



ONEgeneration
Share the CareSM

FAMILY

HANDBOOK



2026-2027

TABLE OF CONTENTS

Welcome Message	07
About ONEgeneration	08
• Mission Statement	08
• Vision Statement	08
• Mission of the ONEgeneration Infant/Toddler and Preschool Programs	08
• Our Program Philosophy	08
• Goals for Children	09
• Family Partnership and Involvement	10
• Anti-Bias Approach	10
• Licensing & Accreditation	11
• Our Childcare Program	12
• Infant Program	12
• Preschool Program	12
• Operating Hours	12
• Placement & Transitions	13
Curriculum	15
• Developmentally Appropriate Practice (DAP)	15
• Intentional Teaching & Learning Environment	16
• Equity, Inclusion & Belonging	16
• Daily Learning Experiences	16
• Planning, Observation & Flexibility	17
• Guiding Principles	17
• Developmental Domains	17
• Social-Emotional Development	18
• Physical Development	18
• Cognitive Development	18
• Language Development	19
• Flexible, Child-Led Learning	19
• The Value of Play	19
• Emergent Curriculum	19
• Anti-Bias Curriculum	20
• Intergenerational Program (IGP)	21

TABLE OF CONTENTS

• Technology in the Learning Environment	21
• “All About Me” Cultural Board	22
• Share Day (Preschool Program)	23
• Holidays and Celebrations	23
• Special Events and Visitation	23
• Field Trips	24
• Enrichment	24
• Additional Activity Spaces	24
Screening and Assessment	25
• Child Assessment and Portfolios (DRDP-R & Digital Portfolio)	25
• Child Portfolios	26
• How We Use Assessments	26
• Assessment Timeline	26
• Conditions for Assessment	27
• Confidentiality	27
• Ensuring Reliable and Meaningful Assessments	27
• Family Contributions to Child Assessment (DRDP-Aligned)	28
• Ways Families Can Share Observations	28
• Why Family Observations Matter	29
• Parent Conferences	29
• Partnering With Families on Developmental Concerns	29
• Inclusive Services and Outside Providers	30
Guiding Children’s Behavior	31
• Supervision Policy	31
• Guidance and Discipline Policy	31
• Guidance and Discipline for Infants	32
• Guidance and Discipline for Preschool Children	32
• Positive Guidance Strategies	33
• A Word About “Time Out”	35
• Peaceful Conflict Resolution Practices	35
• Families’ Role	36
• Parents’ Concerns About Other Children’s Behavior	36
• Persistent Challenging Behavior	36

TABLE OF CONTENTS

• Positive Behavior Support	37
• Safety and Immediate Intervention	37
• Collaborative Planning	37
• Commitment to Inclusion	37
• Ongoing Concerns and Next Steps	37
• Biting	38
Admissions	39
• Eligibility	39
• Application	39
• Admission Procedures	39
• Admission Forms	39
• Updating Contact Information & File Access	40
• Orientation & Welcome Visits	40
• Separations and Good-Byes	41
• Withdrawal Procedures	41
• Changes in Family Schedule	42
• Termination from the Center	42
Operating Policies	43
• Arrival and Departure Procedures	43
• Arrival	43
• Departure	43
• Signing In and Out / Authorized Pick-Up	43
• Flexible Drop-Off for Infant Classrooms	44
• Part-Time Student Dismissal	44
• Family Access & Open-Door Policy	44
• Legal Custody	46
• Late Pick-Up Policy	46
• Security and Access	46
• Babysitting Policy	47
• Pets / Animals	47
• Photography and Video Policy	47
• Transportation Policy	47
• Parking	48

TABLE OF CONTENTS

Tuition and Payment Policies	49
• Days and Hours of Operations	49
• School Closures and Holidays	50
• Registration Fee and First Month's Tuition	50
• Tuition Policies	50
• Changes to Tuition Rates	51
• Late Charges	51
• Sibling Discounts	51
Health and Safety	52
• Health and Wellness Policy	52
• Exclusion Policy for Illness and Communicable Diseases	52
• Communicable Disease Policy	53
• Medication	53
• Immunizations	54
• Immunization Requirements for Pre-Kindergarten (Child Care) Children	54
• Vaccine Abbreviations	55
• Proof of Immunization	55
• Food Allergies	55
• Nut-Free Policy	55
• Hand-Washing Policies	56
• Hand-Washing Guidelines	56
• Smoke-Free Zone	57
• Sunscreen	57
• Insect Repellent	57
• Cleaning, Sanitizing, and Disinfecting	58
Injury Policy	59
• CPR and First Aid	59
• First Aid Procedures	59
• Incident Reporting & Injury Communication	59
Emergency Procedures	60
• Medical	60
• Loss of Power	60

TABLE OF CONTENTS

• Fire and Earthquake Procedures	60
• Emergency Supplies	60
• Intruder/ Lockdown	61
• Response to Threats to Safety or Acts of Terrorism	61
• Emergency Preparedness and Evacuation Plans	61
• Child Abuse Policy - Mandated Reporting	63
Infant Care	63
• Sleeping Infants	63
• Breast Milk or Formula	63
• Rest / Nap Time	64
• Diapering	64
Children’s Personal Belongings	65
• What to Wear / What to Bring	65
• Cubbies / Extra Clothing	65
• Inappropriate Items for School	66
Toilet Training	67
• Signs That Children Are Ready for Toilet Training	67
• Starting Toilet Training	68
Snack and Nutrition	70
• Breakfast	70
• Lunch	70
• Healthy Lunch Ideas	71
• Foods Not Allowed at the Center	72
• Nut-Free Center	73
Communication Between Families and the Center	74
• Grievance Procedure	75
• Looking Ahead Together	76

WELCOME TO ONEGENERATION'S INFANT/TODDLER AND PRESCHOOL PROGRAM!

Welcome to ONEgeneration! We are truly honored that you have chosen our Infant/Toddler and Preschool programs for your child and family. Our licensed childcare center, located in Van Nuys, California, is proud to provide a nurturing, high-quality early learning environment where children feel safe, supported, and inspired to grow.

At ONEgeneration, we understand that the early years of a child's life are foundational. It is our hope that your child's first educational experience with us is a positive and meaningful one—one that sparks curiosity, builds confidence, and lays out the groundwork for a lifelong love of learning. Our programs are thoughtfully designed to support each child's social, emotional, physical, and cognitive development in ways that are developmentally appropriate and engaging.



ADENA AMALIAN
Childcare Director

We are proud to share that ONEgeneration Infant/Toddler and Preschool Programs are accredited by the National Association for the Education of Young Children (NAEYC). This distinction reflects our deep commitment to excellence in early childhood education, continuous improvement, and best practices that support children and families.

Our center is staffed by a dedicated and experienced team of early childhood professionals who are passionate about what they do. Each team member is committed to providing high-quality care and creating an environment that is enriching, stimulating, and responsive to the individual needs of every child.

We believe that families are essential partners in a child's education. Open communication, collaboration, and mutual respect are central to our philosophy, and we look forward to working closely with you throughout your child's journey with us. This handbook has been created to help familiarize you with our program, as well as to clearly outline our policies, procedures, and shared expectations.

We recognize that beginning school—especially for the first time—can come with a mix of emotions for both children and families. Our goal is to support a smooth and comforting transition by fostering a welcoming atmosphere filled with warmth, enthusiasm, and a genuine love of learning.

Thank you for entrusting us with the care and education of your child. We are grateful for the opportunity to serve your family and look forward to building a strong and supportive partnership together.

ABOUT ONEgeneration



Mission Statement

Our mission is to support and enrich the lives of older adults, children, and families throughout our diverse communities.

Vision Statement

A kind and equitable community, enriched in intergenerational relationships, thriving with dignity, quality, purpose and security.

Mission of ONEgeneration Infant/Toddler and Preschool Programs

ONEgeneration Infant/Toddler and Preschool Programs provide a safe,

nurturing, inclusive environment where children of all abilities, backgrounds, and family structures are welcomed, valued, and supported to learn, grow, and thrive. As a NAEYC-accredited program, we are committed to high-quality, developmentally appropriate early education that supports the whole child and honors strong, respectful partnerships with families. A defining feature of our program is our intergenerational experience, which intentionally connects children with older adults to foster empathy, mutual respect, and a strong sense of community. Rooted in compassion, collaboration, equity, and lifelong learning, we inspire curiosity, confidence, and meaningful relationships across generations—all in support of ONEgeneration's mission.

Our Program Philosophy

At ONEgeneration Infant/Toddler and Preschool Programs, we believe that every child is a capable, curious, and unique individual who develops at their own pace. Children come to us with their own strengths, experiences, and ways of understanding the world, and it is our responsibility to honor and nurture each child's journey across all areas of development—social, emotional, physical, and cognitive.

We believe that children learn best through meaningful play and hands-on experiences. Play is a child's natural way of exploring, problem-solving, building

relationships, and making sense of the world around them. Through intentional, play-based learning, we introduce early literacy, mathematics, science, and social studies in ways that are engaging, developmentally appropriate, and responsive to each child's interests and abilities.

A foundation of trust, safety, and belonging is essential for learning to take place. We are committed to creating an inclusive and supportive environment where children feel secure, respected, and confident to explore, take risks, and express themselves. We view children as competent and intrinsically motivated learners, and we strive to preserve and strengthen each child's confidence, independence, and self-esteem.

Our program philosophy is grounded in Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children (NAEYC). As a NAEYC-accredited program, we intentionally design our curriculum and learning environments to meet the individual needs of each child while supporting the development of the whole child.

In alignment with ONEgeneration's mission, we value relationships, community, and connection. Through family partnerships and our intergenerational experiences, children learn empathy, respect, and a sense of belonging within a broader community. Together, we aim to foster compassionate, confident learners who are prepared not only for school, but for life.

Goals for Children

At ONEgeneration Infant/Toddler and Preschool Programs, our goal is to support the development of the whole child in a nurturing, inclusive, and engaging learning environment. We strive to help each child build a strong sense of self, develop meaningful relationships, and grow into a confident, curious, and capable learner.

Through intentional teaching and play-based experiences, we aim for children to:

- Develop a positive sense of identity, self-confidence, and emotional well-being
- Build respect, empathy, and appreciation for others, recognizing and celebrating differences among people, families, and communities
- Learn to cooperate, communicate, and problem-solve while becoming positive and responsible members of the classroom and broader community
- Strengthen social-emotional skills such as self-regulation, resilience, and independence
- Develop foundational skills in language, early literacy, mathematics, science, and creative expression in developmentally appropriate ways
- Cultivate curiosity, critical thinking, and a lifelong love of learning

Our goals are designed to prepare children not only for future academic success, but

also for meaningful relationships and active participation in their communities, all in alignment with ONEgeneration's mission and values.

Family Partnership and Involvement

At ONEgeneration Infant/Toddler and Preschool Programs, we believe that families are essential partners in a child's learning and development. Children thrive when there is a strong, collaborative connection between home and school, and we are committed to fostering open communication, mutual respect, and active engagement with families.

We encourage families to:



- Share their insights, experiences, and goals for their child to help guide individualized learning
- Participate in classroom activities, events, and celebrations whenever possible
- Communicate openly with teachers and administration about questions, concerns, or feedback
- Support children's learning at home through shared activities, reading, and play

Our program provides multiple opportunities for family involvement, including parent education nights, volunteer opportunities, conferences, newsletters, and family workshops. Through these connections, families gain insight into their child's growth, celebrate milestones, and contribute to the vibrant learning community at ONEgeneration.

We recognize and value the diversity of families in our program and strive to create an inclusive environment where all families feel welcomed, supported, and engaged. By working together, families and staff can foster children's success, confidence, and love of learning, fully aligned with ONEgeneration's mission and philosophy.

Anti-Bias Approach

At ONEgeneration Infant/Toddler and Preschool Programs, we are committed to fostering an environment that celebrates diversity, equity, and inclusion in every aspect of our classrooms. We honor and respect differences in race, culture, religion, language, gender, family structure, and abilities, and we strive to model acceptance, empathy, and fairness for all children.

Our goal is to help children develop positive attitudes toward themselves and others while empowering them to recognize, question, and resist bias, stereotypes, and

exclusion. Through intentional teaching, meaningful experiences, and supportive guidance from both staff and families, children learn to value differences and build a foundation of respect, kindness, and social responsibility.

We believe that children, families, and staff grow strongest when we work together. Your feedback, collaboration, and partnership are essential in helping us maintain the highest standards of inclusion, equity, and respect. Together, we ensure that every child feels seen, heard, and valued, and that our learning environment reflects the inclusive, compassionate community that ONEgeneration embodies.

Licensing & Accreditation

ONEgeneration Infant/Toddler and Preschool Programs are fully licensed by the State of California through the Department of Social Services, Community Care Licensing Division. Our licensing ensures that we meet all required standards for health, safety, staffing, and program quality.

As part of the licensing process, the Department conducts annual unannounced inspections of our Center to ensure compliance with all state regulations, policies, and procedures.

Department of Social Services, Community Care Licensing

6167 Bristol Parkway, Suite 400
Culver City, CA 90230
Phone: (310) 337-4345

Facility Program I.D. Numbers:

- Infant Program: 197402404
- Preschool Program: 197402403

ONEgeneration Infant/Toddler and Preschool Programs are proudly accredited by the National Association for the Education of Young Children (NAEYC, Program I.D. 292783). NAEYC accreditation is a mark of excellence in early childhood education and reflects our ongoing commitment to providing a high-quality, safe, and nurturing learning environment for every child.

To earn and maintain this accreditation, our programs undergo a voluntary, rigorous evaluation process that measures how well we meet NAEYC's standards for quality in all aspects of early learning—from curriculum and teaching practices to health, safety, and family partnerships.

NAEYC emphasizes that “Every child deserves access to high-quality early learning experiences. NAEYC-accredited programs are exceptionally well prepared and carefully assessed to ensure that classrooms and environments promote children’s

success. From teacher preparation to safety standards, NAEYC Accreditation supports children’s readiness for school, lifelong learning, and overall well-being.” We are honored to provide a program that meets these high standards and continuously strives to grow, reflect, and improve in partnership with our families and community.

Contact NAEYC:

1313 L Street NW, Suite 500
Washington, DC 20005-4101
Phone: (800) 424-2460
Website: www.naeyc.org/academy

Our Childcare Program

At ONEgeneration, we provide structured, developmentally appropriate, and nurturing environments for children across all ages. Our programs are thoughtfully designed to support each child’s growth, curiosity, and love of learning while providing families with clear routines, communication, and opportunities to partner with us in their child’s early education.



Infant Program

**Ages: Six Weeks to 24 Months |
Licensed Capacity: 74**

Our Infant Program focuses on creating a safe, responsive, and nurturing environment where infants and toddlers can explore, build secure attachments, and develop at their own pace. Daily routines include time for individualized care, sensory play, language and cognitive development, and social-emotional growth.

Preschool Program

**Ages: Two to Six Years |
Licensed Capacity: 101**

Our Preschool Program offers play-based, hands-on learning experiences designed to encourage curiosity, independence, and school readiness. Children participate in activities that foster early literacy, math, science, creative expression, and social-emotional skills in a supportive, inclusive environment.

Operating Hours

- Infant Program: 7:00am-6:00pm
- Preschool Program: 7:00am-6:00pm

Placement & Transitions

At ONEgeneration, we understand that transitions and classroom placements are an important part of a child's growth and development. Our goal is to make every move **smooth, positive, and supportive**, ensuring that children feel confident and secure as they progress through their learning journey.

Classroom placement in the Preschool Program is based on more than just age. While transitions typically occur in August, decisions about placement consider each child's developmental level, social-emotional readiness, classroom space, and the overall needs of the group.

All placement decisions are made on a case-by-case basis in collaboration with our professional staff and the Center Director, ensuring that each child is placed in the environment that best supports their growth and learning. Occasionally, changes in classrooms may occur at other times during the year if it is determined by staff and families that the move is in the child's best interest.



In our younger classrooms, licensing regulations require toddlers to move into the preschool program on or shortly after their second birthday, which may affect classroom ratios throughout the year. While we work closely with families to plan and support transitions, the Center Director ultimately determines the timing of a child's move. Decisions are based on each child's individual readiness, social-emotional development, and overall needs.

For children entering our graduating classrooms, they must be four years old by September 1st of the school year. A child may remain in the classroom for an additional year only if this has been previously agreed upon with administration.

Our teachers and staff provide guidance, support, and reassurance throughout each transition, helping children adjust successfully and continue to thrive in their new environment. Families are always informed and included in the process to ensure continuity and confidence in their child’s learning journey.

As children prepare to enter Transitional Kindergarten or Kindergarten, we’re here to support them and work closely with families to help determine the right timing and ensure readiness.

Daily Schedule

TODDLER DAILY SCHEDULE		PRESCHOOL DAILY SCHEDULE	
7:00am to 8:55am	Welcome!	7:00am to 8:55am	Welcome!
9:00am to 9:30am	Circle Time/Snack	9:00am to 9:30am	Circle Time/Snack
9:15am to 12:15pm	Indoor/Outdoor Play	10:00am to 11:50am	Indoor/Outdoor Play
11:00am to 11:30am	Lunch	11:55am to 12:30pm	Lunch
12:00pm to 2:45pm	Nap	12:30pm to 2:45pm	Nap
2:45pm to 3:00pm	Snack	2:45pm to 3:00pm	Snack
3:15pm to 6:00pm	Indoor/Outdoor Play	3:00pm to 5:00pm	Indoor/Outdoor Play
5:15pm to 5:30pm	Snack/Story	5:15pm to 5:30pm	Snack/Story

Drop off is by 9:00am for all preschool classrooms.

Note for Infants Under 12 Months

Children under 12 months do not follow a set daily schedule. Instead, their routines are guided by their individual biological clocks, including hunger, sleep, and activity patterns. Our teachers provide responsive, flexible care to meet each infant’s unique needs while supporting healthy growth and development.



CURRICULUM



(*Creative Curriculum*® by Diane Trister Dodge, Laura Colker, and Cate Heroman)
Our curriculum is grounded in the NAEYC principles of Developmentally Appropriate Practice (DAP) and supported by the *Creative Curriculum*® framework. At ONEgeneration, curriculum reflects the experiences children have each day, the intentional design of the learning environment, and the responsive interactions between children and teachers that support meaningful learning.

Developmentally Appropriate Practice (DAP)

Developmentally Appropriate Practice is based on what research tells us about how children develop and learn, combined with an understanding of each child as an individual and the social and cultural contexts in which children and families live. Young children learn best through active, hands-on exploration, play, and nurturing relationships with caring, responsive adults.

Teachers intentionally plan play-based experiences that support all developmental domains—social-emotional, physical, cognitive, and language—while remaining flexible and responsive to children’s interests, strengths, and needs. Through ongoing observation, teachers adapt the environment and learning experiences to promote engagement, challenge thinking, and support growth.

The focus of learning is on the process rather than the product, allowing children to explore, experiment, and construct understanding at their own pace. Our goal is to support each child’s development while fostering curiosity, confidence, and a positive disposition toward learning. It is important to remember that a child’s chronological age does not always match their developmental stage; children develop skills at their

own pace, and learning experiences should meet them where they are, not simply where their age suggests they should be.

Intentional Teaching & Learning Environment

Teachers and administrators work collaboratively to create learning environments that are safe, predictable, inclusive, and emotionally supportive. Clear and consistent expectations help children feel secure, while respectful, responsive interactions promote a sense of belonging and well-being.

Teachers serve as intentional facilitators of learning, modeling empathy, cooperation, problem solving, and respect. High expectations are paired with developmentally appropriate support, recognizing that children learn best when they feel valued, capable, and connected.

Equity, Inclusion & Belonging

ONEgeneration is committed to creating a learning community where every child and family feels seen, valued, and respected. In alignment with NAEYC's equity principles, we recognize that children bring unique identities, abilities, family structures, cultures, and experiences into the classroom.

Teachers intentionally design environments and learning experiences that are inclusive and responsive, reflecting diverse perspectives and supporting each child's sense of belonging. Through respectful interactions, developmentally appropriate expectations, and culturally responsive practices, we ensure that all children have equitable access to learning, meaningful participation, and positive relationships.

Differences are viewed as strengths, and children are supported in developing empathy, respect for others, and a positive understanding of themselves and the world around them.

Daily Learning Experiences

Children are offered a balance of child-initiated and teacher-guided experiences, with opportunities to make choices, explore interests, and engage with peers. Learning experiences are integrated across content areas and may include:

- Language and literacy development
- Mathematical thinking and problem solving



- Scientific inquiry and discovery
- Creative expression through art, music, and movement
- Construction, manipulatives, and sensory exploration

Group experiences such as circle time support community building, communication, and shared learning through songs, stories, movement, and discussion. Outdoor learning is viewed as an essential part of the curriculum, supporting physical development, exploration, risk-taking, and connection to the natural environment.

For infants and toddlers, curriculum is relationship-based and responsive, with environments and materials designed to support sensory exploration, motor development, early communication, and emerging independence while honoring individual routines and cues.

Planning, Observation & Flexibility

Teachers plan learning experiences with clear developmental goals and use Creative Curriculum as a guiding structure. Planning is informed by ongoing observation and assessment, allowing teachers to respond thoughtfully to children's emerging interests and abilities. Spontaneous experiences—such as changes in nature or child-led discoveries—are recognized as valuable learning opportunities and are intentionally extended by teachers.

Guiding Principles

Curriculum decisions are based on three core components of Developmentally Appropriate Practice as defined by NAEYC:

1. **Knowledge of Child Development and Learning** – Understanding typical developmental patterns and variations.
2. **Knowledge of Each Individual Child** – Recognizing strengths, needs, interests, and developmental readiness.
3. **Knowledge of Social and Cultural Contexts** – Respecting family values, cultural identities, and lived experiences.

By honoring these principles, we create learning experiences that are equitable, meaningful, and responsive, supporting each child's growth and helping them develop the skills, confidence, and love of learning needed for future success.

Developmental Domains

At ONEgeneration, we follow NAEYC-aligned principles to support children's growth in all areas: social-emotional, physical, cognitive, and language. Children learn best through play, exploration, and meaningful relationships with caring adults. While we plan experiences intentionally, we stay flexible so children's curiosity and interests guide their learning.

Social-Emotional Development

1. Social-emotional growth is about understanding oneself, connecting with others, and building confidence. It helps children navigate relationships, express feelings, and develop empathy. Our goals for social-emotional development include:
2. Achieving a sense of self – Children learn who they are and how to relate to peers and adults.
3. Taking responsibility for self and others – Children practice following routines, showing respect, and taking initiative.
4. Acting in pro-social ways – Children develop empathy, cooperation, sharing, and turn-taking.



Physical Development

Physical development includes gross motor skills (large muscles) and fine motor skills (small muscles). Our goals include:

1. **Gross motor control** – Moving large muscles deliberately and with balance, including running, jumping, climbing, throwing, and catching.
2. **Fine motor control** – Using small muscles with precision for tasks like self-help, drawing, writing, and manipulating objects. Fine motor skills typically develop after gross motor skills and are strengthened through daily activities.

Cognitive Development

Cognitive development is about thinking, problem-solving, and making sense of the world. Children build these skills through play, exploration, and guided experiences. Our goals are:

1. **Learning and problem-solving** – Observing, asking questions, testing ideas, and applying knowledge to solve problems.
2. **Thinking logically** – Sorting, comparing, classifying, counting, measuring, and recognizing patterns to organize understanding.
3. **Representing and thinking symbolically** – Using imagination and symbols to explore ideas, such as pretending, drawing, creating charts, or using objects in new ways.

Language Development

Language development is about communicating thoughts, feelings, and ideas. By preschool, children use language to connect with others, explore ideas, and express themselves. Our goals include:

1. **Listening and speaking** – Engaging in conversation, expanding vocabulary, expressing needs and ideas, understanding others, and using language to solve problems.
2. **Reading and writing** – Understanding print, learning letters and words, exploring stories, and using writing to communicate, remember, and imagine.

Flexible, Child-Led Learning

While weekly lesson plans reflect intentional learning goals, they are flexible and responsive. Teachers draw from multiple high-quality curricula and adapt activities based on children’s interests, developmental readiness, and spontaneous teachable moments. This approach ensures that learning is meaningful, engaging, and individualized for every child.

The Value of Play

Play is how young children learn best. It is their primary way of exploring the world, practicing new skills, and making sense of their experiences. Opportunities for unstructured, child-led play are essential for healthy development and support growth across all domains—cognitive, social-emotional, language, and physical.

Through play, children are free to experiment, problem-solve, and try out different roles, using their imagination to explore possibilities. Play encourages creativity, self-expression, and curiosity, allowing children to build understanding in ways that are meaningful to them. It also provides opportunities for children to practice social skills, develop empathy, and strengthen relationships with peers and adults.

Teachers support play by carefully observing children, learning about their interests, strengths, and emerging abilities. These observations guide intentional teaching while respecting the child’s natural curiosity and pace of development.

Most importantly, play is enjoyable. When children are engaged, motivated, and having fun, they are most open to learning—and that joy is at the heart of everything we do in our program.

Emergent Curriculum

At ONEgeneration, we believe that children learn best when they are curious, engaged, and invested in what they are exploring. Emergent curriculum grows naturally from the children’s interests, not just the teacher’s plan. It develops experience by experience, question by question, as teachers and children explore topics together.



This doesn't mean teachers simply wait to see what children want to do each day. Instead, they observe carefully, notice children's questions and emerging skills, and intentionally plan experiences that invite investigation, problem-solving, and critical thinking. Children are encouraged to generate ideas, test solutions, and explore possibilities, while teachers serve as facilitators—supporting discoveries, offering resources, and expanding children's understanding of the world.

Emergent curriculum allows learning to be meaningful, engaging, and responsive. It values children as active participants in their learning, building confidence, creativity, and a sense of agency.

Anti-Bias Curriculum

Our anti-bias curriculum is a proactive approach to promoting equity, inclusion, and respect for all people. It helps children develop a positive sense of self and others, while learning to navigate and appreciate a multicultural world. Rather than ignoring differences, an anti-bias approach actively challenges stereotypes and prejudice and supports children in understanding and valuing diversity.

This approach also emphasizes bicultural and bicognitive learning—children are encouraged to learn and honor the language, values, and traditions of their own families and culture, while also learning about and navigating the broader community and dominant culture.

We implement anti-bias practices in many ways, including:

1. Representing diversity in classroom materials, books, and visuals.
2. Using current and accurate resources that reflect real-world diversity.
3. Ensuring our staff reflect a range of experiences and backgrounds.
4. Engaging children in ongoing conversations about race, culture, gender, ability, and other differences.
5. Planning activities that celebrate both similarities and differences among people, fostering empathy, respect, and inclusion.

Through this intentional practice, children develop confidence, fairness, and social awareness, learning to value themselves and others while contributing positively to a diverse community.

Intergenerational Program (IGP)

ONEgeneration proudly offers an Intergenerational Program (IGP) as an integral part of our curriculum and community. In alignment with NAEYC's emphasis on relationships, inclusion, and belonging, IGP intentionally connects children with participants from our Adult Day Care Program—whom we refer to as our neighbors—through shared, meaningful experiences.

Research and best practice show that intergenerational relationships support children's social-emotional development, strengthen empathy, and promote respect for people of different ages, abilities, and life experiences. These daily interactions naturally support an anti-bias approach, helping children understand diversity as a strength and recognize that every person has value and something to contribute.

IGP interactions occur daily and are thoughtfully embedded into the rhythm of our program. Children and neighbors may engage through conversations, art, music, movement, shared activities, or simple moments of connection. All experiences are intentionally planned, closely supervised, and developmentally appropriate, ensuring that children feel safe, supported, and confident in these interactions.

Participation in the Intergenerational Program is not optional. ONEgeneration firmly believes that intergenerational engagement is a vital part of children's learning and aligns with our commitment to equity, inclusion, and community-based education. These relationships help children build compassion, patience, and a sense of belonging—skills that extend beyond the classroom and support lifelong learning.

At ONEgeneration, we believe children learn best within strong, diverse communities. Intergenerational connections allow children to experience firsthand what it means to be part of a caring, inclusive community where relationships across generations are valued and nurtured.

Technology in the Learning Environment

At ONEgeneration, technology is used thoughtfully and intentionally to support children's learning and development. All technology use is guided by NAEYC standards, emphasizing that it should enhance—not replace—hands-on exploration, play, and meaningful interactions with teachers and peers.



Children under the age of two will not have screen time, in alignment with developmental best practices. For children ages two and older, technology use is limited to a restricted amount of time—up to 60 minutes per day—and is always supervised by staff. Technology in the classroom may include educational apps, interactive media, and digital tools that support creativity, problem-solving, and early literacy and math skills. Teachers carefully select tools that are age-appropriate, safe, and aligned with learning goals, ensuring screen time is balanced with active, hands-on, and social learning experiences.

Our approach ensures that technology is a meaningful part of learning while prioritizing curiosity, creativity, and the social-emotional development of each child.

“All About Me” Cultural Board

At ONEgeneration, we value family voices and children’s unique identities. As part of this commitment, each family is required to participate in creating an “All About Me” cultural board with their child once per year in each classroom. This is a special opportunity for families to share their child’s personality, interests, traditions, and cultural values with their classmates and teachers.

The “All About Me” board can include:

- Favorite activities, toys, or books
- Special family traditions, holidays, or celebrations
- Cultural practices, languages, or foods
- Your child’s likes, dislikes, and personal interests
- Photos, artwork, or other meaningful items



In addition to helping create the board, parents are required to participate in presenting it to their child’s class. This allows children to celebrate their identity and share their story in a safe and supportive environment, while classmates learn to appreciate diversity and recognize similarities and differences among their peers.

Families will receive a sign-up schedule each year, and teachers will provide guidance

and support to help you prepare your board and presentation. Participation is a meaningful way to build connections between home and school, celebrate your child, and contribute to a rich, inclusive learning environment.

Share Day (Preschool Program)

Each child will be assigned a specific day of the week to participate in Share Day, which will remain consistent throughout the school year. On this day, your child may bring one item from home to share with classmates during circle time. Share Day is an opportunity for children to practice communication, storytelling, and social skills, while fostering curiosity and a sense of pride in their experiences and belongings.

Items brought to school are for sharing only, not for giving away. Parents are encouraged to support their child in choosing an appropriate item to share and discussing what they might say about it. This collaboration helps children prepare to express their thoughts and engage confidently with peers.

Please note that teachers are not responsible for lost or damaged items, so we ask families to select items that are meaningful but not irreplaceable. Share Day is a chance for children to celebrate their interests, experiences, and cultural backgrounds in a supportive, inclusive environment.

Holidays and Celebrations

We are fortunate to have a diverse community of families at ONEgeneration, and we value the rich traditions and cultural backgrounds that each child brings to our classrooms. We honor all holidays and celebrations, but we do not focus on or overemphasize any one in particular.

We strongly encourage families to share their own traditions and customs with the classroom, as this helps children learn about different cultures, builds community, and enriches the learning environment. If your family would like to share a holiday tradition—through photos, stories, songs, or books—please speak with your child’s teacher or the Center Director so we can plan a meaningful way to include it.

Because young children can easily become over-stimulated, we strive to keep our celebrations developmentally appropriate. We may also create our own simple classroom and/or center wide celebrations, such as Pajama Day or Crazy Hair Day, designed to be fun and inclusive.

Special Events and Visitation

One of the things that makes our center so special is the diversity of our families. We love when parents, grandparents, or other family members share their traditions, hobbies, songs, or special interests with the children—whether during the regular program or during intergenerational sessions.

To ensure that every child can enjoy these experiences, please prearrange your visit with your child's teacher. This helps us plan a meaningful and organized experience for everyone.

Families are also welcome to visit the center throughout the year for special celebrations, classroom socials, or community events. Your participation helps children feel a stronger connection between home and school and enriches our classroom community.

Field Trips

At ONEgeneration, we do not participate in off-site field trips. Instead, we believe in bringing enriching experiences directly to our children, allowing them to learn and explore in a familiar, comfortable environment. This approach supports developmentally appropriate practice, minimizes disruption to routines, and helps children feel safe and confident while engaging fully in hands-on learning experiences.

Enrichment

ONEgeneration partners with trusted professionals to provide children with engaging enrichment opportunities that support their physical, creative, and social development. Through these partnerships, children participate in specialized activities led by experienced instructors from outside programs. ONEgeneration collaborates with Lionheart Fitness to offer sports enrichment, yoga, and dance experiences that promote movement and healthy habits. In addition, Inner Source Music Kids provides weekly music sessions that foster creativity, rhythm, and a love for music. These partnerships help expand learning beyond the classroom and enrich the overall program experience.



Additional Activity Spaces

At ONEgeneration, we do not participate in off-site field trips. Instead, we believe in bringing enriching experiences directly to our children, allowing them to learn and explore in a familiar, comfortable environment. This approach supports developmentally appropriate practice, minimizes disruption to routines, and helps children feel safe and confident while engaging fully in hands-on learning experiences.

In addition, children occasionally or on a rotational basis use the Activity Room and Activity Patio during intergenerational programs and other planned activities. These spaces are located on the same campus and are always supervised by our staff.

All activities in these spaces follow California childcare licensing regulations, so families can feel confident that their children are safe while enjoying a variety of enriching experiences.

SCREENING AND ASSESSMENT

Screening and assessment are an important part of providing high-quality, developmentally appropriate care and education. They help us better understand each child as an individual and allow teachers to plan experiences that support learning, growth, and development.

The purpose of screening and assessment is to:

- Learn about each child’s development, interests, and strengths, so teachers can intentionally plan individualized learning experiences.
- Identify early signs of developmental delays or areas where additional support may be helpful, allowing families and teachers to work together to determine next steps, including referrals or early intervention when appropriate.
- Reflect on and strengthen our curriculum and teaching practices, ensuring continuous improvement across the program.

Screening and assessment are ongoing and observational, and are always used to support children—not to label or compare them. Our approach is rooted in partnership with families, transparency, and a shared commitment to helping every child thrive.

Child Assessment and Portfolios (DRDP-R & Digital Portfolio)

At ONEgeneration, we use a combination of formal and ongoing assessments to understand and support each child’s growth and development. Our primary formal assessment tool is the Desired Results Developmental Profile-Revised (DRDP-R), developed by the California Department of Education in partnership with Sonoma State University. The DRDP-R focuses on four key areas of development: cognitive, social-emotional, language, and physical development. These areas are reflected in 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

The DRDP-R is used for two age ranges: Infant/Toddler (birth to 36 months) and Preschool (36 months to Pre-Kindergarten).

Child Portfolios

Families often keep collections of “artifacts” at home to mark milestones—first words, first steps, or pictures from a first haircut. At ONEgeneration, we maintain a similar collection called the Child Portfolio, which documents each child’s growth and learning in their natural environment over time.

Our portfolios utilize the Brightwheel platform, creating a digital record of your child’s experiences, including:

Photos and videos of the child interacting, playing, and meeting developmental milestones

- Language samples (dictated stories or records of conversations)
- Anecdotal notes highlighting typical or significant events
- Writing and drawing samples
- DRDP-R assessments and summary sheets

Portfolios are shared with families during scheduled Parent Conferences and serve as a visual tool to guide our thinking about your child’s development. Formal records—including family conference notes, health documentation, and the semi-annual DRDP-R assessment—are also maintained in your child’s confidential file.

How We Use Assessments

By combining formal DRDP-R assessments with portfolio contents, teachers can:

- Track progress over time
- Reflect on each child’s interests, abilities, and challenges
- Inform curriculum planning and individualized support
- Consider the child’s unique family culture and experiences
- Develop personalized goals for each child

Families are encouraged to share observations, ask questions, and raise concerns throughout the year so that our assessments remain meaningful and responsive to each child’s needs.

Assessment Timeline

The DRDP-R helps us observe and track each child’s growth and achievements over time. A child’s first DRDP-R is completed within 60 days of enrollment, giving our staff a clear understanding of each child’s strengths and developmental needs.

After the initial assessment, the DRDP-R is completed on a semi-annual basis, typically in the Fall and Spring. While these formal assessments occur at set times, contributions to each child’s portfolio are ongoing throughout the year. This means staff are continuously observing, documenting, and adding meaningful examples of your child’s learning and experiences, ensuring a complete picture of their growth over time.

Conditions for Assessment

All children are assessed individually in their natural classroom environment by teachers they know and feel comfortable with. Staff observe children throughout the day as they play, explore, and interact with others.

DRDP-R scales are based on typical developmental progression, so teachers use the scale that corresponds to the child's age. There is no expectation that a child will master all skills until they reach the top of the age range.

If a teacher does not understand a child's primary language, a translator familiar to the child—such as a parent, staff member, or teaching assistant—may assist to ensure accurate assessment.

Confidentiality

Children's DRDP-R assessments and portfolio documentation are available to parents upon request. These records are kept private and are shared only with the classroom teachers, childcare administration, and the Center Director.

With a parent's written permission, a child's portfolio may be shared with other professionals who support the child's learning and development. When children transition out of our center, families may request to take their child's portfolio and assessment information to share with the next school.

Ensuring Reliable and Meaningful Assessments

At ONEgeneration, it is essential that all assessments and screenings are conducted by staff who are properly trained and qualified. All teachers receive training on the administration of each assessment tool and are responsible for ensuring they are completed accurately and on schedule.

In addition to formal training, mentor teachers in the classroom participate in the training process, providing new staff with hands-on, practical experience in using the instruments. This collaborative approach ensures that new hires gain confidence and familiarity with the tools while learning directly from experienced staff.

Teachers may be assisted by other trained staff members in conducting screenings, and all classroom staff are encouraged to observe children and maintain anecdotal records as part of the ongoing assessment process.

Each DRDP-R indicator measures a specific area of a child's development, and when considered together, they provide a complete picture of the child's growth across all four Desired Results. The indicators are based on research-backed sequences of typical development, ensuring that assessments are both reliable and valid.

Children’s digital portfolios in Brightwheel complement the DRDP-R by documenting their strengths, accomplishments, and daily learning. Portfolios may include photos, work samples, writing, art, dramatic play, social interactions, and motor skill progress. These observations happen naturally throughout the day during play and classroom activities.

Together, the DRDP-R and portfolio provide an ongoing, accurate view of each child’s development. This information helps teachers plan meaningful learning experiences, support continued progress, and make informed decisions about curriculum and program design.

Family Contributions to Child Assessment (DRDP-Aligned)

Children show skills and behaviors in many different settings, family observations from home are an important part of the assessment process. Families are encouraged to share information about their child’s development, interests, routines, and experiences at home to support a more complete understanding of their child’s growth.

Ways Families Can Share Observations

1. Ongoing Communication with Teachers

Families may share observations related to their child’s development through:

- Informal conversations with classroom teachers
- Emails or school communication platforms
- Phone calls

Examples of helpful observations include:

- New skills or milestones noticed at home
- Interests, strengths, or preferred activities
- Changes in routines, language use, or behavior

2. Family Input During Conferences and Meetings

Families are invited to share observations during:

- Parent-teacher conferences
- Scheduled meetings with teachers or administrators

During these conversations, families and teachers may discuss:

- Developmental progress across DRDP areas
- Family observations of learning at home
- Shared goals to support the child’s continued growth

3. Optional Written or Visual Contributions

Families may also choose to share:

- Written notes or messages
- Photos or short videos of play, learning, or routines at home

These contributions may support teachers in understanding how children demonstrate skills across different environments.

Why Family Observations Matter

Children often show skills in different ways at home than they do at school. Family observations help teachers see the whole child, not just what is observed in the classroom.

By sharing what you notice at home, you help us:

- Better understand your child's strengths and interests
- Accurately reflect your child's development using the DRDP
- Create meaningful learning experiences that connect home and school

Parent Conferences

Parent conferences are mandatory and are held in person with your child's teachers. They are scheduled twice a year, typically in the Fall and Spring, to review assessments, screenings, and overall progress. After the conference, parents receive a written summary of the discussion.

If additional conferences are needed, arrangements can be made beyond the two mandatory meetings to ensure ongoing communication and support for your child.

Throughout the year, and during conferences, we encourage parents to share observations, ask questions, and raise any concerns about how assessments are supporting their child's growth and development.

Partnering With Families on Developmental Concerns

At ONEgeneration, we work closely and respectfully with families to support each child's growth and development. If there is reason to believe a child may have a developmental delay or special need, educators carefully observe and document the child's development over time. Families are provided with clear, factual information and thoughtful explanations, focusing on the child's strengths and ways to support their growth.



Together, educators and families discuss possible next steps, which may include continued observation, classroom strategies, or recommendations for outside consultation or screening. Families are supported in making informed decisions at their own pace. Resources for developmental screening and evaluation, such as early intervention programs, local school districts, pediatricians, and other qualified professionals, are shared to help families access additional support as needed.

Throughout the process, families are treated as partners and decision-makers. Information is always handled confidentially, and the program continues to support the child in the classroom while collaborating with families. Ongoing communication ensures that classroom practices are adjusted as appropriate to meet each child's individual needs.

Inclusive Services and Outside Providers

As an inclusive center aligned with NAEYC principles, ONEgeneration welcomes and supports children of all abilities. We value collaboration with families and outside professionals and are open to welcoming individuals who provide specialized services, including but not limited to physical therapists, speech-language pathologists, occupational therapists, and other related service providers.

To ensure continuity of care, child safety, and minimal disruption to the classroom environment, all visits from outside providers must be arranged in advance and coordinated with the Center Director. This allows us to thoughtfully plan for scheduling, supervision, and communication among all involved parties. Outside providers must follow all center policies and procedures while on site.

To protect each child's privacy, services will be provided in a manner that maintains confidentiality and respects the classroom environment. Children will remain under the supervision of center staff at all times.

We appreciate our families partnering with us to support each child's development through respectful collaboration and shared planning.



GUIDING CHILDREN'S BEHAVIOR

Supervision Policy

At ONEgeneration, teaching staff supervise children at all times to ensure safety, engagement, and support.

- Infants and toddlers are supervised by sight and sound at all times. Teachers are positioned to see and hear all children in their care, including those sleeping.
- Preschoolers are supervised visually at all times. For brief intervals, supervision may occur visually only, without the requirement of sound, provided teachers remain attentive and check frequently.

Mirrors, video, or audio monitors are never used as a substitute for direct supervision.

Teachers employ developmentally appropriate supervision and guidance skills, including:

- Awareness: Knowing each child's skills, interests, temperament, and developmental stage.
- Positioning: Being in a location to see as many children as possible; teachers move frequently to maintain awareness.
- Scanning: Regularly observing the classroom and playground to monitor engagement.
- Redirection: Guiding children to safe, appropriate alternatives to prevent unsafe or undesirable behavior.
- Close Supervision: Staying near children in higher-risk areas or during times of illness or injury.

Guidance and Discipline Policy

At ONEgeneration, our approach to guidance and discipline is rooted in nurturing and supporting children at each stage of development so they may reach their individual fullest potential—socially, emotionally, intellectually, and physically—and grow into confident, capable members of their community.

Children, like adults, learn through experience and mistakes. These moments are viewed as opportunities for growth and teaching, not punishment. Our guidance philosophy emphasizes positive behavior support, using strategies that are developmentally appropriate for each child. Redirection, modeling, and intentional guidance are the foundation of our approach.

For younger children who are not yet using language, redirection is the primary strategy used to guide behavior. As children develop language skills, they are supported in identifying their feelings, using words to resolve conflicts, and making thoughtful choices. Through consistent guidance and support, children gradually develop self-control, problem-solving skills, and personal responsibility.

Guidance and Discipline for Infants

At ONEgeneration, guidance for infants is grounded in responsive caregiving, relationship-based practice, and trust, consistent with the National Association for the Education of Young Children (NAEYC) principles. Infants communicate their needs through cues such as crying, body movements, facial expressions, and sounds. It is the role of the caregiver to observe, interpret, and respond promptly and sensitively to these cues.

Teaching staff provide consistent, nurturing, one-to-one interactions, including holding, comforting, talking, singing, and making eye contact. Daily care routines—such as feeding, diapering, and transitions—are viewed as meaningful opportunities for connection, communication, and learning.

Infants are never disciplined in a traditional sense. Instead, caregivers:

- Respond immediately to distress with physical comfort and reassurance
- Create predictable routines that foster a sense of security
- Adjust the environment to support safe exploration
- Model calm, respectful interactions

Through warm, responsive relationships, infants begin to develop trust, emotional regulation, and a sense of safety, which are the foundation for all future learning and behavior.



Guidance and Discipline for Preschool Children

Guidance and discipline for preschool-age children at ONEgeneration are guided by NAEYC's developmentally appropriate practice (DAP) and focus on teaching, not punishing. Preschoolers are developing independence, emotional awareness, self-regulation, and social problem-solving skills. Challenging behaviors are viewed as opportunities to teach these skills.

Teachers proactively support positive behavior by:

- Creating predictable routines and clear expectations

- Designing environments that encourage cooperation and engagement
- Using modeling, encouragement, and clear, consistent limits

When conflicts or challenging behaviors occur, teachers support children by:

- Helping them identify and name their feelings
- Encouraging the use of language to express needs and resolve conflicts
- Guiding children to consider the impact of their actions on others
- Supporting children in generating solutions and making amends

Discipline is never punitive. Strategies such as shaming, threats, humiliation, physical punishment, or exclusion are not used. When a child is overwhelmed or dysregulated, teachers remain nearby, offering calm support and helping the child regain self-control in a respectful manner.

Through consistent, supportive guidance, preschool children develop self-regulation, empathy, responsibility, and confidence, building the skills necessary for lifelong learning and positive relationships.



Positive Guidance Strategies

At ONEgeneration, guidance is rooted in relationship, respect, and an understanding of child development. Teaching staff use developmentally appropriate, NAEYC-aligned practices that support children in building self-regulation, social competence, and problem-solving skills.

Natural and Logical Consequences

Children learn through experience. When appropriate, teachers help children understand the natural or

logical outcomes of their choices in a supportive and respectful manner. Rather than imposing punishment, adults guide children to take responsibility and reflect on what occurred. Examples may include helping clean up a spill or washing crayon marks from a surface. This approach supports accountability while preserving the child's sense of competence and dignity.

Problem Solving and Conflict Resolution

Teachers actively support children in developing problem-solving and conflict-resolution skills. Children are encouraged to express their feelings, listen to others,

and work toward mutually agreeable solutions. When needed, teachers scaffold the process by asking open-ended questions such as, “What could we try next?” or “How can we solve this together?” Over time, children learn to negotiate, collaborate, and advocate for themselves in developmentally appropriate ways.

Redirection

Redirection is used to guide children toward safe, appropriate alternatives while honoring their developmental needs and interests. Teachers observe the intent behind a child’s behavior and offer options that meet the same need in a more acceptable way. For example, if a child is using materials unsafely or struggling over a toy, staff provide an alternative activity or material. This approach maintains safety while supporting exploration, autonomy, and learning.

Limit Setting

Clear, consistent limits help children feel secure and confident to explore. Classroom and playground expectations are few, simple, and age-appropriate, and they evolve as children grow and develop.

Consistency

Children thrive when expectations are predictable. Limits, routines, and approaches to conflict resolution are applied consistently by all teaching staff so children know what to expect and how to respond.

Tone

The underlying message we communicate is: “You are safe, and we can work this out.” Teachers use a calm, firm, and respectful tone, maintaining a supportive presence even during challenging moments.

Modeling

Children learn through example. Staff model empathy, respectful communication, and problem-solving by expressing feelings clearly and responding thoughtfully to others. For example, “I felt upset when you grabbed my toy. Let’s talk about what you need.”

Passive Intervention

When appropriate and safe, teachers allow children the opportunity to work through conflicts independently. A teacher’s nearby presence serves as a reminder to use words rather than actions, while remaining available for support if needed.

Physical Intervention

Teachers will intervene physically only to prevent harm. The focus then shifts immediately to helping children calm their bodies, understand what happened, and resolve the conflict safely.

Validating Feelings

Strong emotions can interfere with problem-solving. Teachers first acknowledge and name children’s feelings before guiding behavior. All children involved in a conflict are listened to respectfully. Children are not required to apologize; instead, they are encouraged to repair relationships by offering comfort or help when appropriate.

Generating Options and Solutions

Teachers guide children to think through possible solutions and compromises. Questions such as, “How can we make this fair?” or “What could you do next?” help children develop problem-solving and negotiation skills.

A Word About “Time Out”

ONEgeneration does not use traditional “time out” as a behavior management strategy. In group care settings, time out can feel punitive, isolating, or shaming, and does not support the development of self-regulation or problem-solving skills.

Our goal is to help children learn self-control through connection, guidance, and communication. Teachers walk alongside children as they navigate conflicts and strong emotions, offering support and coaching rather than punishment.

At times, when a child is feeling overwhelmed or engaging in unsafe behavior, a brief pause from an activity or environment may be helpful. In these moments, a teacher remains nearby—offering comfort, reassurance, and support—until the child is calm and able to identify feelings and talk through what happened. This approach ensures children feel safe, supported, and respected while learning how to regulate their emotions and behavior.

Peaceful Conflict Resolution Practices

At ONEgeneration, conflicts are viewed as valuable learning opportunities. Teaching staff intentionally support children in resolving conflicts in ways that build empathy, communication skills, and self-regulation, consistent with NAEYC best practices.

When a conflict arises and begins to escalate, teachers will guide children through the following steps:



1. **Ensure Safety**

The teacher calmly stops the action if needed to keep everyone safe.

2. **Support Expression**

Children are helped to express their feelings and describe the problem using words or other developmentally appropriate forms of communication.

3. **Acknowledge and Validate**

The teacher clarifies the situation and validates each child's feelings, ensuring all children feel heard and respected.

4. **Problem-Solve Together**

Children are guided to think through possible solutions using their own level of reasoning, with support as needed (e.g., "What could we do differently next time?").

5. **Confirm Resolution**

The teacher restates the agreed-upon plan to ensure understanding and support follow-through.

Families' Role

If you observe a conflict between children (even if it involves your own child), please notify a teacher. For the safety, learning, and confidentiality of all children, families may not discipline children or intervene in peer conflicts on campus. Our staff is trained to facilitate conflict resolution in a developmentally appropriate and consistent manner.

Parents' Concerns About Other Children's Behavior

Families should never discuss or attempt to address the behavior of children other than their own while on center grounds. If you have concerns about another child's behavior or an incident, please speak directly with the Assistant Director or Center Director. This ensures the confidentiality and safety of all children and allows staff to address concerns appropriately and professionally.

Persistent Challenging Behavior

At ONEgeneration, we understand that all behavior is a form of communication. Challenging behavior is viewed through a developmental lens and addressed with empathy, intention, and evidence-based practices aligned with NAEYC guidance. Challenging behavior may include behaviors that:

- Interfere with a child's learning, development, or ability to engage successfully in play,
- Are harmful to the child, other children, or adults, or
- Place a child at risk for ongoing social or academic difficulties.

Examples may include physical aggression (such as hitting, biting, or pushing), repeated tantrums, verbal aggression, relational conflict, persistent difficulty following classroom expectations, or behaviors that significantly disrupt the learning environment.

Positive Behavior Support

Our approach prioritizes prevention and support. Teaching staff use positive behavior support strategies that may include:

- Adjusting the classroom environment or materials to reduce triggers,
- Establishing predictable routines and clear expectations,
- Teaching and modeling social-emotional skills,
- Providing additional supervision or individualized supports as needed.

Safety and Immediate Intervention

In rare situations where a child's behavior poses an immediate risk to their own safety or the safety of others, a teacher may use gentle, brief physical support to help the child regain control and feel safe. Physical restraint is used only as a last resort and only for the duration necessary to ensure safety.

Collaborative Planning

When challenging behaviors are frequent or ongoing, teachers, administrators, and families will work collaboratively to better understand the behavior and develop an individualized support plan. This plan may include strategies for both the classroom and home, and focuses on addressing the underlying needs driving the behavior.

With parent/guardian consent, ONEgeneration may recommend or collaborate with outside professionals or consultants to support the child's success.

Commitment to Inclusion

ONEgeneration is committed to limiting and eliminating suspension and expulsion whenever possible. If an evaluation indicates the need for accommodations or supports related to a disability or developmental need, reasonable accommodations will be provided in accordance with the Americans with Disabilities Act (ADA), provided they do not create an undue hardship for the program.

Ongoing Concerns and Next Steps

If a family declines recommended evaluations or services and the challenging behavior persists at a level that significantly impacts safety or learning, continued enrollment may be reassessed. Families will be notified promptly if an incident results in injury, and written documentation will be provided and maintained in the child's file.

In rare circumstances, when all reasonable supports and interventions have been exhausted and safety remains a concern, ONEgeneration may request that a family seek alternate placement, providing a 30-day notice unless immediate safety concerns require otherwise. When possible, we will support families in identifying resources or alternative care options.

ONEgeneration adheres to all applicable ADA, federal, state, and civil rights laws and

remains committed to supporting children and families with dignity, respect, and care.

Biting

Biting is a developmentally common behavior, particularly among infants and toddlers who are still developing language, self-regulation, and impulse control. While our teaching staff use evidence-based, preventative strategies to reduce biting, incidents may occasionally occur.

If a biting incident happens, the following steps are taken immediately:

- The affected area is washed thoroughly with antiseptic soap and water.
- Both the child who was bitten and the child who bit are provided comfort, supervision, and appropriate support.
- An incident report is completed for each child involved.
- Families of both children are notified promptly. For confidentiality reasons, the identity of the other child is not shared.

The mentor teacher will work closely with the child's parent/guardian to better understand contributing factors and to develop and implement strategies aimed at reducing future incidents. These strategies may include increased supervision, environmental adjustments, and teaching alternative communication and self-regulation skills.

If biting behavior continues despite consistent collaboration between the mentor teacher and the family, the Center Director will become involved to provide additional intervention, guidance, and support. With parent consent, further consultation or outside resources may be recommended if needed.

Only after all reasonable strategies and supports have been implemented, and if safety continues to be a concern, will continued enrollment be reassessed. Our approach to biting is grounded in guidance, not punishment, and reflects our commitment to supporting children's development while maintaining a safe and respectful environment for all.

ADMISSIONS

Eligibility

ONEgeneration maintains an applicant pool for families interested in enrolling their children. Placement in the pool is based on the needs of the program and the child's profile, including date of birth, gender (we strive for balanced classrooms), siblings already enrolled, and alumni status. Our goal is to create classrooms that are diverse, balanced, and supportive, while also honoring the unique needs and timing of each family's enrollment.

Application

To apply for admission to ONEgeneration, families must submit a completed Enrollment Application form to the Main Office. Once received, your child's information will be added to our applicant pool, and we will contact you regarding next steps and placement opportunities.

Admission Procedures

When a space becomes available, parents are notified by phone and/or email. Families have 48 hours to confirm whether they would like to accept or decline the enrollment offer. If a space is declined, the child moves to the bottom of the waiting list.

It is the family's responsibility to keep the office updated with current contact information. If we are unable to reach a family due to outdated contact details, the child may be removed from the waiting list.

Currently enrolled children have first priority for openings at the next level of care. For example, children transitioning from the infant or toddler program are given priority for preschool spaces when they become available.

Admission Forms

Once an offer of admission is accepted, a start date for your child is scheduled. Families may delay enrollment for up to 30 days to provide notice to their current provider; enrollment cannot be delayed beyond 30 days.

All required forms in the Admission Packet must be completed and submitted prior to your child's first day. These documents are stored securely in a locked cabinet and are considered confidential. Access is limited to staff and administration; any other individuals, including consultants or family members, must have parental consent to view the packet.

In accordance with **Title 22 Licensing Regulations (Section 101221)** and ONEgeneration policies, the following forms are required before your child's first day:

LIC Forms:

- Identification and Emergency Information Form (LIC 700)
- Physician's Report (LIC 701)
- Child's Pre-Admission Health History – Parent's Report (LIC 702)
- Consent for Emergency Medical Treatment (LIC 627)
- Notification of Parent's Rights (LIC 995)
- Notification of Personal Rights (LIC 613A)
- Individual Infant Sleeping Plan (LIC 9227)
- Parent Consent for Administration of Medication & Medication Chart (LIC 9221)

ONEgeneration / Center-Specific Forms:

- Preschool Admission Contract / Childcare Contract
- Childcare Family Handbook Acknowledgment and Agreement Form
- Infant Needs and Service Plan
- Acknowledgment of Orientation Form
- Acknowledgment of Nut-Free Center Form
- Photographic, Video, and Voice Consent Form
- Permission to Participate Form
- Family and Child Information Form
- Allergy and Food Restriction Form
- Permission to Apply Sunscreen / DEET Acknowledgment Form
- Security Access Code Form

Updating Contact Information & File Access

Parents or guardians must notify the Center Director in writing immediately whenever there is a change in residence, work, mailing address, or phone number. It is essential that we can reach you at all times in case of an emergency.

Children's files are securely stored in the Main Office and are considered confidential. They may only be accessed by staff or appropriate authorities (e.g., DPSS) unless parents or legal guardians provide written consent for others to view them. Parents and legal guardians may review their child's file at any time, and with written permission, files can also be shared with other authorized individuals.

Orientation & Welcome Visits

Once a contract is signed, families are required to schedule three visits to the Center with their child(ren) prior to the start date. These visits are required for both preschool and infant/toddler programs and help ensure a smooth transition between home and school. During this time, parents are also required to participate in an orientation meeting with their child's teacher(s). Teachers will provide guidance to make the visits productive and meaningful for both children and families.

Separations and Good-Byes

Saying good-bye can be challenging—for babies, toddlers, preschoolers, and even parents! At ONEgeneration, we understand that each child adjusts at their own pace, and our staff is here to support you and your child during morning separations. While we do not have a rigid separation policy, we offer the following strategies to help make transitions smoother:

- Allow yourself a few extra minutes in the morning—rushing can increase stress for both you and your child.
- Complete the required pre-enrollment classroom visits with your child. These visits help familiarize your child with the environment and staff.
- Talk to your child in advance about the new routine and what to expect.
- Meet with your child’s teacher before the first day to share any special information or ask questions.
- Consider starting with shorter days and gradually increasing attendance as your child becomes more comfortable.
- Always say a clear, loving goodbye. Sneaking out can undermine your child’s sense of security and trust. Our teachers will remain with your child to provide reassurance and support during this transition.
- Parents and families are asked to complete drop-off and pick-up promptly, keeping each visit to no more than five minutes.

At ONEgeneration, our goal is to help your child feel safe, confident, and ready to engage in learning and play every day.



Withdrawal Procedures

Parents or guardians who plan to disenroll their child must email the Center Director with a written 30-day notice, specifying the child’s exact last day of attendance.

Providing this notice ensures there are no additional tuition charges beyond your child’s last day and gives the Center time to plan for transitions and enroll new families. Changes to the withdrawal date after notice has been submitted cannot be accommodated.

If the required 30-day notice is not given, families will be responsible for a full month’s tuition, regardless of attendance.

Additionally, parents must notify the Center

Director if their child will be absent for more than one month. If a child is absent for over a month without communication, enrollment may be canceled.

Changes in Family Schedule

Tuition is based on enrollment, not attendance. No refunds, prorates, or credits are given for family vacations, schedule changes, or absences due to illness or injury. By enrolling your child, you are agreeing to pay the full monthly tuition for as long as your child is enrolled, regardless of the number of days or hours your child actually attends.

Termination from the Center

At ONEgeneration, every effort is made to support children and families to prevent the need for termination. Continued enrollment is always at the sole discretion of the Center Director. However, ONEgeneration reserves the right to terminate enrollment under the following circumstances, including but not limited to:

1. Tuition payments are two months overdue and no payment plan has been arranged.
2. Failure to follow through on agreed-upon payment arrangements.
3. Repeated failure to comply with the policies and procedures outlined in the Parent Handbook.
4. The program is unable to meet the developmental needs of the child.
5. The child's behavior poses a threat to the health or safety of themselves, other children, or staff.
6. Parent or caregiver behavior that threatens, intimidates, bullies, or harasses children or staff.
7. Repeated late pick-ups (more than three times in a single month).
8. After following the grievance procedures, the family's needs cannot be reasonably met, as determined by the Director. (Not all situations are eligible for grievance procedures.)
9. Violation of the centers confidentiality policy

Termination is always a last resort, and the Center Director will work with families to address concerns whenever possible prior to taking this step.

OPERATING POLICIES

ONEgeneration is open year-round, Monday through Friday, from 7:00 a.m. to 6:00 p.m. Please refer to the school calendar on our website at www.onegeneration.org/childcare for a complete and up-to-date list of closures and early dismissal days. Additional closures or early dismissals may be added throughout the year as needed, and families will be notified in advance of any changes.

Arrival and Departure Procedures

For the health, safety, and smooth transition of all children, it is important that families follow our arrival and departure procedures.

Arrival:

Parents must accompany their child to the classroom or playground where the day's activities begin and check them in via Brightwheel, which is required by state law. Greeting your child's teacher(s) is encouraged, as this provides an opportunity to share updates about sleep, meals, or anything happening at home that may affect your child's day. If you arrive when teachers are engaged with the group or other parents/families, please send a message via Brightwheel.

To support your child's sense of routine and ensure they can fully participate in planned learning experiences, we require that children arrive by 9:00 a.m. providing enough time to settle in before the first activities begin.

Note: We understand that emergencies, doctor appointments, or other unforeseen circumstances may arise; therefore, late arrivals may be accommodated until 11:00 a.m. with prior approval from the Center Director.

Departure:

Parents should plan to arrive on time to collect belongings before the Center closes. Children will only be released to authorized adults listed on the child's release form. Authorized adults must present a photo ID to the lead teacher at pickup. If someone other than a parent/guardian will be picking up your child, please notify your child's teacher in advance. No child will be released to an unauthorized person.

Signing In and Out / Authorized Pick-Up

State licensing requires that children be signed in and out each day with a full legal signature and the time of arrival/departure (Licensing Regulation 101229.1). Failure to do so will result in a \$50 fine per missing signature.

Children will only be released to individuals authorized on the Identification and Emergency Form, who are over 18 and can show valid photo ID. If someone is not listed will pick up your child, please notify the Main Office in writing in advance. All authorized pick-ups must be enrolled in Brightwheel and use it to sign the child out. Please note that it is the responsibility of the parent/guardian to enroll the authorized person in Brightwheel, providing access to the child.

Flexible Drop-Off for Infant Classrooms

For children in our infant classrooms—Caterpillars, Dragonflies, and Ladybugs—drop-off is flexible and does not need to occur by 9:00 a.m. However, maintaining a predictable schedule is strongly encouraged, as it helps infants feel secure and supports their overall development.

Part-Time Student Dismissal

Children enrolled as part-time students (7:00 a.m. to 12:30 p.m., optional—please refer to your contract) must be picked up no later than 12:30 p.m. This ensures a smooth transition for children staying for nap time and helps maintain a calm and predictable environment in the classroom.



Family Access & Open-Door Policy

ONEgeneration values the strong and meaningful relationship between children and their families. We recognize that families are a child's first teachers, and that the bond between a child and their family is essential to healthy growth and development. For this reason, ONEgeneration maintains an open-door policy for all families enrolled in our program.

Parents and authorized family members have access to their children at all times during program hours. Families are welcome to visit at any time and are not required to call ahead. The only exception to this policy is when legal documentation is on file that explicitly limits or prohibits access.

While ONEgeneration is committed to supporting family visits and maintaining an open-door policy, we also prioritize each child's emotional well-being and the overall learning environment. If repeated visits, drop-offs, or transitions result in ongoing stress for a child or cause disruption to the classroom and/or program, the Center

Director may, at their discretion, kindly request that the visit conclude in order to best support the child and the classroom community.

If a visit appears to be stressful for a child, a conference may be scheduled to discuss the impact of the visit and to collaboratively determine appropriate next steps.

Families may bring their children to the program at any point during designated drop-off hours that best supports their family's needs. However, families should be mindful that consistent late arrivals or early departures may result in children missing important curriculum experiences, social interactions, or developmental activities. We encourage families to communicate with their child's teacher or the Center Director regarding preferred drop-off and pick-up schedules so they are fully informed of any curricular, developmental, and financial implications.

To ensure the safety, consistency, and well-being of all children, we ask families to adhere to the following guidelines:

- Only individuals listed and authorized on the child's enrollment and emergency forms may access or pick up a child.
- Any individual removing a child from the program must have prior written authorization on file.
- All visitors must remain sensitive to classroom routines, schedules, and the developmental needs of the children.
- All visitors must remain sensitive to classroom routines, schedules, and the developmental needs of the children.
- If a family member's presence creates a stressful environment for a child, a conference will be held to discuss concerns and reach a supportive resolution.
- Parents may only be denied access if legal documentation is on file that clearly prohibits access (e.g., custody orders or restraining orders).



ONEgeneration will always make every reasonable effort to support family access while maintaining a safe, nurturing, and developmentally appropriate environment for all children in our care.

Legal Custody

Families are required to notify the Center Director immediately of any custody arrangements, negotiations, or court proceedings that may impact their child or the program. It is the parent/guardian's responsibility to ensure that all custody information and authorized pick-up lists are current, accurate, and updated as changes occur.

Unless the center is provided with legal documentation stating otherwise, ONEgeneration will assume that all parents or legal guardians listed on the child's enrollment forms have equal rights to access, drop off, and pick up their child.

If there is a change in legal custody—such as one parent being granted sole legal or physical custody, or restrictions being placed on another parent's access—the center must be notified in writing and provided with a copy of the official court order. Documentation must clearly outline any limitations or prohibitions regarding access or pick-up. Copies of all legal documents will be maintained in the child's file.

ONEgeneration is legally obligated to follow court orders as written and cannot enforce verbal agreements or informal arrangements between parents. Failure to provide current and accurate legal documentation may result in the center releasing a child in accordance with the information on file.

Late Pick-Up Policy

Parents are expected to pick up their child before the center's closing time. A late fee of \$1.00 per minute will be charged for any time past 6:00 PM. Fees are assessed at the time of occurrence and are due immediately upon receipt.

Security and Access

ONEgeneration takes the safety and security of all children, families, and staff very seriously. Access to the center is provided through facial recognition or a unique 4-digit access code, which is issued to each family once enrollment paperwork is complete and verified. Families may choose their preferred method of entry.

These access methods are unique to each family and are required for entering the center, ensuring that only authorized individuals can enter. Access credentials are for authorized family members only and should not be shared with anyone else.

If an alternative pick-up is arranged, please notify the front office in advance. Access to the center and to the child will be granted only after the individual's identity has been verified by staff.

Upon a child's withdrawal from the program, all facial recognition and access codes will be disabled to maintain the security of the center.

Babysitting Policy

The teachers and staff at ONEgeneration are education professionals committed to maintaining the highest standards of ethical conduct. In alignment with the NAEYC Code of Ethical Conduct, staff are expected to “not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.”

To support this standard and ensure professional boundaries, we ask that families refrain from requesting our teachers, interns, or students working in the center to provide care for your children outside of program hours. This helps maintain the integrity of the teacher-family relationship and ensures that all children receive consistent, professional care during their time at the center.

Pets/Animals

From time to time, the center may include animals, reptiles, or sea creatures as part of our curriculum and learning experiences. If your child has any allergies or sensitivities to animals, please make sure these are noted on your Allergy and Food Restriction Form.

If a parent or family wishes to bring a pet/animal to the center, prior approval must be obtained from the Center Director before the visit. This ensures the safety and comfort of all children and staff.



Photography and Video Policy

For the privacy and safety of all children and staff, parents may not take photos or videos of any child or staff member at the center without written permission from the child’s parent or guardian, or in the case of staff, from the staff member themselves.

The Center Director must also have written permission from a child’s parent or guardian before another parent is allowed to take photos or videos of that child.

Transportation Policy

ONEgeneration does not provide transportation for children or families to or from the center. Families are responsible for safely transporting their children to and from the program each day.

Parking

Parents and families must park in the main parking lot. Parking in spaces marked Handicapped is strictly prohibited unless a valid handicap placard is clearly visible.

Parking spaces specifically marked for Adult Day Care clients must not be used by childcare families and must remain accessible at all times for seniors and other individuals who require assistance, including those using walkers, wheelchairs, or ramps. All areas marked “No Parking” or “Emergency Exit” must also remain clear at all times to ensure safe access in case of an emergency.

Childcare families may use designated areas on the left-hand side of the circular driveway, the back of the campus near the infant/toddler play yard, or, when available, the Farmers Market parking lot.

For everyone’s safety, all drivers on campus must obey the 5-mph speed limit or less and exercise extreme caution, as children and older dependent adults are present throughout the campus.

To support a safe and healthy environment for our community, we respectfully ask families to avoid idling vehicles in the parking lot, unless in extreme heat or cold temperatures to maintain interior or engine temperatures.



TUITION AND PAYMENT POLICIES



SERVICES & RATES		
TUITION	FULL-TIME	PART-TIME
Infant Tuition	\$2,483.00	\$1,817.00
2-Year-Old Tuition	\$1,879.00	\$1,378.00
Preschool	\$1,624.00	\$1,166.00

SERVICE	MONTHLY FEES
Lionheart Sports Enrichment (1-year to 6-years)	\$85.00
Music and Movement	\$15.00

ANNUAL FEES	YEARLY
Annual Registration (Based on when you sign your contract)	\$475.00
Annual Parent Association Committee (Per Family, Billed Sept.)	\$50.00
Volunteer Hours (12 Hours Required or \$20.00 per hour missed)	Maximum \$240.00

ADDITIONAL FEES	ONE TIME
Application Fee (One Time Only)	\$250.00
Culmination (For Graduating Class Only)	\$175.00

Days and Hours of Operation

The preschool is open Monday through Friday, from 7:00 a.m. to 6:00 p.m. All families are expected to pick up their children on time, and the preschool closes promptly at 6:00 p.m.

Children must be off the preschool grounds no later than 6:05 p.m. A late pick-up fee of \$1.00 per minute will be assessed for any child picked up after 6:00 p.m., or past your contracted pick-up time if enrolled part-time.

If an emergency arises and you know you will be late, please call the preschool and/or send a message via Brightwheel as soon as possible to notify staff.

School Closures and Holidays

The center calendar is published each year before August. Families should take note of holiday closures, school closures, early dismissals, and parent-teacher conference days. Please note that tuition is not reduced for these days.

Additional closures or early dismissals may occur as needed, and families will be notified in advance of any changes.

The school calendar is available to all families through Brightwheel, ONEgeneration's website, and within this Family Handbook. It is updated annually or as needed to reflect any changes.

Registration Fee and First Month's Tuition

A \$475 non-refundable annual registration fee is due at the time of enrollment. This fee is assessed each year in the month you first signed your contract. The first month's tuition is also due at the time of registration.

Your financial obligation begins when you accept enrollment by completing and signing the Enrollment/Admission Agreement. Your signature on this agreement commits you to one month's tuition, whether or not your child attends.

For a complete list of fees, please refer to your contract. If you need an additional copy, please notify us, and we will be happy to provide one.

Tuition Policies

For current tuition rates, please see the Tuition Rate Sheet included in this Parent Handbook, shared via Brightwheel, and posted on our website.

Tuition is due in full each month on or before the fifth day of the month. Tuition is not prorated for any month. Please note that switching from full-time to part-time care during the year is not permitted.

All families must register via Brightwheel for billing purposes, and tuition is collected through the Brightwheel billing system.



Changes to Tuition Rates

Families should anticipate annual tuition increases, which may vary based on program needs and operational costs.

Late Charges

Tuition paid after the fifth of the month will incur a \$75 late fee.

Sibling Discounts

Families with more than one child enrolled at ONEgeneration are eligible for a 15% discount on the tuition of the oldest child.



HEALTH AND SAFETY

Health and Wellness Policy

If your child becomes ill while at the center, they will be separated from other children, and staff will contact you immediately to pick up your child. Children should be picked up within one hour of the call.

If parents cannot be reached, the Center Director will contact the emergency contacts listed on your child's enrollment form. For safety, it is important that emergency contacts are local, ideally in Los Angeles or within an hour's drive. If you are new to the area, please update your emergency contact list as soon as you have a reliable local contact.

We encourage families to plan ahead for care on days when a child may be too ill to attend the center. Please also notify your child's teacher if you notice early signs of illness so staff can be especially watchful that day.

In the case of medical or dental emergencies, 911 will be called immediately, followed by notification to the parents. Please note that center staff are not permitted to transport children.



Exclusion Policy for Illness and Communicable Diseases

If a vaccine-preventable disease occurs in the program, any child who has not been vaccinated against that disease will be excluded from attending until a physician provides clearance. The following are the most common symptoms and conditions that require a child to be excluded from school:

1. **Fever** – Temperature over 100°F. The child must be fever-free for 24 hours without medication before returning.
2. **Conjunctivitis (Pink Eye)** – Redness, mucus or watery discharge, or itching of the eye. A physician's clearance is required before returning.
3. **Unexplained Rash** – A **physician's clearance** is required before returning.
4. **Impetigo** – A **physician's clearance** is required before returning.

5. **Diarrhea** – Defined as two or more loose bowel movements. Children must be diarrhea-free for 24 hours before returning.
6. **Vomiting** – Children must be vomit-free for 24 hours before returning.
7. **Nits or Lice** – Children must be nit- and lice-free before returning. In some cases, a doctor’s note and professional treatment may be required. Children must be cleared by a teacher before rejoining class.
8. **General Lethargy or Discomfort** – Any child who is too ill to fully participate in classroom activities will be excluded.
9. **Other Communicable Diseases** – This includes chickenpox, hand-foot-and-mouth disease, strep throat, continuous cough, ringworm, COVID, and similar illnesses. Physician clearance is required before returning.

If your child contracts any communicable disease or condition, please notify the main office with the doctor’s diagnosis. A notice will be communicated for the classroom so teachers and other families can watch for symptoms in their own child, while keeping the child’s identity confidential.

Communicable Disease Policy

State law requires that children cannot remain at the center if they have a communicable disease or show symptoms of one. Parents are required to notify the Center Director within 24 hours if their child has a suspected or confirmed communicable disease.

When a communicable disease is identified in a classroom, all parents in that class will be notified. The notification will not include the name of the child who contracted the illness, but will provide information about the nature of the illness, its signs and symptoms, and any precautionary or preventive measures that families should follow. This policy ensures the health and safety of all children while keeping families informed and supported.

Medication

To ensure the safe administration of medication, parents/guardians must complete the Authorization for Medication form (LIC Form 9221). A separate form is required for each medication and for each new series of medication.

It is important to clearly indicate the start and end dates for the medication. Instructions for administering the medication must match the directions on the medication label exactly, unless a physician provides written instructions otherwise.

Both prescription and non-prescription medications must be re-evaluated every four months and/or as needed to account for any changes, such as adjustments in weight, dosage, or frequency.

The center will only administer medications (prescription or over-the-counter) under the following conditions:

- Prescription medications will be administered according to the prescription label, in coordination with the physician's written instructions for that medication.
- Over-the-counter medications also require a physician's note and must include clear instructions on how, when, and what dosage to administer.
- Topical Products such as diaper cream, diaper ointment, lotions, Vaseline, lip balm, and similar items must be treated as medication. Each of these items—and others not specifically listed—requires at minimum a completed LIC Form 9221. In some cases, a physician's note may also be required.
- Written approval and instructions must be provided by the parent/guardian.
- The LIC Form 9221 must be completed for each medication prior to administration.
- A child taking any new medication must have been on the medication for at least 12 hours before returning to school.
- All medication must be handed directly to a teacher; do not place any medication in your child's cubby. This includes items such as lip balm, sunscreen, or similar products.
- Medication administration records will be kept in your child's file to ensure proper tracking and safety.

Immunizations

Senate Bill 277 (SB 277), signed by Governor Brown on June 30, 2015, updated California's immunization requirements for children in child care, public, and private schools. Key points include:

- Personal belief exemptions are no longer permitted for children in child care and schools. Children who are not fully immunized may be excluded from the program if a vaccine-preventable disease occurs in their classroom (one case) or in the school (more than three cases).
- Personal belief exemptions submitted before January 1, 2016 remain valid until the child reaches kindergarten or 7th grade.
- Current immunization laws can be reviewed at [Shots for School](#).

Immunization Requirements for Pre-Kindergarten (Child Care) Children

Children must be up to date on immunizations before starting pre-kindergarten and at each age checkpoint after enrollment:

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, 2 Hib
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. This is required only for children under 5 years old.

Vaccine Abbreviations:

- **DTaP** = Diphtheria, Tetanus, and Acellular Pertussis
- **Hib** = Haemophilus influenzae type B
- **Hep B** = Hepatitis B
- **MMR** = Measles, Mumps, and Rubella
- **Varicella** = Chickenpox

Proof of Immunization

Parents must provide the child's Immunization Record as proof of up-to-date vaccinations.

Food Allergies

Parents must provide a physician's note listing all known or potential allergies for their child. Families are encouraged to review the monthly snack menu and provide appropriate substitutes for any foods their child cannot eat or chooses not to eat. Modified diets will be honored only with a physician's note.

1. The licensee will follow all instructions from the physician or dietician regarding the preparation of a modified diet. For children with special feeding needs, staff will document what the child ate, how much they ate, and when. This information will be recorded in Brightwheel.
2. Children will not be served any food to which their record indicates an allergy (Licensing Regulation 101227).

Nut-Free Policy

ONEgeneration is a Nut-Free facility. Nut products are never served to children and

are not allowed in lunches brought from home. Children are also not permitted to share food brought from home.

Hand-Washing Policies

At ONEgeneration, staff and children follow strict health and safety practices throughout the day to minimize the spread of germs and illness. These practices include:

- Frequent hand washing
- Routine washing and sanitizing of toys, furniture, clothing, and linens used in the classroom
- Wearing latex gloves when diapering, treating injuries, or handling bodily fluids

Many common infections in child care are spread through direct or indirect contact. Direct contact occurs person-to-person, while indirect contact occurs when germs are spread through contaminated objects, such as shared toys or surfaces. Research shows that contaminated hands are the most common source of infection in child care settings, making proper hand-washing for both adults and children essential (Siegel, Rhinehart, & Jackson, 2007). Hand sanitizers are not permitted for use with children at the center.

In addition to hand washing, caregivers teach children to cough or sneeze into the crook of their arm, their sleeve, or a tissue, followed immediately by washing their hands (Centers for Disease Control and Prevention, 2010).

These guidelines follow the NAEYC Health Standard for accredited programs (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, contact with mucus, blood, or vomit)
- Before meals and snacks, and before preparing or serving food
- After playing with water
- After handling pets, other animals, or materials like sand, dirt, or surfaces that may be contaminated
- 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:

1. Use liquid soap and running warm water.
2. Rub hands vigorously for at least 20 seconds, including backs of hands, wrists, between fingers, under and around jewelry, and under fingernails.
3. Rinse thoroughly.
4. Dry hands with a paper towel.
5. Avoid touching the faucet with just-washed hands by using a paper towel to turn off the water (American Academy of Pediatrics, 2011).

Smoke-Free Zone

ONEgeneration is a Smoke-Free Zone. Smoking is strictly prohibited anywhere on center grounds, including the classrooms, playgrounds, and all areas within at least 50 feet of the center. This ensures that children, families, staff, and the community are never exposed to second-hand smoke.

Sunscreen

During the spring and summer months, children spend time outdoors and need sunscreen to protect against sunburn. ONEgeneration provides sunscreen that offers broad-spectrum protection against UVA and UVB rays with an SPF of 50, following recommendations from the Environmental Working Group.

For staff to apply sunscreen to your child, parents must sign a consent form. Families may also provide their own sunscreen if preferred.



Insect Repellent

At ONEgeneration, we follow guidance from the Los Angeles County Department of Public Health regarding the use of insect repellent. Products with DEET concentrations above 10% will not be applied.

With parental consent, staff may apply insect repellent no more than once per day. The date and time of application will be recorded on LIC Form 9221 that has been completed and signed by the parent or guardian.

Cleaning, Sanitizing, and Disinfecting

ONEgeneration follows strict cleaning, sanitizing, and disinfecting routines to maintain a safe and healthy environment for all children and staff. Our practices align with the NAEYC Accreditation Health Standards and recommendations from the American Academy of Pediatrics (2011).

- All classroom surfaces, toys, furniture, and materials are routinely cleaned, sanitized, and disinfected throughout the day to minimize the spread of germs.
- Classrooms with children in diapers follow State licensing and accreditation requirements for the safe and sanitary disposal of soiled diapers. Soiled diapers are kept in closed containers out of reach of children, and the diaper-changing area is thoroughly disinfected after each use.
- Food preparation and eating areas are cleaned and sanitized before and after meals and snacks.
- Shared items, including art supplies, sensory materials, and classroom equipment, are cleaned and sanitized regularly, following recommended contact times for disinfectants to ensure proper effectiveness.
- High-touch surfaces (doorknobs, light switches, faucet handles, toys) are sanitized multiple times throughout the day.
- Staff are trained to use cleaning, sanitizing, and disinfecting products safely, keeping all chemicals out of reach of children and following manufacturer instructions.

These procedures ensure a safe, healthy, and nurturing environment for all children and support the prevention of illness in the group care setting.

INJURY POLICY

CPR and First Aid

All ONEgeneration Childcare staff members are certified in Infant and Pediatric CPR and First Aid.

First Aid Procedures

Minor injuries such as scratches, small cuts, or insect bites will be cleaned with soap and water only. Bandages will be applied as needed. If more serious care is required, parents or guardians will be notified immediately.

If a child is injured while at the center, the parent or guardian will be informed of the injury and the specific steps taken to support the child. ONEgeneration Childcare is equipped to manage minor injuries. First aid kits are available in all classrooms and on the playground.

In addition, ONEgeneration has a nurse on site through the Adult Day Care (ADC) program who primarily supports Adult Day Care participants. When ADC is in operation, the nurse may be available to assist as needed and may be called in the event of an injury or as deemed necessary by the Childcare Center Director.

Incident Reporting & Injury Communication

At ONEgeneration, your child's safety and well-being are always our top priority. All incidents are documented through Brightwheel immediately and/or as soon as possible, allowing families to review reports in real time. Every incident report is also reviewed by Childcare Administrative staff to ensure appropriate follow-up and consistency in care.

For serious injuries, bites that break the skin, or other injuries deemed significant, families will receive a phone call in addition to written documentation. Minor injuries such as small scrapes, cuts, or bumps below the neck will be documented in Brightwheel but will not require a phone call.

ONEgeneration also has a nurse on site through our Adult Day Care program. While the nurse primarily supports Adult Day Care participants, they may be available during ADC operating hours in the event of an injury and may be called upon as deemed necessary by the Childcare Center Director.

We appreciate your partnership and trust as we work together to keep all children safe and supported.

EMERGENCY PROCEDURES

ONEgeneration has emergency procedures and equipment in place to support the safety and well-being of our children, families, and staff. The following section provides a brief overview of these procedures:

Medical

In the rare event of a medical emergency, emergency personnel will be contacted through the 911 system. Staff are not permitted to transport children during a medical emergency.

If a staff member experiences a medical emergency, they will be transported to the nearest hospital as determined by the Los Angeles Fire Department. Emergency contacts and designated individuals will be notified as appropriate.

Loss of Power

In the event of a localized emergency, such as a loss of power, the Center Director has the authority to close the center as needed to ensure the health and safety of all children and staff.

Fire and Earthquake Procedures

Fire drills are conducted monthly and earthquake drills are conducted quarterly to help children and staff remain familiar with evacuation procedures. Each classroom has a posted evacuation route, emergency procedures, smoke detectors, and fire extinguishers.

In the event of a fire emergency, children will line up and walk with their teachers to the designated meeting area. Attendance will be taken, and staff will support and comfort children until the “all clear” signal is given. Teachers close all doors when exiting, when safe to do so, to help contain the spread of fire. Emergency services will be contacted by calling 911.

Emergency Supplies

Our center maintains an ongoing earthquake preparedness program. We have a designated emergency shed stocked with blankets, batteries, first-aid supplies, emergency food, and water.

Each family is responsible for providing supplemental earthquake kit supplies for their

child, which will be stored at the school in the emergency bins and must be updated annually. Upon enrollment, families will receive an orientation packet that includes the full list of required emergency items.

Intruder/Lockdown

When a lockdown signal is given, all children and staff will remain indoors. All doors and windows will remain securely locked. Only the Center Director or a specifically designated staff member has permission to open doors. No one will be allowed to enter the building during a lockdown.

If it is confirmed that an intruder is on the facility premises, all children will be gathered in a central, secure location away from windows and doors. Staff will keep children as quiet and calm as possible. Emergency personnel will be contacted immediately by calling 911.

Response to Threats to Safety or Acts of Terrorism

The safety and well-being of children, families, and staff is our highest priority. In the event of a threat to safety, including acts of foreign or domestic terrorism, ONEgeneration will follow established emergency procedures in coordination with local authorities. If a credible threat occurs in or near our community, the school will follow guidance from emergency responders and implement appropriate safety measures, which may include lockdown, shelter-in-place, or evacuation, while maintaining supervision and emotional support for all children.

Families will be notified as soon as it is safe and appropriate, with information that is timely, factual, and aligned with guidance from emergency authorities. Reunification procedures will be followed when children are released to families. Staff respond in a calm and reassuring manner, providing age-appropriate support to help children feel safe without sharing details that could cause fear or distress. Emergency preparedness plans are reviewed regularly and updated as needed.

Emergency Preparedness and Evacuation Plans

Written records of all emergency preparedness drills are posted in each classroom. With the exception of fire and earthquake drills, which occur more frequently, all other drills are conducted annually.

Each classroom is equipped with clearly posted evacuation routes and emergency procedures to ensure the safety of all children and staff.



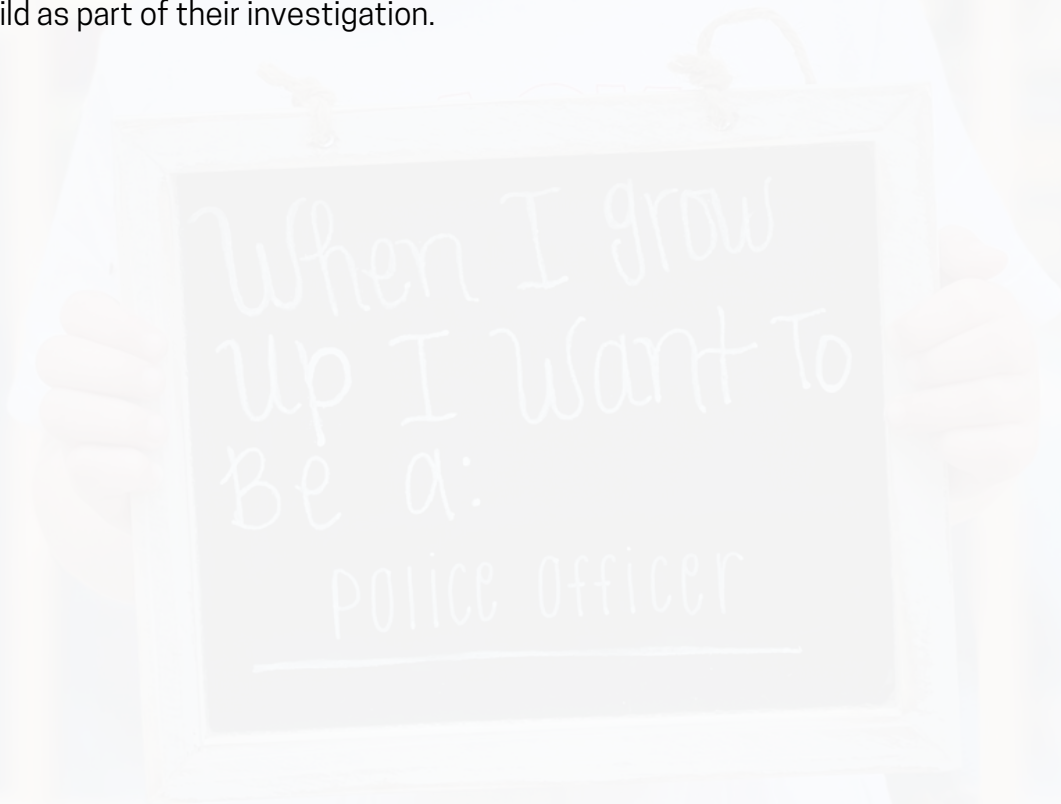


Child Abuse Policy – Mandated Reporting

Under California state law, all staff members at ONEgeneration Childcare are considered “Mandated Reporters” and are required to report any suspected incidents of child abuse or neglect. This includes, but is not limited to, physical injuries caused by non-accidental means, sexual abuse, and neglect.

The Department of Social Services has the authority to interview children and staff, inspect and audit child or facility records without prior consent, and observe the physical condition of any child. This includes evaluating any signs that may indicate abuse or neglect.

Additionally, the Department may require a licensed medical professional to examine a child as part of their investigation.



INFANT CARE



Sleeping Infants

At ONEgeneration, keeping our infants safe while they sleep is a top priority. To reduce the risk of Sudden Infant Death Syndrome (SIDS), all infants must be placed on their backs to sleep. Cribs are kept free of pillows, quilts, stuffed animals, or any other soft items, and infants' heads remain uncovered.

Once placed on their back, infants may assume another comfortable position if they can roll themselves. Licensing allows infants who can roll back and forth on their own to sleep in the position they assume after being placed on their back. Each

infant has an Individual Infant Sleeping Plan (LIC 9227) and completed with families at enrollment and updated as needed.

Infants are never swaddled while in care, and if an infant falls asleep outside of their crib, they will be moved to a crib as soon as possible. Staff continuously supervise sleeping infants and check on them at least every 15 minutes to ensure they are safe and comfortable.

All cribs meet safety standards, are used for one infant at a time, and are equipped with firm mattresses and tight-fitting sheets.

Breast Milk or Formula

ONEgeneration proudly supports breastfeeding families and is happy to accept, store, and serve expressed breast milk. Breast milk must be provided in ready-to-feed bottles and clearly labeled with the infant's full name, mother's full name, today's date, and the date the milk was expressed. Bottles must also be marked with a red "dot" sticker.

For health and safety reasons, any formula, breast milk, or other liquids that are served but not fully consumed will be discarded after one hour. Families are encouraged to bring breast milk or formula in smaller quantities to help minimize waste (American Academy of Pediatrics, 2011).

If warming is needed, bottles will be warmed using a bottle warmer at no more than

120°F for no longer than five minutes. Children under one year of age are not given any food or drink from the school, including water. All unused breast milk must be sent home daily.

Rest/Nap Time

In the infant room, we provide a calm and comfortable nap area that allows children to rest on their own schedule. Each infant sleeps in a crib that meets safety standards, with a firm mattress and fitted sheet. Sleeping spaces are individual, free from loose objects, and arranged so staff can easily observe and care for each child.

Infants are given the opportunity to rest or sleep whenever they show the need, without being disturbed by other activities in the center.

No infant will be forced to stay awake or required to remain in the sleep area longer than needed.

Infant sleep positions follow safe sleep practices, including placing infants on their backs for sleep unless we have a written medical exemption from a licensed physician.

Diapering

In accordance with licensing requirements, children's diapers or training pants will be checked and changed at least every two hours and whenever they become wet or soiled. Staff also check and change diapers or training pants each time a child wakes from a nap. Parents are responsible for providing a sufficient supply of properly fitted disposable diapers or training pants for their child. Cloth diapers are not permitted in the program.



CHILDREN'S PERSONAL BELONGINGS

What to Wear/What to Bring

In accordance with best practices for early childhood education, children should wear clothing that allows them to move freely and participate fully in all activities, including those that may involve messes or materials such as paint, water, or mud. Aprons or smocks are not used for painting or messy play, as all interactions with materials are considered part of the learning process. Children should focus on exploration and discovery rather than worrying about keeping clothes clean.

Children are not allowed to wear belts at school to ensure safety and ease of movement. Well-fitting, safe shoes are required at all times. Shoes that are too large, flip-flops, or shoes with laces that cannot be independently managed are not permitted, to ensure safety during indoor and outdoor activities.

All personal belongings, including clothing, jackets, backpacks, and water bottles, should be clearly labeled with the child's name. High-cost or sentimental items should not be brought to school. ONEgeneration is not responsible for lost, stolen, or damaged items.

If parents choose to provide a backpack, it should be small and child-sized, appropriate for their child's age and size. Large or oversized backpacks are not permitted. Children will have access to their backpacks throughout the day, and for safety reasons, all backpacks must be free of items that are harmful or that a child could get into on their own, including, but not limited to, medications, sharp objects, or choking hazards.

Cubbies / Extra Clothing

Each child's cubby should be stocked with the following items 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 pair of shoes

This is a minimal list; teachers may provide additional, specific requests as needed. A well-stocked cubby helps support your child's sense of security and independence by bridging home and school. To support self-sufficiency in bathroom and dressing routines, younger children should wear pants with elastic waistbands (no belts). Parents are asked to check their child's cubby daily to ensure an adequate supply of clothing.

Inappropriate Items for School

To support a focused and safe learning environment, toys from home are generally not encouraged, as they can divert children's attention from classroom activities. The center is fully equipped with age-appropriate toys and learning materials to meet children's developmental needs.

Children may never bring items that pose a real or perceived danger to themselves or others, including but not limited to guns, swords, knives, or other weapons. Balloons are also not permitted due to choking hazards.

Children are welcome to bring transitional objects, such as a special blanket or stuffed animal, to provide comfort. Please note that the center is not responsible for lost, damaged, or personal items brought from home.



TOILET TRAINING

Toilet training is a natural developmental process that occurs at each child's own pace. Children are considered potty trained when they can recognize their own bodily needs and use the toilet independently, requiring minimal assistance from adults. A child is truly toilet trained when they can communicate their needs proactively, rather than after the fact.

At ONEgeneration, staff provide support and guidance to help children master this important milestone in a nurturing and respectful way. For parents of children in the Infant and Toddler classrooms, please feel free to share your child's toileting routines and needs with the teacher so that they can support continuity between home and school.

Children are encouraged to use the toilet voluntarily, and teachers approach this process as they would any other developmental milestone—by offering opportunities, reminders, and gentle guidance as needed. ONEgeneration does not employ practices that may create power struggles, such as forcing children to use the toilet, or using extrinsic rewards like treats or stickers, which can undermine a child's intrinsic motivation to control elimination.

To support toilet training at school, teachers will:

Remind children at regular intervals throughout the day
Collaborate with parents to reinforce training at home
Provide child-sized toilets and accessible facilities appropriate for each child's needs
Parents are asked to send children in clothing that is easy to take on and off (no belts for children under four years of age) and to provide several changes of clothing each day as needed. Soiled clothing will be placed in a plastic bag in the child's cubby for pick-up at the end of the day.

Signs That Children Are Ready for Toilet Training

Signs That Children Are Ready for Toilet Training Toilet training is a developmental milestone that requires both physical and emotional readiness. Children are typically ready when they can demonstrate some control over their bowels and have the interest and motivation to use the toilet independently.

Your child may be ready for toilet training when he or she:

- Stays dry for at least two hours at a time or after naps.
- Recognizes the need to urinate or have a bowel movement. For example, your child

- may go to another room or step aside when they feel the urge. Awareness of these bodily signals is critical for successful toilet training.
- Demonstrates physical skills necessary for toilet use, including walking, pulling pants up and down, and getting onto and off the potty with minimal assistance.
- Observes and imitates a parent or caregiver’s toileting behavior.
- Follows simple instructions, such as “pull down your pants” or “sit on the potty.”
- Shows interest in using the toilet. Your child may express a desire to wear underpants, imitate a parent, or indicate discomfort in a soiled diaper by asking to be changed or requesting to use the toilet independently.

Recognizing these signs helps ensure that toilet training begins when your child is developmentally ready, supporting success and reducing stress for both child and caregiver.

If a child requires constant reminders to use the toilet or experiences frequent accidents, the Center Director may determine that the child is not yet ready to participate fully in toilet training at school. In such cases, the child’s participation in toilet training may be temporarily paused. The center will reassess the child’s readiness at a later date, in collaboration with the child’s parents, to ensure that toilet training resumes when the child demonstrates the developmental readiness to succeed.

Starting Toilet Training

Toilet training is a developmental process in which both the parent and child have important roles. Parents create a supportive learning environment, while children gradually learn to recognize and respond to their bodily signals.

As a parent, you can support your child by:

- Recognizing that your child is in control of their own body.
- Allowing your child to choose whether to use the toilet or a diaper/pull-up each day.
- Using clear, age-appropriate language for body parts, urination, and bowel movements.
- Providing tools to help your child succeed, such as a child-sized potty, potty seat, or step stool.





- Responding to accidents calmly and without anger.
- Avoiding punishment or excessive praise, which can cause stress or diminish a child's intrinsic motivation.

Your child's responsibilities include:

- Deciding when to use the toilet or a diaper/pull-up.
- Recognizing their body's signals for urination or bowel movements.
- Using the toilet at their own pace.

Finding a toilet training method that works for your family is key.

Remember that this is a learning process that takes time and may involve many accidents along the way. Children with special needs may require additional support, adaptive equipment, or more time to achieve success.

SNACKS AND NUTRITION

Starting at the age of one, children are provided with two snacks each day. Snacks are carefully chosen to be well-balanced and nutritious and may include items such as cereals, applesauce, crackers, cheese, bagels, yogurt, berries, fruits, vegetables, and salads.

Menus are posted on Brightwheel and on the parent board in the main office at the beginning of each month and may change based on snack availability. ONEgeneration provides fresh fruits and vegetables, as well as hormone-free milk and water with all meals and snacks. Our goal is to offer foods that support children's health and well-being while introducing a variety of flavors and textures to encourage healthy eating habits.

Breakfast

Preschool does not serve breakfast, so we ask that parents provide your child's first meal of the day at home. Eating a nutritious breakfast helps children transition smoothly in the morning and provides energy to stay focused until snack time.

Children who eat breakfast:

- Perform better academically
- Demonstrate better behavior in school
- Have a more positive attitude toward learning
- Are more likely to stay alert and engaged



Lunch

To help make mealtime a positive experience, we ask that parents pack a variety of nutritious foods that can be eaten in any order. Staff are not able to monitor exactly what each child eats, in what order, or how much, so having flexible options helps children enjoy their meals at their own pace.

Lunch Guidelines:

- Please provide a lunchbox
- We do not provide refrigerators, so please include ice packs for perishable items or use a thermos to keep food at a safe temperature.
- We do not warm lunches, so please provide a thermos if you would like your child's lunch to stay warm.

Hot Lunch Program:

- Our hot lunch program is catered by Bailee's Plate.
- The menu for the following month is available for viewing at the center no later than 7 days before the new month begins.
- Bailee's Plate will send communication directly to families regarding how to place orders.
- Lunches are ordered directly through Bailee's Plate using the platform provided by the caterer.
- All communication regarding pricing, ordering, changes, or cancellations is handled directly with Bailee's Plate, not through the center.

Healthy Eating and Safety:

- We encourage healthy, well-balanced meals, including fruits, vegetables, whole grains, and protein.
- Certain foods are not allowed for safety or nutritional reasons, including high-sugar items (except for birthdays or special holidays determined by the Director).
- Goodie bags or special treats must follow the same guidelines to keep all children safe and supported in developing healthy eating habits.



Healthy Lunch Ideas

Packing a well-balanced lunch helps your child stay energized, focused, and ready to learn throughout the day. A healthy lunch should include a variety of foods from different food groups, such as fruits, vegetables, whole grains, protein, and dairy. We encourage parents to pack foods that are easy for children to eat independently and that will keep well until lunchtime.

Some ideas for healthy lunches include:

- **Fruits and vegetables:** apple slices, grapes, berries, banana, cucumber slices, cherry tomatoes, bell pepper strips.

- **Proteins:** hard-boiled eggs, cheese cubes or sticks, hummus, yogurt, seed butters, turkey or chicken slices, beans or lentils.
- **Whole grains:** whole wheat sandwiches, wraps, pita pockets, crackers, rice cakes, pasta salads with vegetables.
- **Dairy or alternatives:** milk, yogurt, or cheese; plant-based options can be included if they meet your child's dietary needs.
- **Snacks:** small portions of nut-free trail mix, granola bars, or homemade muffins made with whole grains and fruit.

When packing lunch, try to include at least three different food groups to ensure a balanced meal. Avoid foods that are high in added sugar or that pose a choking hazard. Remember to provide foods that your child enjoys and can manage on their own, helping them practice independence and self-confidence during mealtime.

Foods Not Allowed at the Center

To ensure the safety, health, and well-being of all children, certain foods are not permitted at the center. This includes items that pose choking hazards, are high in sugar or fat, or require special handling or preparation.

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

- Candy, fruit roll-ups, or other high-sugar treats
- Gum
- Cookies, chocolate, pastries, doughnuts, or cake
- Popcorn
- Soda or chocolate milk
- Drinks in glass containers
- Foods that require heating, cooling, special spicing, or cutting
- Round foods that can pose a choking hazard (e.g., grapes, olives, hot dogs, melon balls)
- Raw peas or raw carrots
- Hard pretzels
- Large pieces of meat or meat with bones
- Peanut butter, peanuts, or other nuts (due to allergy concerns)
- Meals from fast food restaurants
- Yogurt containing more than 10 grams of sugar per serving
- Canned meals

Following these guidelines helps ensure that mealtimes are safe, enjoyable, and support healthy eating habits for all children. Please review these restrictions when preparing your child's lunch or snacks.

Any food brought from home to share with classmates must be either whole fruits or

commercially prepared items in factory-sealed packaging. This helps us maintain safety, consistency, and compliance with health guidelines for all children.

Nut-Free Center

ONEgeneration is a nut-free center. For the safety of all children, foods containing peanuts, almonds, Brazil nuts, walnuts, hazelnuts, macadamias, pistachios, pecans, and cashews, including but not limited to these varieties, are not permitted. This policy is in place due to the unique nature of nut allergies. While many food allergies can be managed by avoiding ingestion, nut allergies can be triggered by even small traces, including nut dust in the air. Creating a nut-free environment helps us provide a safer space for every child in our care.

If you are looking for healthy alternatives, olives, avocados, soybeans, and dried plums are great sources of healthy fats. Sunflower butter, soy nut butter, and vegetable or bean spreads also make excellent substitutes for peanut butter.

Due to our nut-free environment, please carefully review product labels before sending food to school. Items labeled “Made in a facility that processes nuts” are acceptable. However, items labeled “May contain nuts,” “May contain traces of nuts,” or “Produced on shared equipment with nuts or peanuts” are not allowed.



COMMUNICATION BETWEEN FAMILIES AND THE CENTER

Open and effective communication between families and staff is essential to supporting each child's growth and well-being. At ONEgeneration, we value strong partnerships with parents and caregivers and strive to maintain open, ongoing lines of communication. You will find many opportunities to connect with your child's teacher regarding questions, concerns, or milestones.

We kindly ask that families keep us informed of any changes or events at home that may impact their child's day, such as transitions, moves, challenging mornings, visitors, or family circumstances. Sharing this information helps us better support your child emotionally and developmentally while they are in our care.

ONEgeneration maintains an open-door policy and encourages families to connect with us whenever concerns arise. Parents are welcome to stop by the office to speak with the Assistant Director or Center Director, schedule a meeting, or communicate with us by phone, email, or Brightwheel. Our goal is to partner with families through respectful, timely communication so concerns can be addressed collaboratively and appropriately.

Together, through thoughtful communication and collaboration, we create a nurturing and responsive environment for every child.

Families can also expect the following communication and opportunities for connection throughout the year:

Weekly curriculum plans outlining classroom activities and special events for the upcoming week will be shared, with lesson plans posted on Brightwheel. Informal daily communication is encouraged during morning drop-off and afternoon pick-up, as these moments help us stay connected and informed about anything that may affect your child's day. Families are always welcome to call, email, or message us with questions or updates at any time.

Parent conferences are scheduled twice each year to discuss your child's

development and progress. Additional conferences may be requested by either families or teachers whenever needed.

Brightwheel serves as our primary communication platform, allowing families to stay engaged in their child's day through real-time photos, videos, reminders, and updates. Brightwheel is also used for digital sign-in and sign-out, tuition payments, and important announcements, making it a central tool for staying connected with the center. While Brightwheel messaging is available for communication, it is not the primary focus of our teaching staff during the day. Teachers prioritize the supervision and care of children first and will respond to Brightwheel messages at their earliest convenience. It is imperative that staff balance communication with their responsibility to remain fully present with the children. Therefore, if there is an urgent matter, all communication should be made by telephone to the front office.

Several times throughout the year, we also offer *Parent Education Nights and Family Resources*. These presentations may include topics such as Kindergarten Readiness, Positive Discipline, Healthy Eating, and Communicable Disease Prevention, and are led by guest speakers.

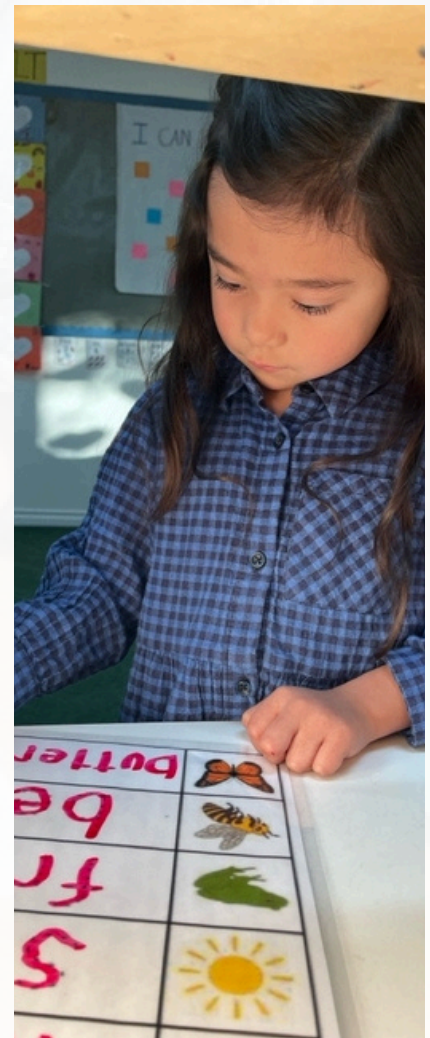
Grievance Procedure

At ONEgeneration, we value open communication and believe that most concerns can be resolved through respectful, direct conversation. To support families in addressing questions or concerns, we follow a thoughtful, step-by-step process:

If a concern involves a specific individual, we encourage families to begin by speaking directly with that person as soon as possible. Many issues can be resolved quickly through open dialogue. If the concern is not resolved, families may then reach out to their child's teacher, when appropriate.

Should the matter remain unresolved, the next step is to connect with the Assistant Director at your center. If additional support is needed, families may then meet with the Center Director. In the event that the concern cannot be resolved at the center level, it may be elevated to the President & CEO.

We appreciate families partnering with us in maintaining a respectful, supportive community where concerns are addressed thoughtfully and collaboratively.



Looking Ahead Together

Thank you for taking the time to read through our handbook. We hope it gives you a clear understanding of our philosophy, practices, and the nurturing environment we strive to provide for every child.

At our center, we are committed to creating a safe, inclusive, and supportive space where children can explore, learn, and grow. We believe that strong partnerships with families and caregivers are essential to each child's success, and we encourage open communication, collaboration, and engagement throughout your time with us. We look forward to working together to support each child's development, curiosity, and joy in learning.

Welcome to our community — we are so glad you are here!

Warmly,

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