

Eureka City Schools Preschool Programs



Parent Handbook

Winzler Children's Center
719 Creighton Street
Eureka, CA 95501
License #123009260
Office: (707) 441-2498
Fax: 441-3308
Hours 8:00 am-3:45 pm

Lafayette Pre-K/TK Combo
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ECS Preschool Programs Services Per Site

Winzler Children's

Center



Winzler Children's Center was originally opened by Ruby H. Winzler in 1943 under the Lanham Act in order to provide family oriented child care for women working in the war effort. Our current campus's original building was constructed on property donated by Earnest Pierson in 1962. Mrs. Winzler retired in 1962 and passed away May 25, 1988. We strive to continue her philosophy of quality care for children. As a program of Eureka City Schools, we emphasize school readiness and meeting children's individual educational and developmental goals in a safe and nurturing environment. Our three fully inclusive classrooms offer students the opportunity to explore their interests and grow pre-academic skills through play and social interaction. Winzler has been recognized as a model program for inclusion by the California Department of Education and we pride ourselves in offering high quality experiences for all children of all abilities.

Lafayette Pre-K/TK Combo

Our satellite classroom, located on the Lafayette Elementary site, offers a unique, high quality early learning experience for children who are Transitional Kindergarten age or for those who turn 5 years old between September 2nd and February 2nd of the 2022-2023 school year. Children have the opportunity to begin attending the full school day as a Transitional Kindergartener in the same classroom with the same peers on or after their fifth birthday. This allows for continuity and comfort for the children. This program also has a lower student to adult ratio which helps to make the transition even smoother. In addition to providing the same nurturing, play-based preschool environment as our Winzler program, children attending Lafayette are also invited to participate in the many community events and activities hosted by the elementary school. Children attending Lafayette preschool are supported in development of strong social-emotional foundations and academic skills through play that will prepare them for Kindergarten.

MISSION STATEMENT

ECS Preschool Programs, in partnership with families and our community, will provide exceptional, inclusive, developmentally appropriate preschool programs where students grow and learn by:

- nurturing social skills and friendships while building joyful classroom communities,
- encouraging imagination and creativity in a fun, active, play-based learning environment,
- individually challenging and guiding students to problem solve utilizing their developing critical thinking skills, resulting in students who have a strong foundation and passion for lifelong learning and are prepared to thrive as they move on to Transitional Kindergarten and Kindergarten in our community.

PRESCHOOL CURRICULUM Early learning is entwined within childrens' play and natural interactions. ECS Preschool Programs utilize the California State Preschool Learning Foundations and the companion Preschool Curriculum Frameworks to guide lesson planning. Children are provided daily opportunities to develop skills in the following areas:

- Social Emotional Development
- Language and Literacy
- English-Language Development
- Mathematics
- Visual and Performing Arts
- Physical Development
- Health
- History-Social Science
- Science

For more information about preschool curriculum and guidelines, visit:

<https://www.cde.ca.gov/sp/cd/re/>

ACADEMICS, ACTIVITIES & ASSESSMENT

Our preschool programs provide developmentally appropriate, high quality learning experiences to meet each child's individual social, emotional, physical and academic goals. We value the unique background, personality, interests and learning style of each child, so our staff works collaboratively to provide planned, child-centered instruction. Further, our teachers utilize the Desired Results Developmental Profile (DRDP) to observe and assess each child's interests and progress towards the California Preschool Learning Foundations. We utilize the California Preschool Curriculum Framework, along with the results from individual student observations and assessments to plan lessons to

guide each child to meet their unique learning goals. To view the technology based assessment tool visit <https://www.desiredresults.us/drdp-forms>.

DRDP Assessments are completed in the learning environment by familiar adults.

- Lessons and activities are planned so that developmental measures can be observed through natural interactions with peers, teachers, and the learning environment. Families are asked to provide input regarding their child’s development at home. Parent concerns are noted and addressed at Fall and Spring conferences. Parents receive a full DRDP profile and progress report for their child at each conference. *Together, the family and teacher create a plan to support the child’s development at school and in the home.*
- Assessment outcomes are used in the planning and implementation of developmentally appropriate lessons and activities that target individual student goals and assess areas of overall program improvement.
- Upon enrollment, families are also encouraged to complete an ASQ (Ages and Stages Questionnaire) in order to determine if there are any areas of concern that may need to be addressed by the program.

DAILY SCHEDULE

Teachers take great care to provide high quality, developmentally appropriate learning environments in which students thrive. We offer a play-based curriculum and provide extended time for both indoor and outdoor play. Students have multiple daily opportunities to choose from a wide variety of activities that interest them and to work in groups and independently. Activities in a typical day may include: science exploration activities; whole group academic circle time including story read aloud and rhyme time; math games and counting; singing and dancing; creative art and craft exploration; social skills puppet time; painting, drawing and writing; climbing, biking and running. During the course of a day, we provide breakfast, lunch, and snack for our students at no additional cost.

A sample daily schedule for our half-day preschool program at the Winzler site is provided below. Specific schedules are posted in each classroom at all program locations.

8:45-9:00	Free Choice Activities - Children arrive and are welcomed into the classroom and choose from many play-based learning activities based on interest.
9:00-9:20	Welcome Circle Time - Students sit on the carpet with the teacher, who leads the students in sharing books, songs, fingerplays, music, dance

	and large motor activities.
9:20-9:30	Transition - Children prepare to eat by using the restroom and washing their hands. They take turns assisting with setting the tables. Students wait for their classmates to be seated, and then sing a song together before eating.
9:30-10:00	Breakfast - Children serve themselves from a selection of foods at the table, practice table manners and are responsible for their own clean-up.
10:00-10:15	Thematic Circle Time - Students engage in a thoughtfully designed mini lesson, participating by actively listening, singing, chanting, and responding to books, stories, living and nonliving objects. Students revisit previously learned concepts and teachers introduce students to new concepts. Students participate in large motor movement activities including dancing and rhythm activities.
10:15-11:00	Free Choice and Organized Learning Center Activities - Students choose from many play-based learning activities based on interest. Additionally, small group, individual and partner activities guided by teachers allow students to develop skills in all academic and social-emotional areas. Teachers guide each student's learning through thoughtful questioning and individualized instruction.
11:00-11:45	Outside Activity and Play Time - Children choose from outside games and activities on the playground. For example, students might play on the slide, run in the grass, play in the sandbox, or ride bikes around the track.
11:45-12:00	Reflection Circle Time - A time to review our morning's learning and activities, and to wash our hands to transition to lunch.
12:00-12:30	Lunch - Another opportunity for students to eat a well-balanced meal, and to assist in preparing the table, practicing polite table manners and personal responsibility by cleaning up after themselves.
12:30	Parent Pick-up time for Half Day Program

*Childcare services offered to qualifying families after 12:30 include rest time, afternoon outdoor activities, and learning opportunities in a less structured environment with the same high quality interactions and adult support.

To learn more about the community and events and activities geared toward children and families please visit: <https://visiteureka.com/activities/family-kids/>

ADMISSION PROCEDURES

All children and their families are welcome at our Eureka City Schools preschool programs.

- A child's enrollment into the program is determined by several factors including:
 - Eligibility requirements
 - Available space in the program
 - Enrollment priorities and waiting lists
- Prior to enrollment, we require a completed confidential application which includes:
 - Student and Family Information including:
 - Student and Family Information
 - Child's Preadmission Health History--Parents Report
 - Media Release/Refusal Form
 - **Physician's Report** including **all immunizations** (see Health Policies for required immunizations)/proof of appointment
 - **Copy of Student Birth Certificate**/proof of application, payment, and postage for official copy
 - Copy of Insurance or MediCal Card (if applicable)
 - Copy of IEP (if applicable)
 - Legal Custody Agreement, Court Papers or Proof of Custodial Parent (if applicable)
 - For those seeking state subsidized half-day preschool, verification of income and family size is required.
 - For those seeking subsidized extended-day preschool, verification of need is also required
- Once all completed application paperwork is received, a determination is made regarding eligibility criteria and families are contacted regarding their eligibility, confirming their desired schedule and placement and any potential fees.
- When space becomes available, the next family on our eligibility/waiting list is contacted. We maintain two lists: an eligibility list for families qualifying for subsidized preschool and child care and a waiting list for families who pay full cost fees.
- After a family is scheduled for enrollment, a meeting will be scheduled prior to the first day of enrollment to visit the classroom and meet with the teacher. At this time, the teacher reviews the student and family information with the parent; at this time, we encourage parents to share information about your child's individual needs.
- Many children stay with the program for two years, sometimes transitioning classrooms after the first year. If a child transitions from one classroom to another, a pre-visit with the new teacher will be arranged.

- **We are an inclusive program.** This means that children receiving specialized services receive the support they need within the general education classroom setting whenever possible. Placement of children/families with exceptional needs is evaluated on a case-by-case basis. We make every reasonable accommodation for children with exceptional needs/disabilities including participating in Individual Education Plan meetings.

ELIGIBILITY REQUIREMENTS

We provide preschool and childcare services for children 3 years of age (by December 1 of the current year) to age 5. Students may turn 5 at any time during the preschool calendar year, and continue to attend until transitioning to Kindergarten.

Childcare services subsidized by the State of California are provided to families who meet eligibility requirements, including families who have/are:

- an active Child Welfare Services service plan referral dated within 6 months prior to application.
- considered at risk of abuse or neglect.
- income eligible.
 - **If applying for half day state preschool (less than 4 hours) no eligibility for extended care is required.**
- seeking permanent housing.
 - Offered year round, limited to 60 working days and up to 30 hours weekly (may petition for an additional 20 days); must be reviewed monthly.
- seeking employment
 - Offered year round, limited to 60 working days and up to 30 hours weekly; must provide office with regular updates on job seeking activity.
- participating in vocational training toward a career goal.
 - Goal (specific job) and anticipated date of completion must be specified
 - Courses at College of the Redwoods and Humboldt State University can qualify if they lead to a vocational goal; course schedules must be provided each semester. Up to 3 hours of care per unit may be provided with appropriate documentation.
- employed and working a consistent schedule.
 - Employment verification is required from employer. Alternative forms are provided for self-employed individuals. (New business owners will be required to give a daily accounting of business establishing activities. Your business must show a profit after 2 consecutive years. In order to ensure that our facilities meet licensing staffing requirements, parents/guardians are asked to provide a tentative work schedule for at least a one-month period of time.)
- experiencing parental incapacitation.
 - A completed physician's report must be received by a licensed provider.

- Incapacitation may be either mental or physical; limited to 50 hours per week.
- special needs.
 - An IEP
 - A statement signed by a legally qualified professional

The State of California sets enrollment priorities.

Families living within Eureka City School District boundaries and siblings have priority for enrollment

RE-CERTIFICATION AND CHANGES IN SUBSIDIZED ELIGIBILITY STATUS

- Re-certification is required every 12 months, with the following exceptions:
 - Protective Services referrals must be reviewed sooner if the service plan expires before the contract period ends.
 - Parental Incapacitation: when released from disability before the contract period ends, documentation must be resubmitted to support the continued need for child care.
 - Service Leaves: when returning from an extended Service Leave of more than 2 weeks.

FEES (When applicable)

Eureka City Schools preschool programs welcome families from all financial backgrounds. Monthly preschool fees are based on the number of hours a child is scheduled to attend in a given month and are assessed according to the fee schedules set by the State of California.

- State subsidized family fees for preschool and child care services are based on the family's size and income.
- Subsidized fees are assessed as a flat monthly fee at the time of initial certification and only reassessed when a family is recertified or when a family data file is updated due to a change in family status.
- We accept checks or money orders made out to Eureka City Schools. **No cash payments are accepted.**
- If a check bounces, the enrolling family will be responsible for all bank fees and future payments will be required to be received by money order.
- **No refunds are permitted under any circumstances.**
 - No credits are given. If your child does not attend due to illness or any other reason on a scheduled day, no credit is given for a missed day. We are not able to exchange one scheduled day for another.

- All fees must be prepaid in advance of the month services are provided and are due on the 1st of each month. Fees are considered late after the 4th of each month; parents/caregivers are responsible for those fees whether or not their child attends on a scheduled day.
- **A reminder will be given that payment is due by the 4th of each month. If payment is not received within seven days, a Notice of Action of final termination of care will be issued and a child's spot in the program will be forfeited. Families may reapply after 30 days.**
- As a courtesy, we provide a fee reminder statement 1 week or more before the beginning of the month, however, families are responsible for all fees whether or not statements are received.
- June fees must be settled to the exact amount

PRESCHOOL TERMINATION OF CONTRACT

Failure to comply with the requirements for eligibility will result in suspension of child care. If within 7 days, no compliance is met, child care will be terminated. Repeated failure to call the preschool when your child will be late or absent, **unexcused absences**, non-payment of fees, and failure to recertify are the most common causes of termination of child care. Other reasons for termination of the child care contract include:

- Failure to return from a Service Leave as scheduled or to contact the preschool office by the day prior of your scheduled return date
- Our inability to meet your child's needs due to licensing requirements
- Creating an unsafe environment for staff including: threats, abuse, or criminal conduct toward staff members or community members on our premises
- Carrying firearms or weapons or the use of alcohol or illegal drugs on our premises.
- Theft of any kind involving our preschool sites
- A 7-day notice will be given when a contract is being terminated.
- An appeal process is provided on the back of the Notice of Action.

PARENTAL TERMINATION OF CONTRACT

At times, families may have the need to change or terminate their preschool contract. If your child/children are leaving the program, our preschool office requires a two-week notice in writing. Monthly fees are not refunded once paid.

- If no contact has been made between the family and the school for at least 5 days (child has not attended and parent has not notified the school the reason for the absence), the preschool will assume that the parent has abandoned their contract

and the preschool will send a Notice of Action terminating preschool/childcare services. The family may apply again after a 30 day waiting period.

CONFIDENTIALITY OF RECORDS

The use or disclosure of all information pertaining to a child and his/her family is restricted to purposes directly connected with the administration of the program.

- Information is shared with Eureka City Schools' staff (for example: the nurse or speech therapist) when necessary in meeting the needs of a child while enrolled in our program.
- No information is shared with outside agencies or individuals without a signed "Release and Exchange of Confidential Information" waiver on file.
- A child's parent(s) or parent's authorized representative is permitted to review the child's basic data file upon request, during regular business hours.
- All student/family files are kept in a locked cabinet in the office.
- Child records may be shared within Eureka City Schools for the purpose of continuity in supporting a child's educational progress.
- Upon request, copies of records such as child birth certificates and immunization records can be provided to families and elementary schools to facilitate Transitional Kindergarten and Kindergarten registration.

ATTENDANCE

The State of California requires that accurate daily attendance records are maintained.

- **Please make every effort for your child to arrive at their scheduled time. For any absence or tardiness, you are required to call the preschool office before your child's scheduled time of arrival at 441-2498.** For your convenience, we have a 24-hour answering machine.

ARRIVAL AND DEPARTURE

In order to ensure children's safety, children must be accompanied by an adult to their classroom and the adult must sign the child in and make direct contact with the teacher or classroom staff member before leaving, transferring responsibility of the child to the school. Daily attendance records are verified by student sign-in sheets.

- Children must be signed in at arrival and out at departure, **with actual times verified by a full signature.**
- It is essential that children be dropped off and picked up on time as we determine staffing and meal counts based on planned student enrollment. We provide a 15 minute grace period for drop-off and pick-up time to allow for the unexpected.
- Children will be released when an approved parent/caregiver comes to pick them up and signs them out. Children will never be released without the staff obtaining proper authorization and identification of the person picking up the child. Persons

picking up the child must be 18 years of age or older. Someone other than the child's parent may pick up the children if:

- 1) their name is listed on the child's emergency card, or
 - 2) the parent provides a signed note authorizing the person to pick up for a specific day, or
 - 3) the parent makes verified verbal contact with the office or teaching staff authorizing the person to pick up for a specific day.
- When arriving/departing, if driving to school, please park your car, turn off the engine, and walk your child into the classroom. **Never leave your child or other children unattended in your car.**
 - Please notify staff of any special needs a child or parent may have which affects arrival/departure.

“SLOW STARTS”

The staff at Winzler want to support a smooth transition into our program for each child. We have found that each individual child needs to ease into our preschool program's routine at varying paces. Because of this, we offer “slow starts” to new students before attending the program for their full, allotted time. The classroom teacher will work with each family to create a plan that best supports their child's needs. Teachers may suggest that the child begins attending for a portion of their full schedule, initially, and that time will be adjusted according to the child's comfort and success in the classroom. This gradually increasing period will be different for every child and family based on communication between the family and the teacher. The family's employment needs and responsibilities and the child's comfort and success will be considered in relation to the “slow start” process.

ABSENCES AND TARDINESS

For any absence or tardiness beyond the 15 minute grace period, you are required to call the school office before your child's scheduled time of arrival at 441-2498.

- Please call the school within 24 hours of diagnosis of a contagious illness or condition. As a courtesy to other families, if it is determined that other students may have been exposed to the illness, we will inform parents either through a posting at the school site or note home.
- **Late drop off:** PLEASE MAKE EVERY EFFORT TO ARRIVE ON TIME. If your child will be arriving at school later than the 15 minute grace period, you are required to notify the school office. With prior arrangements for special circumstances, children may be dropped off later in the day. Please speak directly to your child's classroom teacher about making these arrangements.
- **Late pick-up:** If you arrive to pick your child up more than 15 minutes after the scheduled time, you are required to notify the school office.

EXCUSED ABSENCES

Excused absences include:

- **Illness/injury** of the child or parent: Please list specific condition (i.e. cold, overtired, flu, fever, emotional distress, etc.) Note: If a parent receiving extended care leaves work or school early because of illness, they must notify the preschool.
- **Quarantine** of the child or parent due to exposure to illness (please list specific illness).
- **Medical, Dental appointment** for the child or parent (please list type of appointment).
- **Family Emergency** (list specific reason, for example: plumbing problem, transportation issues; transportation issues are limited to 2 consecutive days per instance.)
- **Death** in the family of immediate family member (for example: parent, grandparent, aunt, cousin).
- **Legal Appearance** regarding the child (custody, family court, WIC appointments, immigration issues, or court ordered visitations. Documentation may be requested. If an excused absence is based on time spent with a parent or other relative as required by a court of law, a copy of the Court Order is required to be kept in the child's student file).
- **Best Interest:** The State allows for your child to be absent from the program for **10 days** during the fiscal year (July 1st – June 30th) if the absence is in the best interest of the child. In order to request one of these days, **you must alert the office staff** by phone or written notice clearly stating the date and reason for the absence. Examples of Best Interest days include:
 - Celebrating special family events or religious holidays
 - Attending a special cultural event
 - Traveling to/from a special family activity
 - Attending a family member's graduation or naturalization ceremony
 - Non-court ordered visitations (no visitations are allowed at our facilities)
 - Serious illness/death of someone other than an immediate family member

UNEXCUSED ABSENCES

All other absences are considered unexcused.

You are **limited to 12** unexcused absences per year. After you have exhausted your 12 days, child care will be terminated beginning with the next unexcused absence. (Note: Families may re-apply for child care after 30 days from the childcare termination date.) Unexcused absences include:

- **Absences that are not confirmed by the parent. It is the parent's obligation to contact the school whenever a student is absent, and to state the reason for the absence.**
- In most cases, if the parent has not contacted the school by 10:00 a.m., the office personnel will make an attempt during the day to contact the parent to determine the reason for the absence. **If the reason for the absence remains unconfirmed, then the absence will be considered unexcused.**

- If, after 30 days, there has been no contact with the preschool, we will assume that you no longer require preschool or childcare services and a NOA terminating childcare services will be delivered as we will assume you have abandoned your child's space in the program.
- Additionally, a doctor's note may be required to return to the preschool program if the child has been absent for more than 3 consecutive days due to illness or injury.
- Exceeding 10 days of "best interest" absences (Limited Days).
- Exceptions to the limit of 12 unexcused absence days are made for children who are recipients of protective services or at risk of abuse or neglect.

SERVICE LEAVE

The enrolling parent may request in writing, a 2 week Service Leave if their child will be out of school for two consecutive weeks.

- This request must be received at least two weeks prior to the date you would like the Service Leave to begin.
- Service Leave days will not be counted against limited or unexcused days as specified above.
- Service Leaves of more than 2 weeks, but not more than one month, may be granted for parents on school break who are training at College of the Redwoods, and Humboldt State University. If a family plans to have a child out of school for longer than two weeks, the family must recertify the child's enrollment.

PARENT TEACHER COMMUNICATION, QUESTIONS AND CONCERNS

Fostering a positive working relationship and strong communication between school and home is a priority of all Eureka City Schools programs.

- **Please notify preschool teaching staff when:**
 - Your child has been ill or is receiving medication
 - your child had a difficult time sleeping last night
 - there is a stressful situation at home that may affect your child's behavior
- If you ever have a **question or concern** about any aspect of our program, we ask that you **follow these steps:**
 - 1st – Speak with your child's classroom teacher
 - 2nd – Speak with the Director
 - 3rd – Speak with the appropriate Eureka City Schools Official (the office can provide you with the correct official regarding your concern.)
 - 4th – Speak with our state licensing agent or state consultant (the director can provide you with the correct official regarding your concern.)

Note: Questions about enrollment and attendance may be addressed to the secretary.

PARENT CONFERENCES

Parent conferences are scheduled and held two times during the school year. Teachers share results of in-class observations and assessments and family input recorded on the Desired Results Developmental Profile. Families and the teacher work together to set upcoming educational goals for the child. Parents, as leaders in ensuring their child's education, are encouraged to bring questions. If a child's assessments indicate a potential developmental delay, the teacher and parent may discuss the process for accessing additional support for the child.

Inclusion & Specialized Services

Staff is skilled, supportive, and sensitive in matters related to each child's development. Embedded within the general education State Preschool Program, we offer individualized special education and social/emotional support services for children who need additional support and/or qualify. Our inclusive model uses strategies and evidence based practices that are proven to support all children across the developmental spectrum:

- Each of our classrooms is fully inclusive, meaning all children with IEP's receive all or most of their services in the general education setting without being separated from their typically developing peers. We also have an on-campus Speech and Language Pathology program and County Itinerant services are also available to children who qualify.
- In addition to parent conferences, progress toward a student's Individual Education Plan is shared with families at least twice a year, and more often at a parent's request. Annual IEP meetings include the parent, special educator, general education teacher, administrator and any other specialists or agency representatives working with the child.
- If a teacher or parent believes a student may be experiencing a language or developmental delay, the classroom teacher will consult with the director and site team and a subsequent meeting will be scheduled to discuss the process for addressing these concerns.

LANGUAGE AND CULTURE

We serve families who come from a wealth of different backgrounds and speak a variety of languages.

- Our preschool programs establish and maintain collaborative relationships with each child's family for the purpose of supporting student growth. These relationships are sensitive to family composition, language, and culture.
- We provide ongoing daily classroom materials and special activities that recognize and celebrate the wealth of family and cultural backgrounds of our student community.

- Parents are also welcome to attend and participate in the Eureka City Schools Indian Education Parent Advisory Committee meetings; information about meeting dates is regularly posted at the preschool sites.
- Children who are dual language learners are instructed in English, and when staffing allows, in their native language as well. Efforts are made to hire and maintain staff that speaks the language of the students we serve. We also welcome volunteers who speak the native language of the children in our program. Translators are hired to assist at parent conferences and parent/family events when need dictates. In addition, parents are welcome to join the Eureka City Schools District English Learner Advisory Committee meetings; information about meeting dates is regularly posted at the preschool sites.

HEALTH POLICIES

We maintain a safe and healthy preschool environment as required by the State of California and Eureka City Schools. All health and safety records are kept current and updated as needed. Our preschool programs promote nutrition and health of children and protect children and staff from illness and injury. We operate under the principle that children must be healthy and safe in order to learn and grow and our program must be healthy and safe to support children's healthy development.

- It is the parent's responsibility to inform staff of any health issue related to their child.
- In order to ensure child and community health, daily health inspections are made before the child is admitted and signed in for the day. If a child is not admitted, then the child returns home and is recorded as absent for the day.
- Inform within 24 hours of diagnosis of a contagious illness or condition, even if the child stays home.
- Our staff is not qualified to make medical diagnoses.
- In the event that a family is challenged in supporting the child in maintaining health and wellness, staff may consult with our school district nursing staff or other school district resources for direction.
- Regarding Flu, the Eureka City Schools Pandemic Influenza plan is to work closely with the Public Health Department who would direct the Superintendent whether a district wide emergency closure would be necessary. It is recommended by the Public Health Department that preschool aged children should be seen by their primary care physician for any influenza immunization.
- For any other infectious outbreaks, the Public Health Department will direct us with the appropriate actions.

ILLNESS

Maintaining the health of all children is a priority of our preschool programs. **Children should remain home when ill.** Additionally, please keep your child home:

- if the child has a temperature of 100 or above. **The child may return to school when the temperature has been normal for 24 hours without medication.**
- if the child has been vomiting (more than spitting up). Please stay home for 24 hours after last symptoms of diarrhea or vomiting
- if the child has diarrhea (watery or greenish bowel movements that are more frequent than usual). *If ongoing loose stool is due to allergies, children may be accepted with a doctor's note.
- if the child has excessive coughing
- the first day of a clear runny nose (this is when the child is often contagious)
- if the child has received any immunization or dental work that day.
- if the child is in emotional distress or is too upset to participate in regular school activities.
- if the child has head lice; our preschool programs do not allow a child to return if they have any nits or lice in their hair, even after treatment.

WELLNESS AT SCHOOL

The director or teacher may send a child home at their discretion, if they determine a child is not well enough to participate at school as, according to licensing regulations, we are unable to care for sick children. If a child becomes ill or develops any symptoms during school, he/she is not able to stay at the preschool. In the event of an illness at school:

- The parent will be immediately notified to come and pick up the child.
- Depending on the condition, while waiting for the parent to arrive, the child may be isolated to prevent contact with other children, for example, the child may be provided a mat in the classroom or office. The child will be supervised at all times.
- The school will notify parents when their child has been exposed to a contagious illness or condition.
- For dental emergencies, staff provides first aid when appropriate and calls the parent immediately.
- At least one member of staff holds current Pediatric First Aid and CPR Certification at all times.

IMMUNIZATIONS

Prior to admission, children are required by the State of California to be immunized against diseases as required by the California Administrative Code, Title 17. California Administration code requires that children receive required vaccines as follows:

Polio (TOPV)	3 doses
DTP/TD	4 doses
Measles, Mumps, Rubella (MMR)	1 dose given at 15 months old
Hepatitis B	3 doses
HIB Meningitis	At least one dose after age one
Varicella	1 dose
TB	TB test required or screened for TB risk factors, with doctor's signature indicating requirement met

IMMUNIZATIONS FOR STAFF AND IN-CLASSROOM VOLUNTEERS

Staff members and classroom volunteers must provide and maintain proof of several immunizations as required by licensing. See the director for additional details.

COMMON CHILDHOOD ILLNESSES

Illness/ Condition	How does it spread?	Indication
Ringworm	Direct contact with skin and scalp of infected persons, lesions of animals, contaminated floors, shower stalls, benches, etc.	Exclude from school until treatment with proper medication and lesion is covered by clothing or bandage.
Pinworm	Transferred to mouth by scratching or from soiled nightclothes, underclothes, bed sheets or other contaminated objects; may breathe in and ingest eggs.	Excluded from school until treated with proper medication and clothing has been washed in hot water.
Common Cold	By direct oral contact or by droplet spread: indirectly by hands and articles freshly soiled by discharge of nose and throat of infected person.	Exclude from school if child has any of the following: <ol style="list-style-type: none"> 1. Temperature of 100 or above. 2. Other symptoms such as an earache or prolonged coughing.

Herpes Simplex Type 1	Direct contact of virus containing secretions with mucous membrane or with broken skin.	When blisters are covered or crusted over.
Chicken Pox	Contact with infected person or articles used by them. Very contagious	Exclude from school for one week after eruption appears. Pox must have scabbed over before child may return to school.
Measles	Same as above.	Exclude from school for one week after appearance of rash.
Strep Infection	Contact with infected person.	Excluded from school for one day after start of treatment with antibiotics. Temperature must be normal for 24 hours.

MEDICATIONS

(including Inhalers, and Epi-Pens) Any child required to take, during their scheduled hours at one of our preschool programs, medication prescribed by a physician, may be assisted by designated school personnel.

- A Parent Consent for Administration of Medications and Medication Chart form must be submitted to the preschool, detailing the method, amount, and time schedule by which medication is to be taken.
- A “Consent to Administer Medication at School” form with physician’s signature is required for staff to administer either prescription or over-the-counter medications. Over-the-counter medication **will not** be administered without a prescription.
- All medications not requiring refrigeration are kept in a locked cabinet in the classroom. Medication requiring refrigeration are kept in a locked refrigerator on campus.
- Staff must be trained by the parent and sign the release form to administer medication.
- If a field trip takes place, staff follows the same administration guidelines as during a typical school day.

SUNSCREEN

Upon enrollment, a parent completes a “Consent to Administer Sunscreen at School or Child Care” form. This form gives staff direction as to whether the parent wishes to have sunscreen applied to their child at school by our staff.

CLOTHING

Children should be dressed in clothing that is appropriate for active play and easy to manage for toileting.

- We request that all families bring a jacket daily for their child.
- We also request that families bring an extra change of clothing to be stored in each child’s cubby. Please check your child’s cubby daily for soiled/dirty clothing.
- Closed-toe shoes are required (**open-toed shoes and flip-flops are not appropriate for school**). High heeled shoes are appropriate only on special school event days.
- If possible please provide rain boots and rain jacket for going outside in mildly rainy weather.

PERSONAL BELONGINGS

- Please label your child’s jackets and extra clothing with their name.
- Personal items or toys from home should be left at home.
- We do not assume responsibility for items children bring to school.
- Occasionally, a classroom will have a special event or sharing activity and invite children to bring a special item to school; in this case, you will be notified in advance.
- If a child who rides the bus to school brings a special object with them for the bus ride, it may be stored immediately upon entering the classroom.
- At times, a child with special needs may require the use of a sensory object from home. In this case, please see your child’s teacher ahead of time to inquire about an exception to this school policy.

TOILETING POLICY:

Unless noted in the child’s IEP, students must be fully potty trained upon entering our preschool program

Child is able to do the following with very little to no assistance:

- Recognize when they need to use the restroom (both urination and bowel movement) anytime during daily activities both inside and outside.
- Communicate the need to an adult who is able to help them to the facility before an accident occurs, as adult supervision is required.
- Perform necessary toileting procedure including:
 - Pull down pants/appropriately remove clothing
 - Stand or sit at or on toilet appropriately

- Wipe sufficiently (When necessary)
- Place paper in toilet (When necessary)
- Pull up pants/appropriately re-dress
- Flush toilet

NUTRITION AND MEAL PLAN

Our ECS preschool programs are committed to the health of your child. We serve healthy meals and snacks and staff model healthy eating behaviors throughout the day. Meals are provided by Eureka City Schools with participation in the CACFP (Child and Adult Care Food Program) and monitored for quality.

- Breakfast, lunch, and snack are provided for students attending during these meal times at no additional cost.
- Monthly menus are available in the office, lobby or classroom.
- Meals are planned by the District Nutritionist to provide children with well-balanced meals that provide the nutrients they need for healthy growth.
- All meals and snacks are prepared and transported by the Eureka City Schools Food Service staff at the Centralized Kitchen of Eureka City Schools. It is the responsibility of this site to regulate the proper handling of the food for safety and sanitation. Fruits and vegetables are properly stored, washed, and handled before serving. Foods that are close to expiration or have gone bad are properly disposed of.
- For any questions regarding the CACFP, contact Kevin Ralston, Director of Eureka City Schools Food Service Department.
- We are committed to serving whole grains, a variety of seasonal fruits and vegetables, lean proteins, and beans. We serve low fat and fat free milk.
- We encourage children to try new foods.
- Staff plan frequent nutrition education experiences that focus on healthy eating and reinforce a positive attitude toward a healthy lifestyle.
- Our program will provide seasonal edible gardening activities that will encourage children to plant, maintain, and harvest produce to be used at meal times.
- Children are provided a minimum of 60 minutes of physical activity each day through experiences with yoga, music and movement, and large motor play.
- We partner with parents to raise healthy children by communicating through classroom newsletters and digital media.
- Birthday or other celebrations can be arranged with your child's teacher. Please talk with the teachers about ideas for healthy celebration foods. Under the Eureka City Wellness Policy, cake, cupcakes, ice cream, candy, soda pop, and gum are not served as part of the school day. If you do not want your child to participate in celebrations please talk to your child's teacher.
 - Suggestions for healthy Birthday Celebrations:
 - Sliced vegetables and hummus dip
 - Sliced fruit and cheese cubes
 - Oatmeal raisin cookies (must be store bought)
 - Pretzels or popcorn with a bag of carrots or apples

- Chocolate rice cakes or graham crackers
- Celery sticks with peanut butter
- Strawberries and whipped cream

SPECIAL DIETS AND FOOD ALLERGIES

If your child has special feeding needs or requires a modified diet, please include this information in your enrollment paperwork. Additional paperwork is required for specialized diets. Communicate your child's special dietary needs with your child's teacher as well, during the intake meeting and as necessary thereafter.

- If your child requires a modified diet for health reasons, this should be reflected in the application paperwork including the physician's report. Additionally, please request the Medical Statement to Request Special Meals and/or Accommodations. This form must be completed by the parents and physician, and returned to the preschool office before a special diet can be accommodated.
- Parents have the option to request a fluid milk substitution for children in care. Please see if the office to request the Fluid Milk Substitution for Children in Care form if desired.
- Parents have the option to exclude their children from the food service program. In this case, the Parent/Guardian Form for Declining Participation in the Child Care Food Program is required. The parent may then provide all food for their child to consume during the preschool day; no food from the food service program will be provided to the child. Children's meals provided from home should be healthy and allow for the child to serve themselves (i.e. to open food packaging). We do not provide for refrigeration or heating.
- Without appropriate paperwork on file in the office, children may not bring food from home for meals or snacks into the preschool programs.
- If, at any point, a parent suspects a new food allergy, the parent may request **IN WRITING** that the program refrain from serving that child foods that contain the ingredient causing the suspected reaction. There will be no food substitute provided until the parent completes the Medical Statement to Request Special Meals or Accommodations.

SCHOOL SAFETY AND DISASTER PLAN

Our preschool sites keep a current disaster plan on file.

- In the event of an emergency staff will stay at the school sites until the parent or other authorized individuals on the child's emergency card come to pick up your child/children.
- The preschool's emergency plan is posted in the office and/or classrooms.
- In case of major emergency, we will be directed by Eureka City Schools Administration.

- Our schools have disaster kits on site which include water, food and first aid supplies.
- After enrollment, each family is asked to fill a Zip-lock bag for their child with a snack and comfort item to be used in the unlikely event of a disaster.

ENVIRONMENTAL HEALTH POLICIES

- Our campuses are smoke free. We maintain children’s areas that are free from harmful pets, insect pests, and poisonous plants.
- We utilize Integrated Pest Management (IPM) protocols, ensuring the least hazardous means to ensure a sanitary environment. Staff are trained on IPM.
- Children and staff are protected from high levels of air pollution
- Water source is public and is locally regulated by health authorities and is safe for human consumption
- Eureka City Schools District Safe Handler is Dan Pires, Director of Maintenance
- When pesticides are used on campus, parents are notified.
- Medications are kept in a locked cabinet, and cleaning supplies locked in custodial closet.
- For more information on the Healthy Schools Act/ Illness Prevention, view the web site, <http://apps.cdpr.ca.gov/schoolipm/childcare>.

PROGRAM STAFFING AND RESPONSIBILITIES

Our programs are staffed by caring, dedicated professionals committed to developing a lifelong love of learning and strong foundation for our youngest learners. All of our teachers are highly qualified, holding Child Development Permits/Teaching Credentials from the California Commission on Teacher Credentialing, and the majority of our classroom teachers hold degrees in Early Childhood Education or Child Development. Our highly trained support staff also help in the classroom to maintain a **low student to teacher ratio of 8 to 1**. Staff stays current on best practice in teaching early learners by participating in ongoing professional development.

Program Director

- designated by Eureka City Schools
- ensures compliance with state and licensing regulations
- leads staff in ongoing planning, collaboration and professional development
- determines procedures to maintain that child/teacher ratios are kept throughout the day
- communicates with parents/guardians, school district leadership and community

School Secretary

- communicates with parents/guardians regarding student absence or tardiness

- reports daily attendance records
- determines family eligibility for program admission
- manages billing and accounting

Lead Classroom Teacher

- each classroom has a supervising teacher
- holds a current Child Development Teacher Permit (or higher) issued by the State of California
- provides meaningful learning activities in their classroom
- oversees supervision of children by sight and sound at all times
- ensures child ratios are met during both inside and outside class time
- ensures that the personal rights of children are protected at all times
- keeps families apprised of their child's progress
- evaluates program goals at least every six months
- attends ongoing training and staff development in Early Childhood Education

Support Staff: Assistant Classroom Teacher, Special Circumstance Aide, Preschool Monitor

- each classroom is staffed with additional support staff to maintain the 8-1 student to teacher ratio
- Assistant Teachers hold a current Child Development Assistant Teacher Permit (or higher) issued by the State of California
- Special Circumstance Aides receive specialized training in supporting students in the classroom
- Preschool Monitors have completed at least 6 college units in Early Childhood Education
- assists classroom teacher with implementation of lesson activities
- provides ongoing personal contact and immediate care needed to protect each child's well-being
- assists in teaching, supervising and observing children
- assists in evaluating program goals at least every six months
- attends ongoing training and staff development in Early Childhood Education

Substitute Teachers

- replaces classroom staff, when regular staff is absent
- are qualified substitutes
- many retired teachers serve as our substitute teachers

Family Advocate

- provided through a partnership with North Coast Children's Services
- works with income eligible families, interested in receiving the added support provided by a family advocate
- assists families based on their individually chosen needs and goals
- assists in connecting families with available community resources

Parent and Community Volunteers

- interact with students under the direction and supervision of the supervising classroom teacher
- meet district requirements including a volunteer application and background check
- meet licensing requirements including proof of updated immunizations in order to provide care and supervision of children
- assist in maintaining adult:student ratios during field trips that meet state licensing requirements and the policies of Eureka City Schools and the North Coast Schools Insurance Group

Custodian

- primarily responsible for schoolwide cleanliness
- responsible for daily classroom cleaning, sanitizing and disinfecting

Building and Grounds Maintenance

- staff is available through Eureka City Schools to support our school sites with ongoing maintenance any needed repairs

STAFF PROFESSIONAL DEVELOPMENT

Eureka City Schools values professional development for all staff. Our administration, teaching and support staff are provided with numerous opportunities for professional development during each school year in the areas of delivering high quality preschool instruction, developmental stages of young children, content area instruction such as math and fine art, intentionally preparing and evaluating the classroom environment, assessing student progress using state assessment tools, inclusion and accommodation of children with special needs, safety practices, support services available to assist families, and on improving program quality and student learning using the Desired Results System of evaluation and assessment. In addition,

- Teaching staff is required by the State Department of Education to hold current Child Development Teaching Permits and complete 105 hours of professional development during each 5 year period.
- Staff complete annual training regarding mandated reporting. All staff are mandated reporters of suspected child abuse; if there is evidence of potential abuse, Child Welfare Services and Community Care Licensing, Department of Social Services are notified in writing.
- Teaching staff keep current Red Cross Childhood CPR and First Aid certifications.

FAMILY AND COMMUNITY ENGAGEMENT

Families are welcome members of the Winzler Children's Center community. We encourage family engagement through programs such as parent conferences, Family Literacy Night, special school community building events such as Read Across America, Kindness Week, our Spring Performance and Family Sing-along. Our parent advisory

committee along with an annual parent survey ensure parents have input in the program.

COMMUNITY PARTNERSHIPS

Our partnerships with First Five Humboldt, CAPTAIN, Supporting Inclusive Practices, Humboldt/Del Norte SELPA, DHHS, The CDE, Harvest of the Month, Head Start, Early Literacy Tutors and The Humboldt County Library provide further opportunities for children and families. We appreciate the community support of many local organizations. Below you will find a listing of family and community resources that participate with our preschool programs.

Education Specialists

- if student need is determined, support can be accessed from Eureka City Schools and Humboldt County Office of Education specialists including:
 - speech/language pathologists
 - school psychologists
 - school nurses
 - behaviorists
 - itinerant special education teachers
 - occupational therapists

Family Supports

- if family need is determined, support may be accessed from:
 - North Coast Children’s Services Family Advocate
 - McKinney-Vento/Foster Youth Liaison
 - Marshall Family Resource Center
 - School Psychologist
 - SafeCare- Department of Health and Human Services

Fieldwork Placement Students/Student Teachers

- we actively recruit child development students from Humboldt State University and College of the Redwoods for field placement and encourage job placement at the center
- As part of Eureka City Schools, we also recruit students from our high school programs for school to career experience

Community programs used to enhance our classroom curriculum and environment include

- Redwood Community Action Agency Oral Health TOOTH Program
- Decade of Difference Early Literacy Tutors
- SCRAP Humboldt Recycling Education
- Humboldt County First 5
- Humboldt QRIS

- ECS District Office Staff
- Humboldt Sponsors
- Winzler Retired Teachers

Community Classroom Volunteers

- undergo an application and screening process through Eureka City Schools, which includes fingerprinting and a background check, and proof of required immunizations
- a valued and welcome addition to our preschools
- work under the direct supervision of qualified staff at all times
- enhance our students' school experience
- are trained in their roles and on licensing regulation requirements and
- receive a volunteers training handbook
- volunteers are not mandated reporters
- Partner agencies that regularly provide volunteers to our preschool programs include:
 - Humboldt State University
 - Humboldt County Office of Education's Early Literacy Tutors Program
 - College of the Redwoods
 - Employment Training Volunteers

FAMILY PARTICIPATION

Communication and consistency between home and school are important for a child to learn to trust, develop self-esteem, and grow into a contributing member of our society. At our ECS preschool programs, we honor the parent's role, as the most important in promoting healthy growth, and development in young children. Our staff is trained to work effectively with young children and families.

- Your child's sense of belonging and positive experience will be enhanced by your involvement in school. There are many opportunities for parents to participate in their child's preschool experience at Winzler.
- Our program maintains an "open door" policy, which permits parents to visit at any time.
- Parent/Teacher conferences are held twice a year to discuss your child's developmental progress and to set goals for their continued growth. If a translator is needed, we will do our best to provide one.
- The Parent Advisory Committee helps plan school events. All parents become automatic members of the Parent Advisory Committee when their child is enrolled in the preschool program. Meetings are held every other month and all parents are welcome to participate in one or all Parent Advisory Committee meetings. If needed, childcare can be provided.

- The Superintendent’s Parent and Community Stakeholders Group meets once each month. This group of parents and community members represents each school site. Please see the director if you are interested in serving on this committee to represent our preschool programs.
- Parent volunteers are welcome participants to our school program. Parents who are interested in volunteering with at-home project preparation, special events or presentations, or as a regular in-class volunteer may see their child’s teacher. In-class volunteers are required to submit a Eureka City Schools Volunteer Application, documentation of immunization and a fingerprint clearance. Please see your child’s teacher or the director for an application or for more information about volunteering
- If you have any questions or concerns, we encourage you to talk with your child’s teacher. On occasion, differences arise between parents and staff; if you are unable to resolve an issue, please contact the director to set up a meeting to discuss the concern. If a translator is needed, one will be provided.

PARENT MAILBOX

Every parent is provided a mailbox located in the hall next to the child’s room. Please check your mailbox daily as important communication is delivered through the parent mailbox. It is the parent’s responsibility to check the mailbox daily.

FIELD TRIPS

We welcome parent volunteers to join us on field trips. As funding allows, the children may take field trips with their class. In the event of a field trip, a Field Trip Authorization form (JPA-1A) will be sent home to be completed and returned before the first field trip. A copy of this form will be kept at the school site.

- Families will receive notification before each individual trip requesting permission for your child to participate.
- Children may not attend any field trip without a Field Trip Authorization form and a completed individual trip permission slip.
- Eureka City Schools Transportation Department provides busing for field trips.

POSITIVE STUDENT BEHAVIOR AND INTERVENTION POLICIES

One of the primary goals of the Eureka City Schools early childhood programs is to create an environment in which each child can grow in social and emotional skills, as these skills have been determined to be foundational to success in school and life.

- Students in our programs have opportunities to develop self-control, and to become active participants in maintaining a safe, caring, and respectful learning community.
- Learning consideration for others and respect for others’ feelings is an important part of social growth in early childhood.

- Enjoying interacting with other children, learning to resolve conflicts in positive ways, and developing trusting relationships with adults outside of the home are important to a child's school success.
- Parent involvement in guiding children's behavior is foundational to a child's successful social and emotional growth. Learning to have realistic expectations, utilization of appropriate consequences, and setting limits are areas in which our staff are able to assist parents who desire suggestions. Please feel free to ask questions or offer input regarding your child's behavior.

POSITIVE BEHAVIOR MANAGEMENT

Each classroom maintains a classroom management plan for classroom behavior. These are similar from room to room depending on the age of the children and each teacher's management style.

- All classroom management plans include explicitly teaching clear expectations, a system for reinforcing positive behavior and a system for discouraging inappropriate behavior.
- Teachers routinely recognize positive student behavior and share that information with parents.
- We also utilize Second Step social-emotional curriculum to teach self regulation and social skills.
- Parents are an integral and valued part of supporting positive student behavior at school.
- We work at encouraging positive alternatives to unacceptable behaviors.

BEHAVIOR INTERVENTIONS AND SUPPORTS

*Our program uses positive behavioral interventions. **No forms of physical punishment or verbal/psychological abuse are ever used when disciplining children.***

- Parents will be notified if more than minor issues regarding their child's behavior arise and/or continue.
- Staff will document on-going behaviors. If ongoing negative behaviors occur, parents will be contacted.
- Parents are integral members of a child's behavior success team and are expected to partner with staff to modify their child's behaviors.
- Kicking, hitting, pushing, biting, or verbal abuse are not considered acceptable behaviors in our social environment; these and other behaviors that jeopardize a child's personal safety or the safety of another child or staff member are not considered acceptable.
- For students who pose a danger to themselves, other students or staff, we are diligent in looking for possible solutions.
- If ongoing behavior supports are needed, the teacher or director may suggest a modification to the child's schedule, counseling resources, or a Needs and

Services plan. Parenting classes can also be recommended and, if requested, the staff can assist in providing information for a referral.

- The parent and teacher of children with special behavioral or sensory needs are integral in establishing a mutually created Needs and Services plan when recommended by the teacher. Classroom staff is trained in following the child's Needs and Services plan.
- If staff determines that the safety of the child or the safety of other children is jeopardized by behavior that warrants immediate removal due to maintaining the child's or others' safety, the procedure will be as follows:
 1. The director or teacher will call the parent or other authorized person on the emergency card to pick up the child for the remainder of the day.
 2. In the event that severe safety or behavioral infractions continue, a Needs and Services plan will be developed and implemented.
 3. If a Needs and Services plan is implemented, and our program is still unable to meet the child's needs, and a child is a danger to themselves or others, we will ask for the support of our school district psychologist and/or behaviorist in participating in updating the Needs and Services plan.
 4. In the unusual event that a Needs and Services plan has been put in place and a child is not showing growth in the development of acceptable social behaviors, an alternative placement, a modified day or ultimately exiting the preschool program may be necessary due to licensing policies.

Winzler staff makes every effort to support the success of ALL children in our program. Exclusionary measures are not considered until all other possible positive interventions have been considered and discussed with the family.

Eureka City Schools Preschool Programs follow these 10 NAEYC Standards:

1) Positive 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.

Warm, sensitive, and responsive relationships help children feel secure. The safe and secure environments built by positive relationships help children thrive physically, benefit from learning experiences, and cooperate and get along with others.

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.

A well-planned written curriculum provides a guide for teachers and administrators. It helps them work together and balance different activities and approaches to maximize children's learning and development. The curriculum includes goals for the content that children are learning, planned activities linked to these goals, daily schedules and routines, and materials to be used.

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.

Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn.

4) Assessment of a Child's 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.

Assessment results benefit children by informing sound decisions, teaching, and program improvement. Assessments help teachers plan appropriately challenging curriculum and tailor instruction that responds to each child's strengths and needs. Assessments can also help teachers identify children with disabilities and ensuring that they receive needed services.

5) Health: The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children's healthy development.

6) Teachers: 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. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences, and quality learning environments.

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. To support children's optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in

their children's educational growth, and encourage families to fully participate in the program.

8) Community Relationships: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals. Relationships with agencies and institutions in the community can help a program achieve its goals and connect families with resources that support children's healthy development and learning.

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. An organized, properly equipped, and well-maintained program environment facilitates the learning, comfort, health, and safety of the children and adults who use the program.

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. Effective management and operations, knowledgeable leaders, and sensible policies and procedures are essential to building a quality program and maintaining the quality over time.