

2020 – 2021 Family Handbook



Shasta College

Early Childhood Education



Shasta College

Early Childhood Education



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Updated 6/2020

Shasta College ECE Center: Family Handbook

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Early Childhood Education Center

Philosophy and Mission Statement

Our mission at Shasta College Early Childhood Education Laboratory School is to provide an exemplary, developmentally appropriate early childhood program for children, families, college students, staff, and faculty. The preschool teaching staff and faculty at Shasta College work collaboratively to create a learning environment that models best practices for high quality early education experiences for young children and provides opportunities for observation and training of future early childhood practitioners.

Our philosophy is based on constructivist theories in which children construct their own knowledge through active learning. In this play-based environment children are encouraged to explore, discover, investigate and create in our indoor and outdoor classrooms. To foster the growth and development of the whole child our ECE staff carefully prepare the environment daily for intentional teaching. The curriculum and materials are relevant, meaningful, current and purposeful to encourage children's social, emotional, physical and cognitive (intellectual) skills. We offer low child-to-adult ratios for optimal learning.

Our schedule is arranged for a balance of active and quiet play, teacher-guided and child-initiated activities. We set up our environment for play and learning by allowing children the freedom of movement and choice in our daily program by providing large blocks of time for discovery. Our interest areas includes; dramatic play, blocks & construction, cooking, language & literacy, art, science, math, music & movement, sand & water and large gross motor in both the indoor and outdoor classrooms. Our flexible schedule allows many opportunities for college students to observe and participate in the lab school classroom.

Our qualified staff has an extensive background and formal education in the field of early childhood education. The staff at Shasta College is dedicated to modeling developmentally appropriate practices in our college lab school classrooms. Our ECE Center program staff includes Preschool Teachers Karen Sinderson, Wendy Hord and Diana Stenen; Instructional Assistants Maribel Rodriguez and Crystal Massey; Program Paraprofessional Jane Ann Bosworth; Director Tami Johnson; and Full-time Faculty Kate Ashbey, Debbie Whitmer and Jeanne Veich. In addition to our regular full-time staff, we employ Part-time Faculty and college student staff. The core ECE Lab School staff meets weekly to share *reflective practices* that inform our programs, curriculum and environment to continue to meet the needs of our children, families, staff, students and faculty.

Early Childhood Education

Lab School

The EARLY CHILDHOOD EDUCATION LAB SCHOOL is part of the Shasta College Early Childhood Education Department. The Early Childhood Education (ECE) Center provides a developmentally appropriate, research-based program in which college students observe and participate in hands-on (practicum) training to become future teachers of young children. The Shasta College Lab School Teachers and Director have been selected because of their strong experience and education in Child Development and Early Childhood Education. All ECE Center Faculty and Staff maintain memberships (or hold board positions) in professional organizations that promote and advocate for best practices and the highest standards of quality in our field. Examples of these organizations include, but are not limited to: National Association for the Education of Young Children (NAEYC); California Association for the Education of Young Children (CAAEYC); National Coalition for Campus Children's Centers (N4C); California Community College Early Childhood Educators (CCCECE); California Child Development Administrators Association (CCDAA); California Preschool Instructional Network (CPIN); Local Child Care Planning Council (Shasta County); North State Quality Counts (formerly QRIS); and the California Early Childhood Mentor Program.

National Accreditation

In 2004, the Shasta College ECE Center first earned accreditation from the National Association for the Education of Young Children (NAEYC), the nation's leading organization of early childhood education standards. NAEYC Early Learning Program Accreditation is widely recognized as a mark of the *highest quality* for early childhood education. Shasta College earned re-accreditation in 2009 and 2014, and will be eligible again in 2019. Shasta College is committed to maintaining the highest standards in early care and education.

NAEYC Early Learning Program Standards for Accreditation

1. **Relationships:** The program promotes positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.
2. **Curriculum:** The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
3. **Teaching:** The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.
4. **Assessment of Child Progress:** The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.
5. **Health:** The program promotes the nutrition and health of children and protects children and staff from illness and injury.
6. **Staff Competencies, Preparation, and Support:** The program employs and supports a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
7. **Families:** The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language and culture.
8. **Community Relationships:** The program establishes relationships with and uses resources of the children's communities to support the achievement of program goals.
9. **Physical Environment:** The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.
10. **Leadership and Management:** The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families and staff have high-quality experiences.

Children's Program

Curriculum

Curriculum is defined as “a plan for learning”. As an ECE lab school we model developmentally appropriate curriculum as defined by the National Association for the Education of Young Children (NAEYC). We plan and implement our curriculum based on the following principles:

1. Developmentally appropriate curriculum provides for all areas of a child’s development; physical, emotional, social, and cognitive through an integrated approach.
2. Curriculum planning emphasizes learning as an interactive process.
3. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.
4. Learning activities and materials should be concrete, real and relevant to the lives of children.
5. Teachers provide a variety of activities and materials. Teachers increase the difficulty, complexity and challenge of an activity as children use it and develop understanding and skills.
6. Adults provide opportunities for children to choose from a variety of activities.
7. Outdoor experiences will be provided for children of all ages throughout the day.
8. Parents will complete the ASQ-3 and ASQ-SE2 for their child each year. These Ages & Stages Questionnaires provide developmental information so teachers can customize the classroom environments and provide materials to support each child’s optimal development and growth.

Assessment

Assessment is the process by which teachers collect information about a child’s capabilities. Teachers look at children’s levels, interests, strengths, and challenges. Assessment is defined as “the ongoing process by which qualified professionals together with families, look at all areas of a child’s development. Both areas of strength and those requiring support and intervention are identified.” Authentic assessments are done throughout the school year using a variety of tools such as observation, documentation (portfolios, notes, photos, work samples), and reflection. Parent conferences are held (with written reports provided) during the fall and spring semesters. These allow an opportunity for you and your child’s teacher to discuss your child’s development in social, emotional, cognitive, language, and physical skills. Child Assessments also inform our planning for overall program improvements.

Developmental Assessment Tools and Guides we use:

- ❖ Desired Result Developmental Profile (DRDP)
- ❖ CA Preschool Learning Foundations and Curriculum Frameworks
- ❖ Developmental Domains Child Study Report

Our Teachers are trained to use Assessment Tools that address the following developmental domains and measures:

Self and Social Development:

- Identity of self
- Recognition of own skills and accomplishments
- Expressions of empathy
- Impulse control
- Taking turns
- Awareness of diversity in self and others
- Relationships with adults
- Cooperative play with peers
- Socio-dramatic play
- Friendships with peers
- Conflict negotiation
- Shared use of space and materials

Language and Literacy Development:

- Comprehension of meaning
- Following increasingly complex instructions
- Expression of self through language
- Language in conversation
- Interest in literacy
- Comprehension of age appropriate text presented by adults
- Concepts about print
- Phonological awareness
- Letter and word knowledge
- Emergent writing

English Language Development:

- Comprehension of English
- Self-Expression in English
- Understanding and response to English literacy activities
- Symbol, letter and print knowledge in English

Cognitive Development:

- Cause and effect
- Problem solving
- Memory and knowledge
- Curiosity and initiative
- Engagement and persistence

Mathematical Development:

- Number sense of quantity and counting
- Number sense of mathematical operations
- Classification
- Measurement
- Shapes
- Patterning

Physical Development:

- Gross Motor Movement
- Balance
- Fine Motor
- Personal care routines
- Healthy lifestyle
- Personal safety

Domains of Learning/Child Development

➤ **Art Play and Learning**

Art is an important part of our curriculum. Every day children find a variety of art materials available to them. Children enjoy the process of applying paint, gluing things together and pounding a lump of clay. Working with art materials offers children opportunities to experiment and create. As they engage in art activities children develop an awareness and appreciation of pleasant sensory experiences which is the beginning of aesthetic development. For young children art is always about the creative process not the end product.

Art Play fosters the child's developing:**Cognitive Skills**

- Innovation, planning and experimentation (draw, paint, collage and sculpture creation)
- Cause and effect (color mixing)
- Creativity (make a collage in a unique way)
- Label shapes and objects (calling the yellow circle a "sun")

Physical Skills

- Refine muscle skills (tear paper for a collage or use scissors to cut)
- Fine motor control (drawing lines and shapes with markers, crayons and paint)

Social Skills

- Cooperation (working together on a group mural)

Emotional Skills

- Personal expression of how they feel, think and view the world (paintings, drawings, collage)
- Convey what they may not be able to say in words (paintings, drawings, collage)
- Creativity and Expression (freedom to create without hindrance)

➤ **Block Play and Learning**

Blocks, the hard wood units that come in proportional sizes and shapes, are one of the most valuable learning materials in our classroom. When children build with blocks they learn about size and shapes, spatial relationships, math concepts, and problem solving. When children lift, shove, stack, and move blocks they learn about weight and size. Each time they use blocks they are making decisions about how to build structures or solve a construction problem. Blocks of various types and sizes are provided in both our indoor and outdoor environment.

Block Play fosters the child's developing:

Cognitive Skills

- Abstract thinking (recreate their world in a concrete form)
- Logical thinking (using blocks that are different in size, shape, and weight)

Physical Skills

- Large motor (carrying blocks from one area of the classroom to another)
- Small motor skills (building intricate designs)

Social Skills

- Problem solving and cooperation (building structures together)
- Sharing (building in limited space with limited materials)

Emotional Skills

- Pride and accomplishment (display their creation)

➤ **Cooking Play and Learning**

Cooking enables children to experience the world of food. They learn not only how food is prepared but how it contributes to their health and well-being. Cooking offers children opportunities to experiment with food, be creative and to prepare nutritional snacks. Cooking can be one of the most satisfying activities in the classroom. Not only is food preparation enjoyable, it's a true laboratory for learning. Children's interactions with food and cooking begin with explorations. They use all their senses to find out what food is like. By observing and tasting how foods reacts to being cooked, sliced and mashed, they learn about food in its raw and cooked stages.

Cooking Play fosters the child's developing:

Cognitive Skills

- Nutrition (taste testing new foods)
- Scientific properties (liquid vs. solid, how the food is grown or raised)
- Problem solve (how high to fill the muffin tin)
- Express creativity (making a nontraditional pretzel)

Physical Skills

- Fine muscle control (chopping, spreading, scooping, squeezing)
- Eye-hand coordination (cracking an egg)
- Learn directionality (stirring)

Social Skills

- Cooperation (making pancakes in a small group)
- Patience (waiting for a turn to add an ingredient or taste a creation)
- Sharing (allow all at table to taste test the creation)

Emotional Skills

- Independence (following a picture recipe)
- Pride and accomplishment (preparing a recipe and cleaning up)

➤ **Dramatic Play and Learning**

The dramatic play area encourages pretend or make-believe play. Children love playing make-believe and delight in acting like a parent, a super hero or being a baby. Although the familiar home environment is a common theme for dramatic play, children also act roles of real and imaginary characters. Children can take on roles extending far beyond the family to create an environment as exciting as a space station or as typical as a shoe store.

Dramatic Play fosters the child's developing:

Cognitive Skills

- Imagination (using a block to represent a phone)
- Reenactment of daily life ("Let's play store")
- Recall as they draw on past experiences ("Doctors give shots in the arm not in the hand")

Physical Skills

- Small muscle control (snap or button dress-up clothing)
- Large motor skills (walk across the classroom with a baby stroller)

Social Skills

- Social expectations (As children interact they demonstrate an understanding of attitudes of others when they role play and reenact life experiences)

Emotional Skills

- Empathy (showing concern for others while role playing)
- Address fears and worries (trying out roles and replaying difficult and scary experiences)

➤ Language/Literacy Play and Learning

The library/literacy area is an essential part of our program. It is where children gain the foundations for reading and writing. It's also a place where children can relax and enjoy the wonderful world of literature. We encourage children to use the language and literacy areas on their own. We invite them to look at books, to listen to recorded stories, and to scribble and "write" throughout the day. We also work with children one-on-one and in small groups. Sometimes children dictate stories to us, which we may record as "books". Every day we read to children. We read books to introduce new ideas, to cover a topic of interest or theme, to develop language and literacy skills and most of all to help young children develop a love for books. In our writing center we provide writing tools such as pencils, crayons, markers and chalk and various types of paper to encourage children's writing in print.

Language/Literacy fosters the child's developing:

Cognitive Skills

- Understanding of symbols (relating the picture of a boy to the written word "boy")
- Vocabulary (learning the names of animals, modes of transportation, plants, countries)
- Storytelling (dictating a story to a teacher or creating a story with scribbles or inventive spelling)

Physical Skills

- Fine motor skills (writing or turning the page of a book)
- Visual discrimination skills (finding an object or a person in an illustrated book)

Social Skills

- Working together (inviting another child to join in listening to a recorded story or play acting characters from a story)
- Problem solving (listen to a story about characters needing to solve a problem)

Emotional Skills

- Empathy (listen to a story about people with disabilities)
- Anger management (watch a puppet play about being angry and how to make choices when one is angry)
- Self-esteem (making a book composed of photos of themselves and their families)

➤ **Math Play and Learning**

Math is the ability to think logically, to solve problems and perceive relationships. To become mathematical thinkers children need to explore, organize and manipulate real materials. Most young children become interested in numbers and math, if their math experiences have a purpose and match their abilities. To begin to understand math, and to build the foundation for later abstract mathematical learning, preschoolers need many hands-on materials. These materials are used to count, measure, compare quantities, recognize shapes and become familiar with numeracy. Math is integrated throughout our classroom and not limited to an interest “area”. We offer children many opportunities in our classroom to use real everyday experiences to graph, estimate, measure, count, sort, and classify objects, people and things.

Math fosters the child’s developing:

Cognitive Skills

- Number concepts (classification, sorting and matching)
- Numeracy (counting objects and seeing the numeral in conjunction with the objects)
- One-to-one correspondence (matching, sorting, counting)

Physical Skills

- Fine motor skills (stringing beads, piecing together puzzles or manipulating buttons)
- Eye-hand coordination (stringing beads, piecing together puzzles or manipulating buttons)

Social Skills

- Cooperation (playing with dominos or shape lotto in small groups)
- Patience (waiting for a turn with a desired activity)

Emotional Skills

- Pride and accomplishment (counting all the objects, knowing their age, recognizing their age in number)

➤ **Music/Movement Play and Learning**

Music naturally delights and moves children. Music helps children learn to do new things with their bodies, they learn that movement can communicate messages and represent actions. Most young children are very comfortable with movement, singing and chanting. Some of the things we do in our classroom to encourage a love for music and movement includes; 1) playing music for children to dance to or act out songs, 2) give children colored scarves or streamers to use as props as they move to music, 3) play musical instruments and 4) use songs and chants in circle time and throughout the day.

Music and Movement fosters the child's developing:

Cognitive Skills

- Vocabulary (learn new words and concepts, songs and movement)
- Cause and effect (experimenting with musical instruments)
- Creativity and imagination (respond to the music and movement)
- Listening skills (recognize changes in the tempo or pitch)

Physical Skills

- Large motor skills (improve balance, coordination and rhythm through dancing and other movement)
- Fine motor skills (snap, clap, tap to the beat)

Social Skills

- Participation and cooperation (play group musical games)

Emotional Skills

- Express moods and feelings (create lyrics to a song, dance to a song with a mood similar to their mood or the weather)

➤ **Outdoor Play and Learning**

We consider the outdoor environment a classroom as much as our indoor environment. The outdoor classroom is not defined by walls. It can be more than a single play area. Outdoor play and learning takes place as children have many opportunities to climb, run, jump, skip, hop, swing, throw, and catch. We bring many indoor materials and curriculum into the outdoors where they create a different kind of experience for children. Outdoor music and movement activities provide children more space and higher sound levels than indoors. Large group art projects can take place outdoors. Easel painting is set up daily outdoors. Dramatic play props are brought outdoors to encourage pretend play. Books are enjoyed outdoors and are especially appealing in the shade on a warm day. Outdoors provides a large open-ended space for children to build with blocks. The outdoors is a natural science laboratory with live bugs, insects, trees, rocks, dirt, a garden and other earth elements for children to explore.

Outdoor Play fosters the child's developing:

Cognitive Skills

- Decision making (choosing an outdoor activity)
- Science (planting and observing the growth of a garden)
- Basic math concepts (counting how many times they hopped on the sidewalk or measuring a branch)
- Increase vocabulary (acquiring new names for plants and animals)

Physical Skills

- Children develop large muscle skills and balance (climbing, jumping skipping, and running)
- Coordinates eye-hand movements (catching, throwing, woodworking or decorating the sidewalk with chalk)

Social Skills

- Participation and cooperation (care for the garden in a group)
- Patience and negotiation (take turns on swings and other playground equipment and develop games of their own)

Emotional Skills

- Self-confidence and independence (learn to climb a ladder, go down a slide or make bubbles)

➤ **Sand/Water Play and Learning**

Sand and water are natural resources and children are instinctively drawn to them.

The natural attraction that children have for these elements makes them perfect for our early childhood program. We offer sand/water experiences daily in both our indoor and outdoor classrooms. Interacting with sand and water involves sensory experiences that appeal to young children. They need little introduction to playing with these natural elements. While sand and water can delight the senses, it also challenges children's mind and promotes all areas of child development.

Sand/Water Play fosters the child's developing:

Cognitive Skills

- Cause and effect (discovery that water can be splashed, poured and frozen)
- Conservation of volume (pouring sand, water or wet sand into containers of varying sizes/shapes and comparing them)

Physical Skills

- Develop eye-hand movements (shaking sand through a sieve)
- Large motor (carrying buckets of water to the sandbox)
- Fine motor skill (use a stick to draw symbols in the sand)

Social Skills

- Explore social roles (washing dolls and dishes, moving sand and water with tools, making and "baking" cakes and other creations)
- Play cooperatively together (sharing water prop toys with another child)

Emotional Skills

- Pride and accomplishment in completing a task (mixing up and using a bubble solution or making a sand castle).

➤ **Science Play and Learning**

Preschool children learn about science by investigating and experimenting with the world around them. Physical science is about the properties of materials and objects. In our classrooms we set out materials for children to explore how things move and change. Children learn about the physical properties of materials as they discover how things look, smell, taste, sound and feel. Life science is about living things. We teach life science as we ask children to care for our plants and animals in our classroom. The component of science called earth and the environment are about natural settings that children can experience directly. The goal is for children to understand those settings, learn key ideas, and develop respect for their natural surroundings.

Science Play fosters a child's developing:

Cognitive Skills

- Cause and effect (ice turning into water)
- Time awareness ("Fall is here, the leaves are turning colors").
- Language (talk about their investigations, ask questions, and share experiences)

Physical Skills

- Fine motor skills (squeeze colored water onto wax paper, pick up a dead insect with tweezers or paper clips with magnets)
- Gross motor skills (play shadow tag or bounce a ball to see how high it will go)

Social Skills

- Problem solving (children work together to explore and make discoveries)

Emotional Skills

- Empathy (children nurture and care for living things in our classroom)

Pre-Kindergarten and Kindergarten Readiness

The 4 Building Blocks of Kindergarten Readiness
“Count Down to Kindergarten”
By First 5 Shasta

I. Motor Skills and Self-Care

- Uses small objects
- Has general coordination
- Performs basic self-help care tasks

II. Self-Regulation

- Comforts self
- Pays attention
- Controls impulses
- Follows directions
- Negotiates with peers
- Plays cooperatively
- Participates in circle time
- Handles frustration well

III. Social Expression

- Expresses empathy relates well to adults
- Is curious and eager to learn
- Expresses needs and wants
- Engages in pretend play

IV. K-Academics

- Recognizes letters
- Recognizes shapes
- Recognizes colors
- Counts 10 objects
- Engages with books
- Writes own first name
- Recognizes rhyming words

Inclusion in the Classroom

Shasta College staff and teachers recognize and respect the uniqueness of all persons and will build an inclusive classroom. Our goal is to support all children and families to participate fully in our program, including children with identified disabilities and special learning and development. Our teachers/director work to develop relationships with consultants who are working with the children and families outside of the center. With parental permission, the center will provide a classroom for agencies to observe or work with a child.

Field Trips and Special Visitors

Shasta College has many opportunities on campus for exciting and educational field trips. These include the fire station, farm, library, theatre, music studio, art gallery, dance studio, cafeteria and nature walks as well as various campus events. In addition, we have educational guests that visit our classrooms (e.g., Shasta Wildlife Rescue, local community helpers and career professionals) . Children at the Shasta College Early Childhood Education Center have the opportunity to extend their educational experiences through walking field trips, special visitors and campus events.

Child Guidance Practices & Policy

- ✓ We use positive communications, i.e., tell the child what we want them to do not what we don't want them to do. For example, "We walk inside", rather than "Don't run";
- ✓ We help children resolve their own conflicts and design our environment to reduce conflict by providing adequate materials and space;
- ✓ We redirect a child to another area after appropriate prior warning;
- ✓ We follow through and re-invite the child to the area of infraction to allow an opportunity for success.
- ✓ If a child engages in aggressive or hurtful behaviors they are pre-warned by the teacher regarding the consequences of continued behavior. The child's developmental level is always taken into consideration. If the child continues aggressive or hurtful behavior, the teacher will assist the child in leaving that area or activity, and offer the child other activity choices. Knowing that children learn best by positive experiences, the child is later given an opportunity to return to the area and engage in successful play.
- ✓ If the aggressive/hurtful behaviors continue and safety becomes a concern, the child's family (and family services, with parent consent/request) will be included in formulating a positive behavior plan to support the child.

- ✓ Our goal is to limit or eliminate the use of suspension, expulsion and other exclusionary measures. These measures are not considered until all possible interventions have been taken; the family has been included in the plan supporting the child's success; and the family has been offered assistance in accessing family services/agencies and an alternative placement in the community.
- ✓ This policy is aligned with the Shasta County Office of Education Parent/Student Handbook (Annual Notification of Rights & Responsibilities) and complies with federal and state civil rights laws.

Please Note: At no time may staff use physical punishment, psychological abuse, or coercion when disciplining a child.

- Examples of physical punishment: shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling arms, hair, or ears; requiring a child to remain inactive for a long period of time.
- Examples of psychological abuse: shaming, name-calling, ridiculing, humiliation, sarcasm, cursing at, making threats; frightening a child; ostracism, withholding affection.
- Examples of coercion: rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down or stay down, except when restraining is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning).

Mandated Reporter

All staff and student staff are required to complete the CA AB 1207 Compliant Mandated Reporter Child Care Training and complete the *Statement Acknowledging Requirement to Report Child Abuse* (CA LIC 9108 form). Mandated Reporter training is required every 2 years. If a staff member is accused of child abuse or neglect, they are placed on immediate leave, appropriate reports are filed with local law enforcement and child protective services (as required by law), and Shasta College Human Resources Department follows the district protocol.

Toileting and Change of Clothes

Children enrolled in the ECE Center are expected to be toilet trained. It is anticipated that some preschoolers will have an occasional accident. We request parents provide an extra set of clothes that will be kept in their child's cubby for these situations. Teachers will assist children to change out of wet or soiled clothing. Care is taken to provide positive, non-punitive support. Soiled clothing will be placed in a plastic bag, in their cubby and sent home. The ECE Center also has extra clothes to provide, if the child has none in their cubby. Please launder and return these to the school. **Remember to label your child's clothing/jackets and any extra clothing sent to school.**

Holiday Celebrations

Our emphasis at Shasta College Early Childhood Education Lab School is to model developmentally appropriate practices. When it comes to holidays we want to be culturally respectful of the diversity of our families' personal and religious beliefs regarding holidays. We strive to have an environment which is *inclusive*, where all children can participate in our program's curriculum.

Our approach to holidays and celebrations is based on sensitivity and respect. We recognize that these events are a reflection of each individual family's values and are best celebrated in the home environment.

Rather than focus on specific holidays, we provide learning opportunities highlighting seasons, weather, nature, friendship, and shared activities throughout the school year.

Snack and Lunch

Snack:

The program will provide a nutritious snack daily. Menus are posted.

Lunch:

Children enrolled until 2PM will need to bring a nutritious lunch from home. The program will provide water. Please, no drinks from home. Microwaves are not used to heat children's food.

Teeth Brushing:

Children enrolled until 2pm have an opportunity to brush their teeth each day after lunch with guidance from teachers. A personal toothbrush is provided for each child and toothbrushes are stored in compliance with best practices for dental hygiene.

Family Information

Confidentiality Statement

All staff and students at the Shasta College ECE Center are required to maintain professional standards of confidentiality toward our preschool families and children. All staff and students acknowledge and sign a Confidentiality Agreement. Except as noted below, **cell phone photos, videos, texts, and social media posts involving our ECE preschool children are strictly prohibited.**

As a laboratory training site, children's images, written/art work may be used for educational purposes and/or advertisement for the ECE Center. Preschool families provide authorization in advance by completing our Shasta College ECE Program Publication Release and Lab School Disclosure Forms during enrollment.

Home/School Communication

Communication between home and school is a vital component of our team approach to early childhood education. We are all in this together!

- **Monthly Newsletter & Home Activity Calendar:** Distributed and posted (on our entryway bulletin board and web pages).
- **Parent (Family)/Teacher Conferences:** Offered twice per year (Fall & Spring semesters) and by request anytime.
- **Daily updates:** Arrival/Greeting and Departure are important times for teachers and parents/guardians to exchange and share information as needed in order to support the child's school experience, home life, and overall healthy development.
- **Concerns, Issues, Feedback:** Concerns or issues may come up from time to time and it is imperative that the relevant parties (e.g., parent, teacher, director) address these directly, confidentially, and as soon as possible. We typically have ample staffing to allow a teacher to step out of the classroom with a parent to briefly discuss a concern. We also have a nearby teacher conference room for a private meeting, if needed. Depending on the nature of the concern/issue, the director can be included in either an impromptu or scheduled conference or problem-solving discussion. Our goal is to create and enjoy a positive climate of open communication and prevent/resolve difficulties together. Any and all feedback for program improvement is welcomed and appreciated. ☺

Helping your Child Learn to Separate

Learning to separate from a parent and knowing the parent will return is a skill that can only be learned by experiencing it. Helpful tips to support your child in developing this trust:

- ALWAYS say good-bye before you leave; return when you say you will.
- Establish a good-bye process or ritual; sing the same song; say good-bye in the same way or in the same place.
- Make separation short; avoid lingering.
- Children sense if you feel apprehensive or anxious, reinforcing their fear. Showing a calm, comfortable demeanor reassures your child.
- Be calm, kind and unemotional when you leave, even if they are crying or clinging. You can call to check-in with the teacher after you leave.
- Some children take up to 2 weeks to learn to separate without crying. Be calm and consistent.
- A transition object that connects the child to home can help—blanket, stuffy, book, picture of mom/dad.
- Naming and talking about feelings supports the child in managing them.
- Avoid bribes or offering rewards.
- Ask a teacher for ideas or support, when needed.

Student Staffing

ECE 8 Student Teachers: ECE college students completing their student teaching (practicum) are required to complete 108 lab hours. The ECE Center is the primary site for these student teachers to complete their required hours.

Student Staff: The ECE Center employs Shasta College Students to perform a variety of support duties. Hiring preference is given to students having ECE units. They are always under the direct supervision of Center Staff.

Observation Room Access for Parents

Parents may visit the Observation Room (OR) during Lab School operating hours while their child is in the preschool classroom. Parents must sign in and wear an identification badge prior to entering the OR. College students working on child studies have priority if the OR is at maximum capacity.

Building Security and Access

Only authorized persons are allowed in the ECE Center building (#3200). Authorized persons include Shasta College Staff, Faculty, Students, and Lab School (i.e., Preschool) Children and their Families. All other persons will be asked for ID at the front desk before admittance.

Emergency and Identification Information Card

The Emergency and Identification Information card is the document used by the program to notify you or an authorized emergency contact in the event of an emergency, serious injury or illness of your child. It is your responsibility to keep your child's emergency card updated.

Authorization for Child Pick-Up

Any person (other than the parent/guardian) picking up your child must be listed on your child's Emergency and Identification Information Card. Such persons will be asked to present photo identification before being allowed to sign out your child.

Families with specific custody situations need to inform the Director immediately and provide appropriate written documentation to amend the emergency card.

Arrival and Departure

Families provide their own transportation and will need to park in the Visitor/15-minute parking spaces while dropping off/picking up their child. No siblings or other children can be left unattended in vehicles in the parking lot. No vehicles can remain idling in the parking lot.

Students staying on campus after dropping off a child will need to park in a designated student parking lot. Student Parking Permits for the semester are obtained in the Administration Building (#100) and daily permits are available at kiosks in campus parking lots.

Parents and other authorized persons dropping off and/or picking up the child **must sign in and out with their full first and last name and time of day.**

Please accompany your child into the classroom or yard, staying until the child is greeted by the ECE Center Teacher.

Once you arrive to pick up your child, your child is under your supervision and no longer supervised by the ECE Center Teacher. Please accompany your child through the classroom and center doors, safety gates and parking lot, ensuring child safety is maintained throughout the departure process.

Families are asked to call the ECE Center office 242-7601, to notify the teachers of a child's absence.

We encourage on-time arrival and **on-time departure is required.**

Preschool Tuition Policy

- 1) Tuition will be calculated based on the number of contracted days or hours of enrollment in a semester.
- 2) Children are enrolled a minimum of two days per week from 9 a.m. to 2 p.m.
- 3) Tuition is not charged for days the ECE Center is closed.
- 4) Tuition can be paid in one lump sum or in installments.
- 5) Tuition installments are due by the 1st of September, October, November, December, February, March, April, and May.
- 6) *Tuition is considered delinquent if not paid in full by the 5th of the month.* Steps to terminate your child's enrollment may be initiated by Shasta College Administration.
- 7) **No** tuition reimbursement, monetary credit or make-up days given for any reason if the contracted days are not used.
- 8) See below for refund policy.

Refund Policy

- Refunds or makeup days are not given for days your child is enrolled but was absent.
- Two-week written notice is required for terminating your child's enrollment and any account balance owed will be due at this time.

Preschool Tuition Payments

- In person by check, cash or credit card at the Shasta College Business Office, located in the 100 building.
- Online through your MyShasta account.
- Over the phone by credit card -- call the Business Office at 242-7684.
- Or mail a check directly to:
 - Shasta College Business Office
P.O. Box 496006
Redding, CA 96049-6006

**If you have any questions about billing or tuition contracts,
please call the ECE Center at 242-7601**

Emergency Procedures

We comply with the California Department of Social Services regulations (Title 22) and have our **Emergency Disaster Plan** posted and on file. In addition, Shasta College has a comprehensive Emergency Operations Plan (EOP) that presides over our ECE Center. Each ECE staff is trained in the EOP and participates in routine campus-wide practice drills and ongoing trainings.

In the event of a power outage or any other emergency, the ECE Center has a two-way radio in order to communicate with the Shasta College Emergency Operations command post and Campus Safety.

In the event of a school emergency in which a lockdown or evacuation is necessary, an audible alarm is sounded throughout the premises to alert personnel to respond as trained. Families should NOT come to the campus or evacuation site until the “All Clear” signal is issued either through a RAVE Alert text (see below) or by a First Responder (or phone call from a teacher).

ECE Center Teachers are trained to model calmness and reassurance to children in stressful situations. Child safety and comfort are our first priority.

Fire/Lockdown/Evacuation Drills are conducted with the children in each class on a regular basis each semester.

RAVE Alert (via Text) **Emergency Notification System**

Shasta College offers a mobile (text) alert notification system through RAVE Mobile Safety. Once you sign up, text messages are sent to your cell phone in the event of an emergency situation or scheduled campus drill. Visit **www.getrave.com/login/shastacollege** to **register** for this important notification option.

Health Procedures and Policy

Only children who are healthy may attend school. To ensure the well-being, readiness and participation of each child, a casual daily health check will be performed by the greeting teacher. Parents should alert teachers of any unusual bumps, scrapes, or other health-related situations upon arrival.

Should a child become ill at school, the child will be comforted and supervised by center staff while the parent/guardian listed on the emergency card will be called immediately. Parent/guardian/emergency contacts will be called in list order until reached.

In case of a serious accident or emergency, we will attempt to notify you and seek appropriate medical treatment.

All teaching staff members have current Pediatric CPR/AED/First Aid training.

When to Keep Your Child at Home (Illness Policy)

1. You or your child has any of these specific symptoms:
 - **Fever** along with behavior changes or other signs and symptoms of illness
 - **Symptoms of illness** such as increased tiredness, uncontrolled coughing, extreme irritability, persistent crying, difficult breathing, wheezing, or unusual signs for your child
 - **Diarrhea** stool within the last 24 hours
 - **Vomiting** more than once in the last 24 hours
 - **Stomach pain** lasting more than 2 hours
 - **Rash** suspected as being contagious
 - **Sore throat** with fever, swollen glands or mouth sores with drooling
 - **Eye discharge** – Pink eye with mucous or pus drainage
 - **Severe coughing** which interrupts sleep or playing, is constant, or has discolored mucous production
 - **Head lice**
2. The illness prevents your child from participating comfortably in routine activities.
3. The illness requires more care than the teachers are able to provide without compromising the health and safety of the other children.
4. Your child needs to be symptom-free for 24 hours before returning to school.
5. In the event of a communicable illness exposure at school, an informational flyer will be made available to all parents of possibly exposed children. Any child under-immunized for a vaccine-preventable disease will be required to stay at home should an outbreak occur.

Medication Policy

Children will be given medicine only when accompanied by a prescription, signed by the child's doctor and parent/guardian. A specialized administration procedure for medication (e.g., nebulizer, epi-pen) requires an adult or staff trained in the procedure be on-site whenever the child is present. This includes over-the-counter medication. The Parental Consent to Administer Medication form can be obtained at our front desk. Any medicines given must be for the child and in the original container. All medicines are stored in a medicine box accessible only to staff. Families should check with a physician to see if a dose schedule can be arranged that does not involve the hours the child is at school.

Children needing over-the-counter medications such as Tylenol or cold/cough remedies may not be well enough to fully participate in school activities and may be excluded while ill.

Vision and Hearing Screening

With parental consent (completed on enrollment form), vision and hearing screening will be offered each year. Parents will be notified in advance and provided screening follow-up recommendations, if warranted.

Eyeglasses

If your child needs to wear glasses in the center, staff will make every effort to encourage your child to keep them on and to take care of them. However, we cannot be held responsible for lost or damaged glasses.

Sun Block

Sun Block is considered to be a medication because of the potential for allergy or irritation; therefore, the staff will **NOT** apply sun block to children but we highly encourage parents to do so. Sun block is provided at the front desk for your convenience.

The Shasta-Tehama Trinity Joint Community College District (“Shasta College”) does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.