- 1 pairs of shoes

Be sure to label all clothing and belongings. This is a minimal list-teachers may have additional, specific requests. Not only are these items necessities, but having a well-stocked cubby adds to your child's sense of well-being by bridging home and school in a nurturing way. To support young children in managing their own bathroom and changing needs independently, we request that younger children wear pants with elastic waistbands (no belts). Please make sure to check your child's cubby on a daily basis to ensure that he or she has enough extra clothes.

ALL clothing, shoes and other personal items that are brought to the center are labeled with your child's name.

High cost or sentimental valued items should not be worn at school. ONEgeneration is **NOT** responsible for any lost, stolen or damaged items.

Inappropriate Items for School

Toys from home are generally not encouraged in our program as they divert children's attention from classroom activities. The center is fully equipped with age-appropriate toys and materials. Children may never bring toys to school that can pose an obvious or imaginary danger to other children such as guns, swords, knives, etc.

Children are welcome to bring transitional objects such as special blankets or stuffed animals. Please be aware that we are not responsible for items brought from home. Finally, due to choking hazards, balloons are not allowed.

Toilet Training and Learning

Children are potty trained when they are ready to use the toilet on their own within their own biological time, requiring minimal assistance from adults. A child is truly toilet trained when your child can tell you what they need to do, not what they have already done.



When children are ready, staff provide the support and nurturance to help them master this important developmental milestone. For parents who have children in the Infant and Toddler class, please feel free to talk about your child's toileting needs with the teacher.

Toilet Learning is the process that occurs when your child learns to recognize and act independently upon the urge to control their bladder and bowels. This is a natural process that occurs at the child's own rate of development and with the support from his or her parents and caregivers. If your child has begun the process of learning to use the toilet at home, please inform his or her teachers so that they can guide your child's learning at school.

ONEgeneration encourages children to use the toilet of their own volition. The teachers approach this process as they would any other developmental milestone, by providing opportunities and guidance as necessary. Practices not employed by ONEgeneration include demanding or forcing children to use the toilet, as it may become the cause of a power struggle, or other forms of reward, such as offering treats or stickers, as these are extrinsic motivators and may diminish a child's intrinsic motivation to control their elimination.

To support efforts at home, teachers will assist this process by reminding the child at regular intervals throughout the day as well as check in with the parent(s) at the end of the day. ONEgeneration is equipped with child-sized toilets to accommodate the physical needs of the children.

Please be sure to send your child in clothing that your child may easily take on and off (no belts for children under 4 years of age). Please plan on providing several changes of clothing each day as necessary. Soiled clothing will be contained in plastic bags and placed in a child's cubby for pick-up each day.

Signs That Children Are Ready for Toileting

Maintaining control over their bowels is necessary for children to physically be able to use the toilet. How ready a child is emotionally to begin learning to use the potty depends on the individual child.

Your child is ready to learn to use the toilet when he or she:

- Stays dry for at least 2 hours at a time, or after naps.
- Recognizes that he/she is urinating or having a bowel movement. For example, your child might go into another room or under the table when he/she has a bowel movement. This is important—if your child does not realize he/she is having a bowel movement, they will be less successful at potty training.
- Is developing physical skills that are critical to potty training—the ability to walk, to pull pants up and down, and to get onto/off the potty (with some help).
- Copies a parent's toileting behavior.



- Can follow simple instructions.
- Most importantly, your child wants to use the potty. He may tell you that he wants to wear underpants or learn to go potty “like Daddy does.” He may feel uncomfortable in a soiled diaper and ask to be changed, or ask to use the toilet himself.

Starting Toileting

Think of potty training as a process in which both you and your child have your own “jobs” to do. It is the parent’s responsibility to create a supportive learning environment.

This means that you:

- Recognize that your child is in control of his or her body.
- Let your child decide whether to use the potty or a diaper/pull-up each day.
- Teach your child words for body parts, urine, and bowel movements.
- Offer your child the tools she needs to be successful at toileting (such as a child size potty, potty seat, stool, etc.)
- Expect and handle potty accidents without anger.
- Avoid punishment as well as too much praise around toilet use (This can make children feel bad when they are not successful.)

It is your child’s responsibility to:

- Decide whether to use the toilet or a diaper/pull-up.
- Learn his body’s signals for when he needs to use the toilet.
- Use the toilet at his own speed.

Finding a toilet training method that works for your family is the key. No matter how you do it, remember that this is a learning process that takes time, with many accidents along the way.

Being understanding is the best way you can support your child as he/she learns. Keep in mind that children with special needs may take longer to learn to use the potty. They may also need special equipment, and additional help and support from you.

Most children achieve bowel control and daytime urine control by 3 to 4 years of age. Even after your child is able to stay dry during the day, it may take months or years before he or she achieves the same success at night. Most girls and more than 75% of boys will be able to stay dry at night after 5 years of age (Zero to Three, 2008).



FOOD AND NUTRITION

ECO-Healthy Practices

ONEgeneration uses biodegradable, eco-friendly lunch trays for children's lunches.

Children two and up are taught about recycling and encouraged to recycle. Recycling bins are available in all classrooms. All toys purchased for children are from companies who only sell non-toxic toys.

Snack

Starting at the age of one, we will provide two snacks a day (Licensing Regulation 101227). Examples of snacks include primarily of organic food items such as cereals, apple sauce, crackers, cheese, bagels, yogurt, pasta, berries, fruits, vegetables, salads and so forth. Menus will be posted in the main office on the parent board at the beginning of each month. Menus are subject to change based on snack availability.

ONEgeneration also provides organic fruits and vegetables for those foods that are part of the "dirty dozen" as well as hormone-free milk, and/or water for all meals. In 2013, the Environmental Working Group released an updated report that identified foods in the conventional, non-organic food supply that contained the highest number of pesticide residues. The worst offenders, which were nicknamed the "dirty dozen plus," included apples, bell peppers, celery, cherries, cherry tomatoes, cucumbers, imported nectarines, peaches, hot peppers, potatoes, spinach, grapes, kale, summer squash, and strawberries (Environmental Working Group, 2013).

Breakfast

Preschool does not serve breakfast. We ask that parents provide their first meal of the day at home. Receiving appropriate nourishment before arriving will help your child's transition in the morning, and sustain him or her until snack time.

Children who eat breakfast:

- Perform better academically in school
- Behave better in school
- Have a more positive attitude toward school
- Are more likely to stay alert

Choose three or more food groups in planning breakfast. Examples of a breakfast meal are:

- Oatmeal with fruit
- Yogurt parfait with granola
- Veggie omelet with whole wheat bread



- Veggie quesadilla
- Yogurt and fruit smoothie

Lunch

Eating together plays an important role in everyday life here at the center. Children and teachers have a chance to come together as a group for breakfast, snack, lunch and afternoon snacks. They also enjoy sharing the “fruits of their labor” after their cooking projects. Certain lessons of responsibility (hand washing, cleaning up, packing up lunch) are also practiced during this time. It is not feasible or conducive to an enjoyable mealtime for the staff to constantly monitor what each child eats, in what order, and how much. Therefore, we ask that you pack a variety of foods that are “okay” to eat no matter which is eaten first. Please provide a lunchbox (no paper/plastic bags or back packs). Please be aware that the preschool does not provide refrigerators for children to put their lunch in. Therefore, please pack ice for perishable foods or place it in a thermos. In addition, the preschool does not warm food for children; therefore please purchase a thermos if you would like to keep your child’s lunch warm.

Hot lunch may also be ordered from school as well. Menus are available to order from on the 15th of every month for the upcoming month. Lunch can also be ordered on a daily basis as well. When ordered in advance, lunch will be \$6.95 a day. Please note that lunch orders/cancellations have to take place 48 hours in advance.

Just like any other habit, healthy eating habits start from a young age. Therefore, certain items are not allowed in lunches or snacks. We want all our children to eat healthy, well-balanced meals (e.g., fruits, vegetables, breads). In addition, some foods are not allowed due to safety reasons. Foods with high sugar content are allowed only during birthday and special holiday celebrations. Special holidays will be determined by the director. Please remember that goodie bags must not contain items that are not allowed to be eaten at school.

Please Note: Any food items not allowed at the center will be sent home.

Examples of healthy lunch items include:

- Fresh fruit
- Dried fruit
- Vegetables
- Dinner leftovers
- Cheese and meats
- Hard-boiled eggs
- Crackers
- Rice cakes
- Taquitos, tamales, burritos
- Pizza
- Cornbread



- Soups
- Salads
- Pastas
- Rice and beans
- Applesauce
- Cheese sticks
- Bagels with cream cheese
- Sushi
- Sandwiches
- Tuna
- Tofu
- String cheese
- Yogurt (sugar must be under 10 grams)

Foods that are not allowed include, but are not limited to, the following:

- Candy, fruit roll-ups
- Gum
- Cookies
- Drinks in glass containers (safety reasons)
- Foods that require special attention (heating, cooling, spicing, cutting up)
- Chips
- Round foods (olives, hot dogs, grapes, melon balls, etc.) to prevent choking
- Chocolate, pastries, doughnuts, cookies or cake
- Popcorn
- Food that is high in fat and sugar
- Yogurt (under 10 grams of sugar)
- Raw peas
- Raw carrots
- Hard Pretzels
- Meats larger than can be swallowed (NO BONES)
- Peanut butter/peanuts/nuts
- Food from fast food restaurants
- Chocolate milk
- Meals in cans
- Soda

Please Note: Food brought from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.

Nut-Free Environment

ONEgeneration is a nut-free center. This means that any foods containing peanuts, almonds, Brazil nuts, walnuts, hazelnuts, macadamias, pistachios, pecans, and cashews are not allowed at



the center. The rationale has to do with the unique nature of nut allergies. Most people with food allergies can manage their allergies by simply not eating foods that have their allergens in them. However, with nut allergies it is possible for children to react to traces of nut dust in the air.

Suggestions:

Olives, avocados, soybeans and dried plums are good healthy fat-nut alternatives. Soy nut butter, sunflower butter, vegetable and/or bean spreads are great peanut butter substitutes.

- Due to the NUT-FREE environment, the following verbiage should be observed:
- ALLOWED: “Made in a facility that processes nuts.”
- NOT ALLOWED: “May contain traces of nuts or trace amount of nuts of any kind, made or shared on equipment with nuts, peanuts, etc., of any kind.



COMMUNICATION BETWEEN FAMILY AND CENTER

Effective communication is vital amongst parents/guardians and staff. There are many avenues for maintaining this connection: Parents and staff at ONEgeneration maintain open lines of communication. You will find many opportunities to speak with your child's teacher about matters of concern. We ask that you keep us posted about events or changes at home that might affect your child (e.g., separation, moving, a difficult weekend or morning, house guests, death, etc.).

You can also expect the following communication from us:

Weekly Curriculum-You will receive a weekly plan consisting of activities and special events for the upcoming week. A weekly lesson plan will be posted on Brighwheel.

Informal Daily Communication-Check in with us every morning and also at pick-up time. It is important for us to be aware of any information that may affect your child's day at school. Please feel free to call, e-mail or message us at any time.

Parent Conferences-Two parent conferences are scheduled every year. You may request additional conferences if you need to and so may the teachers.

Brighwheel-Parents can engage in their child's day with a real-time feed of photos, videos, reminders, and updates. A digital check-in is required to sign in and out, pay tuition online and so much more!

Parent Education Nights/Parent Resources

Several times a year, parent education presentations will be available for parents. Presentations topics will include Kindergarten Readiness, Positive Discipline, Healthy Eating and Communicable Disease Prevention, and are presented by the director, preschool teachers or guest speakers. In addition, please be advised that there are a number of child development books and articles in the director's office.

“The role of parents in the education of their children cannot be overestimated.”

Unknown

Family Involvement

Children benefit immensely when their home and school experiences are integrated. Aside from the planned family events held at the center, parents are strongly encouraged to share talents, hobbies or their occupation with the children. Please see the director if you would like to spend time with us sharing your talent(s).

- Cultural Center
- Star of the Month
- Halloween Festival



- Friends and Family Potluck
- Culmination
- Family Holiday Party
- Gardening
- Parent Group (Under Construction)
- Parent Education Nights

Program Evaluation/Plan for Continuous Improvement

One key to the maintenance of a high-quality program is ensuring that there is a system in place to continuously monitor program effectiveness. ONEgeneration has such a system. Data is collected from each group that has an investment in the whole-children, parents, staff, and the Board to determine whether or not we are fulfilling our mission, accomplishing our goals and objectives and, most importantly, assessing whether the children who attend our Center are indeed receiving the highest quality care and learning environment that prepares them for success in life.

Several methods of data collection provide feedback/evidence. These methods include one-on-one interviews, parent meetings, and an anonymous box for comments and questions and surveys.

Surveys to Assess Programs

Formal assessments are done each year during the first week in April. All parents will receive a program assessment survey. This is one way you can tell us how we are doing. We invite your candid feedback and use it to help us get better at what we do. Also, each family receives an exit survey when their participation comes to a close. Both surveys ask similar questions, one gives us data on a specific date every year and the other gives us feedback all year long. We welcome your feedback at any time.

Parents as Partners

It is only through a strong partnership between parents and teachers that we can maintain the quality early learning environment for your child. You are your child's first teacher and know your child best.

Parent participation is welcome in the classroom. If you are unsure about how you might contribute, talk with your child's teacher or the Director. They will be more than happy to share ideas and ways to make your contribution. A more detailed description of our open-door and access policy is located in an earlier portion of this handbook.

Occasionally, while volunteering in the classroom, you may have a concern about how something is done or about a particular child's behavior. It is best that you not intervene yourself; rather, discuss your concern with the teacher or director, who will find the most



appropriate solution. However, please feel comfortable to share your concerns as we value and would like to work collaboratively for a solution that best meets your child's needs.

Please note, there is an anonymous locked box in the main office intended for suggestions, comments and other ideas you might want to share with the program.

Grievance Procedure

We have a multi-step process to assist parents with resolving any problem or concern:

Step 1: If the problem is with an individual, talk it through with that person directly as soon as is practical.

Step 2: If the problem is not resolved with the person directly, then discuss it with your child's teachers if appropriate.

Step 3. If the problem remains unresolved, talk with the Assistant Director of your center.

Step 4: If the problem still is unresolved, speak with the center director.

Step 5: If the center director is unable to resolve the issue, the next step would be to present it to the President, Jenna Hauss.

