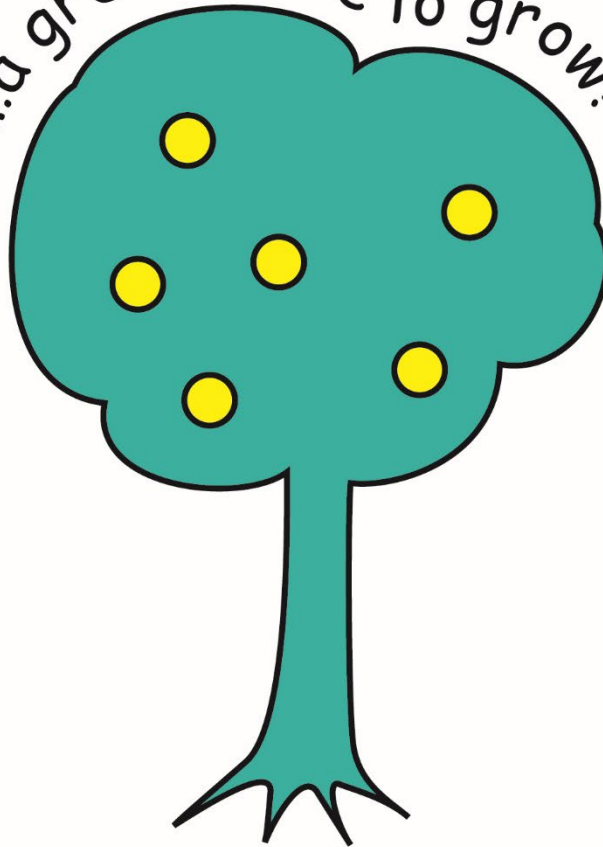


...a great place to grow!™



 ST. DAVID'S  
PRE-SCHOOL

2022-2023 School Year

8/20/22

Dear Parents & Guardians,

On behalf of St. David's Episcopal Church & Preschool, our interim Priest in Charge, Mother Susan Asterita, and I welcome you and your family to our community! You are welcome to be a part of in person or online church services at St. David's Church & Preschool.

We here at St. David's Episcopal Church & Preschool will continue to do all we can to keep our school community safe and healthy. Our COVID-19 Policy will continue to evolve as we get new guidelines from San Diego Health and Human Services Agency and other regulating agencies and inform you of any changes as they occur.

**This Handbook highlights the policies, procedures, and practices of our preschool. Please read it thoroughly and let it serve as a resource for you.**

You are an important part of our program. We believe when families and teachers work together, they create an environment that helps children become capable, confident, and healthy individuals. We MUST continue to find ways to be a community and support one another even with the protocols that keep us all safe and healthy. You will be signed up for the Hi Mama communication app if you are new to us. If you are remaining with us and are not getting regular information on the app please let me know so I can double check your email and registration information with Hi Mama.

We look forward to learning and growing with your children and family and are committed to providing the highest quality early childhood education in a caring and nurturing environment.

Blessings,

Karen Garcia  
Preschool Director

## I. PRESCHOOL MISSION STATEMENT & MOTTO

**With the teachings of Christ as our foundation, we provide excellence in play-based early childhood education via a nurturing and purposeful environment that supports a healthy self-image, creative expression, and critical thinking.**

**School Motto:** “Love God, Love our Neighbors, Love Ourselves.”

## II. CHURCH MISSION STATEMENT & HISTORY

**The mission of St. David's Episcopal Church and our Preschool is to follow Jesus, loving our neighbors as ourselves, without exception.** The Church was founded in 1954 and St. David's Preschool was established in 1990. The founders of the Preschool along with key founder Ann Packard wished to create a nurturing, learning environment to foster growth in all areas of development for young children within a framework of Christian values. We are licensed by the State of California, Community Care Licensing to serve up to 53 children per day between the ages of 2-5 years.

## III. PHILOSOPHY STATEMENT

We are a Constructivist Reggio Emilia-Inspired school that is child-centered and teaches to the whole child. **Our program addresses:**

- cognitive
- social
- emotional
- physical
- spiritual development

**We recognize play as essential to a young child's learning experience**—through exploration and experimentation in a carefully planned environment. We express our Christian values by teaching empathy, tolerance, appreciation for diversity and respect for others.

## IV. PHILOSOPHY IN ACTION

Children learn through hands-on activities, exploring, and experimentation, through a self-initiated curriculum. During play, children create, move, communicate, engage in critical thinking & learn to understand the world in which they live.

We help children to believe in themselves & develop empathy for others. We respect each child's family culture and appreciate the diversity of our families. We regard parents as the primary & most important providers of care and nurturing to their children. In partnership with families & the community, we work together for the good of the children.

The Christian faith serves as the foundation of our philosophy. We demonstrate Christian beliefs by modeling appropriate conduct, attending weekly Chapel service led by a Priest or trained Lay Ministers, & praying before meals.

## V. STANDARDS OF QUALITY

Teacher qualifications are the single-most important measure of quality in a childcare facility. Our teaching staff exceeds the requirements of California Community Care Licensing. All our staff is first aid & CPR trained and has additional training in emergency, health and safety procedures.

Our director, teachers, and support staff continue to develop their skills and to grow in their knowledge of early childhood education by participating in college coursework, conferences, seminars, workshops, in-service training, and regular staff & curriculum meetings. **This does necessitate us being closed some days and closing early on others.**

**Please see annual calendar for closure dates.**

## VI. ENROLLMENT INFORMATION/HOURS/SCHEDULES

### a. Admission

St. David's Preschool provides access to and equal treatment of children ages two through five years regardless of race, color, sex, creed, religion, national/ethnic origin, or physical condition (provided that the established program can meet the needs of the individual child with reasonable accommodation as per the Federal Americans with Disabilities Act).

### b. Hours of Operation

- Preschool Hours: Monday through Friday 7:00 am to 5:30 pm.

**See the current Preschool Calendar for specific holiday closings and other events.**

**In the event of an unforeseen emergency such as an earthquake, fire, flood, infrastructure problem such as loss of power or water or on the directive of the local health department that would require the closing of the Preschool, there is no refund or pro-rating of tuition.**

### c. Schedules/Enrollment Options

- Full Day Option 2-5 days per Week. Hours: 8:00 a.m. to 5:30 p.m.
- Half Day Option 2-5 Days per Week. Hours: 8:00 a.m. to 12:00 p.m.  
Children need to arrive and be picked up according to the limited hours of this scheduling option.
- You may select the days of the week you would like your child to attend school based on availability.
- Once you determine your child's schedule, you will sign a contract and your tuition rate will be set.
- **There is no "trading" of days permitted due to illness, family trips, or the like.**
- Drop In or extended days are available on a space-available basis at an extra cost which is outlined on the tuition rate schedule. Contact the Preschool Office in advance to arrange additional hours.
- If a parent would like to change the child's schedule in any way, please **submit a request in writing/via e-mail to the Director** at [preschool@saintdavidschurch.com](mailto:preschool@saintdavidschurch.com).

### d. Fees

See the current Tuition Schedule for tuition rates. All fees are set by the Director and reviewed and approved by St. David's Church on an annual basis. Fees are kept competitive with the industry.

### e. Discounts

We offer a 10% discount on tuition to:

- Members of St. David's Episcopal Church & Active Duty Military Families
- Siblings concurrently enrolled may get a 10% discount on the child with the lesser tuition rate.
- Only one discount is available per family.

### f. Payment Procedure

Tuition is due on the 1st of each month.

You can pay St. David's Preschool by:

- Check
- Money Order
- Cashier's Check

**If you make payments via credit card on the church/preschool websites, you will be charged a fee the following month based on the service fee incurred by the school/church.**

**Late Payment fees are assessed on the 9<sup>th</sup> for tuition payments not made by the 8<sup>th</sup> of the month. Additionally children will not be able to attend school until the tuition payment is made.**

Late Pick Up fees are assessed the next morning if a child is picked up after 5:30 p.m.

**See the current Tuition Schedule for late fee amounts.**

A fee is also assessed for each check returned due to insufficient funds. If two insufficient fund checks are returned during a program year, a certified check or money order is required to cover the amount of the dishonored check and the fee.

### **g. Withdrawing a Child**

**When withdrawing your child, at least two weeks' notice in writing is required. Please ask the Preschool office for a form or e-mail your intended last day of attendance to the Preschool. If you give us less than two weeks' notice you will still be responsible for payment of tuition for the two-week period. Unpaid tuition is unacceptable and may be taken to a collection agency.**

### **h. Termination of Services**

St. David's Preschool reserves the right to terminate services if failure to comply with program policies occurs. The reasons for termination include, but are not limited to: failure to provide required medical information, such as immunization records; consistent late pick-up; falsifying information; repeated late or nonpayment of tuition, **parental conduct which violates the program's philosophy and practices for the safety, welfare, and well-being of the children and staff; and/or behavior by a child which puts the safety, welfare, and well-being of others at risk.**

## **VII. GENERAL PROCEDURES**

### **a. Absences/Vacations**

If a child will be absent due to illness or vacation, please call or email the preschool office.

**In the case of illness, please inform the Director of the nature of the illness and the onset of symptoms especially if they are COVID-19 type symptoms.**

It is important for us to know when a communicable illness has been contracted, so that we can take appropriate action. **Make up-days are not available for absences for any reason including illness.**

### **b. Confidentiality**

St. David's Preschool will not release any information about your child to anyone, except regulatory agencies, without your consent. For those seeking us to coordinate with outside services for your child we require a Release of Information form be signed.

### **c. Release of a Child**

If a child is to be picked up by anyone other than the persons listed on the ID and Emergency Information form, permission must be authorized in writing by the parent. Authorized persons must be at least 18 years of age, and present a picture ID. In an emergency, a parent may authorize a pick-up person by phone and follow up in writing, or via email.

### **d. Releasing a Child to an Impaired Parent**

A child may not be released to a parent or an authorized pick-up person if they appear to be impaired for any reason. Every effort will be made for another authorized person to pick up the child or for another safe means of transportation (such as taxi) to be provided at the parent's expense.

### **e. Custody Issues**

If a parent is no longer legally authorized to pick up a child, the parent who has custody of the child must provide a copy of the court order to the Preschool. Without the court order, the Preschool cannot withhold a child from his/her parent.

### **f. Babysitting and Pick-Up of Children**

**It is the policy of St. David's Preschool that teachers may not baby-sit or work for preschool families and parish members. Staff members who violate this policy are subject to immediate dismissal.** If parents choose to hire a staff member in spite of this policy, they do so with the understanding that the person(s) involved are not covered by the Preschool's insurance and we accept no responsibility or liability for the arrangement, the actions of the person hired, or for the care of the child(ren) while in the person's care.

### **g. Mandated Reporting of Suspected Child Abuse**

Our staff is legally **mandated** to report to Child Protective Services any suspicion of child abuse or neglect. As educators and childcare providers, we are advocates for the safety and welfare of all young children.

### **h. Parking/No Loitering**

The Church parking lot off Milton Street and the lower parking lot behind the playground are for your use. **Park in a designated space only**, turn off the engine, lock your vehicle, and **escort your child to and from the Preschool. Never leave a child or valuables unattended in a vehicle.**

### **i. Smoking**

Smoking is not permitted anywhere on the Preschool grounds.

### **j. Preschool Gates**

Please do not teach or permit your children to open our gates at the parking lot, stairs, or the playground. **Only adults may open and close the gates as this is a safety violation.**

**Always latch the gates when entering or leaving the Preschool.**

### **k. Cell Phone Use**

**Please do not use your cell phones while on campus. Your child needs your undivided attention while you are at the Preschool.**

## **VIII. EDUCATIONAL PROGRAM**

### **a. Classroom Structure and Transitions**

We are currently using our downstairs classrooms 1-4 along with upstairs classroom 6. Classroom placement is based on three factors: chronological age, developmental readiness, and placement availability.

#### **All classrooms are mixed age groupings.**

- Rooms 1 & 2 will be for children ages 3.5-5 years old.
- Rooms 3 & 4 will be for children 2-3 years old.
- Room 6 ... it is anticipated this room will open later in the school year.

The final decision for assignment is made by the Director, with input from classroom teachers and the parent.

### **b. Curriculum**

Using the guidelines of Pre-Kindergarten Education by the State of California, the National Association of Episcopal Schools, and the National Association for the Education of Young Children, teachers prepare activity possibilities with the current interests of the children in mind.

We provide child-centered hands-on learning experiences using a long-term emergent project-oriented approach. Developmental areas addressed include:

- |                                     |   |
|-------------------------------------|---|
| ➤ Self Help/Regulation              | Spiritual Development                   |
| ➤ Social & Emotional Development    | Art, Self-Expression & Creativity       |
| ➤ Oral, Written Language & Literacy | Music & Creative Movement               |
| ➤ Math & Science                    | Physical Development-Fine & Gross Motor |

Topics are relevant to children's lives and include topics such as, self, family, friends, pets, community, nature, the environment and other topics of interest. Curriculum is designed to challenge not frustrate the children.

## Our premises are:

- Children are capable and active learners.
- Children are social beings from birth.
- Learning occurs within diverse social and cultural contexts.
- The domains of development — cognitive, social, emotional, physical, and spiritual — are interrelated.
- Knowledge, skills, and abilities are built on what was previously learned in a sequence.
- Children have different learning styles and need curriculum designed in appreciation of these styles.
- Children construct an understanding and make meaning of the world based on their experiences.
- **"Play" is the work of young children and is their mode of learning. Though it is often misunderstood and undervalued, play is meaningful and purposeful for young children. Play is "real" learning.**
- Children need to feel safe and secure in their environment in order to thrive and learn.
- Repetition reinforces learning and leaves an imprint in the brain and improves memory.

What is the rush? Kindergarten will come soon enough. **Let's celebrate what preschoolers can do instead of pushing them to do things for which their bodies, minds, and spirits are not yet ready.**

### c. Daily Schedules

Daily schedules are posted in each classroom. Each day includes a morning greeting and **health-check**, a balance of indoor/outdoor play, enrichment activities, individual/small group/large group times, meals and bathroom routines, quiet/rest and active times.

### d. Core Values of the Field

The Code of Ethical Conduct of the National Association for the Education of Young Children is based on commitment to certain fundamental values:

- Appreciating childhood as a unique and valuable stage of the human life cycle and valuing the quality of children's lives in the present, not just as preparation for the future;
- Basing our work with children on knowledge of child development and learning;
- Appreciating and supporting the close ties between the child and family;
- Recognizing that children are best understood in the context of family, culture, and society;
- Respecting the dignity, worth, and uniqueness of each individual and;
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

### e. Developmentally Appropriate Practices

A high-quality early childhood program is one that provides physical, social, emotional, aesthetic, and intellectual development of each child while being sensitive of individual families. Developmentally appropriate practices (how we implement and facilitate learning) result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information:

- What is known about child development and learning;
- What is known about the strengths, interests, and needs of each individual child in the group; and
- Knowledge of the social cultural context in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families.

### f. Anti-Bias Curriculum

In our Preschool as part of "Loving our Neighbors", we value, appreciate, and celebrate differences among individuals. We assist children in learning to live happily and cooperatively in a complex and diverse world. Parents are always invited to share information about their cultures with a class.

Our goals in this area are:

- Nurture each child's construction of a knowledgeable, confident self and group identity.

- Promote each child's comfortable, empathic interaction with people from diverse backgrounds.
- Foster each child's critical thinking about bias

#### **g. Discipline**

See Appendix 1 for the Philosophy of Guidance.

### **IX. DAILY ROUTINES**

#### **a. Arrival and Departure**

Upon arrival:

1. **Sign in Child - Use a full, legible signature. It is crucial that parents and other drop-off persons sign in & out every day since this is a State licensing requirement. We can be cited and fined for each missing signature! The sign in sheets are LEGAL DOCUMENTS. Do NOT let your child write/mark on them in any way. The sign in area will be located at the top of the stairs near Room 5 the Preschool Office.**
2. Morning Meetings-“Circle Times” start between 9:00-10:00 am. If your child’s class is at circle, please do NOT enter the classroom or interrupt this meeting. Another teacher will be on the playground, the walkway area, or office & will remain with your child until we can enter them into the room with the least disturbance as possible.
3. Pick-Up Time-Parents sign their children out using a full, legible signature. After signing out, parents assume full responsibility for their child and the child's needs. Please leave after pick up and do not linger near classroom doorways so that others may also pick up their children.
4. If you do not pick up your child in time for the closing staff to exit the Preschool by 5:30 p.m., the late-pick up fee will be assessed. **See current Tuition Schedule for late pick up fee amounts.**

#### **b. Lunches & Snacks**

St. David’s Preschool provides morning and afternoon snacks in compliance with USDA food guidelines. You must provide a lunch for your child. We encourage lunches to be in disposable packaging (paper bag) or an easily sanitized container such as a “bento box”.

#### **c. Clothing**

While at preschool, your child will be actively playing and exploring. Children **WILL** get dirty! It is part of the fun! Send your child in play clothes that suit these activities.

- Provide 2 changes of spare clothing for preschool in gallon size zip lock type bags.
- Label your child's clothing and other personal belongings with permanent marker.
- We discourage jewelry and make-up at school.
- **Children must wear closed-toe shoes with rubber soles--for comfort and safety. Cowboy boots, jellies, slip-ons, flip-flops and dress shoes are inadvisable for active play. (Water shoes/flip flops are okay for water play days & ONLY during water play.)**

Please make sure your child can manage his/her own clothing. Our goal is to promote self-help skills, so difficult-to-fasten pants, overalls, jumpers, and belts requiring adult help are discouraged.

#### **d. Cubbies & Parent Files**

For your convenience written communication from the office is distributed in a hanging folder located in file near the sign in area labeled with your child's name. Please check this folder daily. Jackets, extra clothing, nap items, and other personals are stored in each child's cubby in the classroom.



#### **e. Diapers**

Parents provide disposable diapers and disposable wipes used by their child. These items may be brought daily or one large package at a time. The teachers notify parents when diapers/wipes need to be replenished. The preschool is unable to accommodate the use of cloth diapers.

#### **f. Toys from Home**

**We ask that children do not bring toys from home to preschool.**

#### **g. Lost and Found**

It is recommended that items of clothing be clearly labeled with the child's name. Unlabeled items are placed in the "Lost and Found" basket near the sign in area. Unclaimed items will be donated to CCSA the last day of each month.

### **X. SPECIAL EVENTS**

**Limited in person social events are permitted at this time. We will explore ways to build community within current best practices for containment of illness.**

### **XI. PARENT PROGRAM**

#### **a. Evaluation of Our Program**

The Preschool conducts evaluations of the program by parents on a regular basis. Feedback on the program is appreciated and requested so that the Preschool can continue to make quality improvements.

#### **b. Grievances**

We encourage families to communicate any concerns or problems to the Director and/or the classroom teacher, depending on the nature of the issue. Ultimately, the teachers will report any and all concerns brought to their attention to the Director. If a concern cannot be resolved with the Director's assistance, the parent may make a written appeal to the Preschool Advisory Council Parish Representative or to our Rector/Priest, or the Sr. Warden of the Vestry.

#### **c. Communication-**

**Newsletter-** An electronic newsletter will be emailed to all families monthly.

**E-Blasts-**Occasional e-mails will be sent depending on need regarding a specific topic.

**Hi Mama App-**Classroom teachers will be able to post on our new communication app daily classroom happenings. You will also find other information available through the app such as snack menus and other messages.

#### **d. Open Door Policy: Visiting Children**

We ask that you limit your time at pick up and drop off to 5 minutes or less. If you enter a classroom during a community surge, you must be wearing a mask over your nose and mouth. Longer visit times are permitted if pre-arranged with the teacher/director or if you are participating in a specific event in your child's class. We of course invite you to express any concerns and communicate with the teachers and director both in person when not responsible for a group of children and via video, email or text message whichever both parties desire.

#### **e. Preschool Advisory Council**

The Preschool Advisory Council advises on issues regarding the operation of the program. There are Parent Representatives who serve on the Council as well as a teacher, director, Church members and the Priest. All parents are invited to attend meetings of the Council.

#### **f. Parent-Teacher Conferences**

Parent-Teacher conferences are scheduled in January and May/June. These conferences can be held via FaceTime or Zoom or in person and are designed to discuss your child's developmental progress. Parents may also request a conference at any time.

### **g. Referral Services**

The Director will make referrals for professional services not provided by the preschool when needed.

## **XII. HEALTH AND SAFETY**

### **a. Accidents and Minor Injury "Incident Report"**

Incidents Report forms are completed when a child is injured at Preschool. A report is also completed anytime something atypical occurs or is noticed or for documenting behavioral interventions. A copy is given to the parent and a copy is kept on file in the office. In compliance with Community Care Licensing regulations, reports, both verbal and written, do not reveal the name of a child who may have injured another child such as in the case of biting or hitting.

### **b. Allergies**

Please inform the Director and your child's teacher of any known allergies your child may have.

### **c. Emergency Plan and Procedures**

The staff at St. David's Preschool is trained in Pediatric First Aid, CPR, and emergency procedures. Fire and earthquake drills are conducted regularly. **It is imperative that your family's emergency information, especially telephone numbers, is kept up to date.**

In the event of an emergency, the preschool has a detailed plan in place. We ask that you follow the following guidelines in order to ensure the safety of everyone at preschool.

- Children will be released only from a designated dismissal area and only to authorized pick-up persons. Identification may be requested.
- In the unlikely event that it should be necessary to evacuate the Preschool or Church grounds, a note will be posted with our relocation site. The site would in all probability be Longfellow Elementary School located across the street from the preschool.

### **d. Health Policy and Toilet Learning Guidelines**

See Appendix 2 for our Health Policy and Appendix 3 for Toilet Learning Guidelines.

### **e. Immunizations and Physician's Report**

As part of State licensing requirements, a copy of your child's yellow immunization card or verified print out from your pediatrician is required at the time of enrollment. As the child receives additional vaccines, immunization records need to be updated with the preschool. **We may NOT admit a child without up to date immunizations.** A physical examination report is required within thirty days of enrollment in the program. If your child is vaccinated for COVID-19 that documentation is also needed.

### **f. Medication Policy and Procedures**

The preschool can dispense medication to a child provided the following procedure is followed.

- All medications must be given to a staff member not responsible for direct care of the children--usually the Director or Assistant Director. **Medications may not be stored in the classrooms.**
- Parent must fill out appropriate form available in the office.
- Prescription medication must be in the original container with the pharmacy label.
- The label must include the physician's name, child's name, amount and frequency of dosage, and expiration date.
- Over-the-counter medication needs the child's name written clearly on the original label of the container.
- Licensing requirements prohibit us from administering medication of any kind without written parental consent. We cannot dispense more than the recommended amount for the age of the child.

The Director or designated teacher dispenses medications. A "Consent to Apply Topical Applications" form needs to be signed at the time of enrollment if you would like diaper cream or sunscreen applied to your child.

### **g. Menus, Nutrition, and Mealtime Practices**

- Children need to bring a lunch each day.
- If you forget to bring a lunch for your child, we will provide quick easy food as mistakes happen such as leaving a lunch on a counter or in a car. If this occurs a second time you will be charged \$10.
- Nutritious morning and afternoon snacks are provided by the preschool.
- The Snack Menu is posted to our HiMama app monthly.
- If your child has food allergies, please be sure to notify the Director and his/her teacher. An alternative food will be provided.
- Children are expected to have eaten breakfast prior to arriving at preschool; however, parents may bring breakfast for the child if necessary.
- Children must sit down to eat for all snacks and meals. We sit at tables inside, outside and occasionally on the ground with a fresh floor covering.

Mealtimes at preschool are pleasant, unhurried times with opportunities for social interaction and conversation. Teachers sit at the tables near the children in a family-style setting to encourage language, table manners, and self-help skills. Children are encouraged to taste new foods and are encouraged to eat main entrée then healthy sides. Children are not hand fed and are never forced to eat. **Candy, gum, and sodas are not permitted.**

### **h. Naptime**

Naptime takes place after lunch. A rest time is required for all children according to State licensing regulations.

- Children are encouraged but not forced to sleep—They do need to rest quietly so as not to disturb other children.
- We may not make children stay awake at rest time.
- We darken the rooms, put on soothing music and create a calm environment for rest.
- The children nap on small cots/mats. We provide a crib-size sheet and blanket for your child and wash it weekly.

## **APPENDIX 1**

### **PHILOSOPHY OF GUIDANCE**

The focus of our program is to provide opportunities for each child to play, experiment, and explore through a variety of hands-on activities. Through positive adult interactions, children are shown how important and special they are.

Our guidance practices emphasize prevention. Prevention is achieved through well-planned, age and developmentally appropriate activities and design of the classroom environment. Thoughtful classroom environments have defined areas for learning activities and quiet personal space.

Children are not born knowing how to behave in all situations. Socially appropriate behaviors are learned through interactions with others. Our teachers encourage positive behavior through several effective guidance practices.

#### **These practices include:**

**Role Modeling** — Children learn from what they see. Teachers and parents are important role models for young children.

**Redirection** — We redirect a child away from the unacceptable behavior and offer another choice. "Blocks are for building. If you would like to throw, here are some soft yarn balls you may use."

**Positive Reinforcement** — We notice when a child is doing the right thing and provide positive reinforcement. We are careful to use encouragement rather than praise. Sometimes behaviors are intended to get attention; even negative attention is a "pay off." If the child receives attention for doing the right things, he/she will be more likely to repeat those positive behaviors and the negative behaviors will diminish.

**Loving Hands** — We teach and model gentle touches with our hands to the children and we explain that our hands are not for hurting.

**Calling Attention to the Deed, Not the Person** — For example, "Kicking hurts people. I cannot let you hurt other people. You may kick the ball when you are angry."

**Acknowledge Feelings and Offer Suggestions** — A child's behavior is meant to communicate. Young children do not yet possess effective verbal skills and a strong language base. It is okay to have feelings, even negative feelings like anger and frustration. We use phrases like: "When you calm down, you can use your words and tell me why you are angry, and I will try to help you." Or, "It looks as though you are sad right now. When you are ready, we can talk about it."

**Offer Choices When Possible** — **Offer only 2 choices.** These alternative activities need to be acceptable to the teacher. "You may play with the puzzles or the paints, but we are not using the blocks right now."

**Sitting with a Child** — We do not use time-out at our preschool. A teacher may ask a child to sit with them and discuss what happened. In this way, the child can be coached in acceptable resolution and behavioral choices.

**These are our premises:**

- Our goal is to guide children into positive behavior not to punish or create a power struggle.
- When children have issues with social interactions, they are showing their lack of skills in this area and need to practice these skills, not be removed from these situations.
- We NEVER use physical punishment, threaten a child, or yell or use harsh or humiliating treatment. This is cause for immediate dismissal of a staff member.
- Consider the child's emotional needs. Teachers may not use statements such as, "You are a bad boy." or, "You are acting like a baby."
- Handle the situation promptly. Then wipe the slate clean and do not allow the situation to drag on all day.
- Respect cultural differences, including understanding what respectful behavior means in other cultures.
- Preschool staff speak positively with children as they deserve respect, along with kind, and fair treatment.

### **Policy on Biting and other Harmful Behaviors**

Though a natural behavior and normal phenomenon, especially in a group setting such as a preschool, biting and hitting are a concern and warrant consideration and planning. Just like toilet training, tantrums, and separation difficulties, these are natural behaviors for some children and never an issue for others. Why some children bite or hit, and others do not isn't understood. **A child who bites is not on a path to disciplinary problems.** It is the commitment of St. David's to provide a safe setting where no child needs to hurt another.

A preschool such as ours is an example of group living. Children's sense of personal space is not the same as adults, and children are often near one another. Children need and want adult attention, which in a group setting is shared.

#### **1. Prevention**

Prevention practices are stressed at our preschool. This starts with teaching even the youngest children about good social interactions and how to respect others. We teach children to give "gentle" touches to their friends. Some preventative measures include:

- Providing more than one of the same toys and **adequate number of toys.** Twos are not expected to share.
- Providing adequate space for the children to move about without invasion of their personal space.
- Providing positive attention for each child throughout the day.
- **Noticing signs of anxiety or frustration in a child and intervening to assist before an incident occurs.**
- Helping each child to develop language such as "mine" and "no" as tools to be used instead of biting or hurting.
- Helping children to learn how to relax when upset or tense.

#### **2. Communicating with Parents**

We inform parents of injuries or behavioral incidents via an incident report. We try to reflect the child's entire day to the parent, not just the biting or hurting incident via our HiMama communication app and in person at pick up time. Parents need to know that the child also had fun experiences that day. We reassure parents—We are in this together and we can work it out.

Neither parents of the injured child nor the parents of the child who injured another will be told the name of the other child involved in the incident.

We suggest parents do not play biting or wrestling games with their child.

### 3. Intervention Plan

When a child bites or injures for the first time, the staff should be alert to the situation and begin to take measures for prevention. The immediate response of a teacher should be to redirect the child. The incident is documented on an Incident Report Form which goes to parents/guardians. The parent, teacher, and/or director may have an informal conversation about the incident. **At this point, the teacher will monitor the child more closely looking for signs of rising frustration in the child to look for patterns leading to similar behavior. Teacher will consult with the director to determine if a parent meeting is warranted.**

When a child has bitten or injured another child 2 or 3 times in a short time frame, a log will be kept which documents all essential information related to each harmful behavior. Patterns such as time, place, and other factors, which may be contributing to the situation, will be sought. A review of possible causes will provide insight for possible measures to take in developing an Intervention Plan. The Director, the parents, and when possible the teacher, will meet to develop an Intervention Plan within 5 days of any of the above asking for a meeting. The goal of an Intervention Plan meeting is to develop a coordinated plan on addressing negative behaviors that both school and home can utilize.

These strategy adjustments in the routine of the child may include:

- Look for factors in the classroom environment; ensure routines are predictable. ie (transitions, loud noise etc.)
- Provide opportunities for play in small groups & provide a variety of activities in each learning center.
- Model and encourage appropriate social behavior.
- Help the child to verbalize feelings. "It is okay to be angry, but it is not okay to hurt others." Teach children to say, "I feel angry."
- An outside observer to objectively look at the situation in the classroom and provide some insight.
- Offer a biting or calming object for child.
- Offer many opportunities for sensory activities as a way of expressing emotions such as anger.
- Offer other ways of expressing anger such as punching a pillow or other safe means of expression.
- Shadow a child. A teacher will follow the child through the day giving positive attention and looking for signs of frustration. In doing so, an incident may be prevented, and the biting may be better understood.
- Rotate toys to maintain interest and novelty for the children.
- Help the child to understand that as he/she is growing, he/she can use more mature skills for handling social situations. "Oops, I guess you forgot that you can use your words now instead of biting/hitting."
- Ease separations and transitions and provide comfort to the child.
- Allow for choices, exploration, and control whenever possible.
- Use teaching tools such as persona dolls to model real-life situations such as fighting over a toy and appropriate ways of handling a situation.
- Promote positive peer interactions.

Depending on the reason for the biting or other aggressive behavior, one or more of the above ideas may be used. The Teacher and Director will review Intervention Plans weekly to determine if interventions are working or need modification. Each week a follow-up report will be made to parents. **The Director will determine if significant improvement has been made in reducing the number of incidents and will determine if further action is necessary.**

### 4. Follow Up & Possible Termination of Services

If a child continues to bite or show other signs of aggressive behavior with little or no sign of improvement despite all the efforts of the intervention plan, the parents and the Preschool Director will review the appropriateness of group placement for the child. **The preschool reserves the right to exclude a child if it is determined that the safety of the other children of the preschool is being compromised or if the child is unable to handle the stress of being in group**

**care and needs a smaller or individualized environment.** The exclusion of a child from the preschool is a judicious process and may result in temporary exclusion until the behavior has been eliminated.

Our core teaching staff has been trained in a program called **Conscious Discipline** a program which encompasses the above strategies and methods.

**APPENDIX 2**  
**HEALTH POLICY**

Preschool policies are designed to prevent the spread of contagious diseases. We are trained in and use illness-prevention practices, **especially frequent hand washing.** The teaching staff of the preschool is responsible for completing a health check of each child at morning drop-off time.

Parents are responsible for ensuring that their children have required immunizations and that their children maintain good nutrition and sleep habits. Parents will promptly pick up their ill child and consult with their child’s doctor when necessary about diagnosis and care. Parents will inform the preschool of the nature of illness when their child will be out of school, so we may track and notify other families when necessary to contain the spread of illness.

**A child will be excluded from preschool when he/she exhibits the following conditions or combination of symptoms:**

- A temperature of 100.0 F or higher
- COVID-19 Type Symptoms (Fever, coughing, shortness of breath, runny or congested nose, diarrhea, loss of smell/taste)
- Diarrhea-2 or more incidents in one day
- Vomiting
- Severe coughing or sore throat.
- Yellow or jaundiced eyes; tearing, irritated or swollen eyes **with discharge.**
- Unusual or unexplained skin rash, lesions or blisters without a diagnosis.
- Behavior changes such as irritability, loss of appetite, listlessness, excessive crying, difficulty breathing, and/or general discomfort or inability to participate in daily activities.
- Insect infestation (lice/scabies) until 24 hours after treatment is started & the child is nit-free

Communicable diseases including but not limited to the following are reasons for school exclusion:

<u>Respiratory Illness</u>	<u>Gastro-intestinal Illness</u>	<u>Contact Illness</u>
Chicken Pox	Giardiasis	Impetigo
German Measles (Rubella)	Hepatitis A	Hand, Foot & Mouth
Hemophilus Influenza	Salmonella	Congjunctivitis
Measles	Shigella	
Meningitis		
Mumps		
Pertussis (Whooping Cough)		
Strep Throat		
Tuberculosis		
COVID-19		

**Green or yellow discharge from the nose is a sign of infection and may require medical treatment.** If a child is unable to participate in normal daily activities, the child may be sent home.

**If a child develops symptoms of illness while at preschool:**

- They will be separated from the group of healthy children (in the Director’s office or empty classroom).

- The decision to send a child home will be made by the Director, Assistant Director or two classroom teachers, if the Director or Assistant Director are unavailable.
- Parent or other authorized adult need to pick up their ill child within 30 minutes of being called.

Because of state licensing regulations the preschool is unable to care for ill children. **Parents are not to give their child any fever-reducing medication such as Tylenol before coming to preschool as symptoms are masked and other children are exposed to illness.** By conscientiously keeping ill children home until healthy, fewer illnesses will spread.

#### CRITERIA FOR READMISSION:

- Chicken Pox: at least two days from the onset of the rash and sores that completely scab over.
- Conjunctivitis (Pink Eye): eye(s) that are free of drainage & redness. Child is on medication for at least 24 hours.
- Coxsackie Virus (Hand, Foot, & Mouth): fever-free and able to participate in daily activities.
- Cytomegalovirus (CMV): symptom-free and able to participate.
- Ringworm: 24 hours after treatment is begun.
- Strep Throat: 24 hours after treatment is begun and able to participate.

The speedy recovery of an ill child and prevention of the spread of illness are our key objectives. A child may return to school when they no longer have symptoms of illness or when a licensed physician has indicated in writing there is no longer a risk to spread of disease.

**Children/Families with any COVID-19 type symptoms must home test initially upon first symptoms and notify the school of the outcome. To return to school the child must be symptom free with no medications for a minimum of 24 hours and test negative a 2<sup>nd</sup> time after the minimum 24 hour period in order to return to school. You must provide a picture with the date of testing to return to school. We STRONGLY recommend follow up with your child's pediatrician with any potential illness that has any COVID-19 type symptom.**

#### POLICY REGARDING HIV INFECTION/AIDS

The following policy has been created by the preschool regarding HIV infection. The policies stated below follow legal mandates regarding the rights of infected persons.

- Employees of the preschool will be trained on current information available on HIV and will be provided with job-related training upon hiring and on an ongoing basis.
- St. David's Preschool will not discriminate in employment or enrollment based on having HIV or AIDS.
- Employees will use universal precautions when handling bodily fluids such as blood, saliva, vomit, urine, stool, etc. since it may not be known if a person is carrying the virus.
- Since HIV is not spread through casual contact and there is no known case of anyone contracting HIV from being at a school or childcare center, infected persons do not pose a risk to other children or staff. Children who ARE infected with HIV may attend the preschool.
- In the case of a child who bites repeatedly and/or draws blood, the program may be altered for them. Such severe behavior problems threaten the safety of others and cannot be permitted, whether the child doing the biting is infected with HIV or not.
- Each case will be treated with utmost confidentiality, on an individual basis, and with competent medical advice.
- No employee of the preschool will disclose any information regarding an employee or child with HIV. Such information may be divulged only by the employee her/himself or by the child's parent.
- Any related written medical documentation will be kept by the Director in a locked file.
- If the Director has been notified that a child or staff member is infected with HIV, she will follow procedures to ensure the safety of all at the preschool and will provide support for the person with the illness and the family.

If there is no secondary infection, the Director will not change the child's educational program or the employee's job assignment. Each case will be reviewed periodically by the director with the infected person (or the child's parent) and the person's physician.

If there is a secondary infection with a medically recognized risk of transmission, the Director will consult with a physician and/or public health official, and the infected person/child's parent. The infected staff member or child's parent must approve notification of additional persons who need to be involved in this process. Based on medical information, the Director will determine whether the secondary infection poses a risk of transmission and whether an alteration of the job assignment or educational program is necessary. If an individual plan is necessary, it will be medically, legally, educationally and ethically sound.

Decisions can be appealed to the St. David's Vestry by the infected person/child's parent. All decisions will be made within 30 days of the appeal unless additional information is required for a decision to be made.

Families of children with HIV should consult with the Director if they would like to be notified when there are any illnesses reported to the preschool that may threaten the health of their child.

### **APPENDIX 3** **TOILET LEARNING GUIDELINES**

#### **INTRODUCTION**

As a toddler grows, they demonstrate an increasing interest in self-care. Toileting, like other self-help skills requires patience on the adult's part. Like all new skills, it takes practice to master toilet learning. It is a gradual process.

#### **WHEN TO START?**

Many children are ready for toilet learning, between ages two and three. The latest advice of experts is a low-key, nonjudgmental attitude on the part of parents and caregivers.

#### **WHERE TO BEGIN?**

Signs of toilet learning readiness according to American Academy of Pediatrics (Between 18-36 months):

Physical Signs:

- No longer has bowel movements at night.
- Stays dry for hours and can wake up dry after a nap.
- Asks to be changed or gives signs of urinating or pooping.
- Is skilled enough to sit on a potty chair or toilet and pull pants up or down.

Social Signs:

- Is in a generally cooperative period.
- Can follow simple verbal instructions.
- Can verbalize or signal when needing to use a toilet.
- Shows interest in using the toilet, getting out of diapers, or wearing underwear.

We prefer parents provide **cotton training pants or underwear** instead of pull-ups so the child can feel the wetness. With pull-ups, the child cannot distinguish the difference between wet and dry as easily.

**Try to provide clothing that the child can easily remove independently with no buttons or snaps.** We use terms to describe body parts such as penis, bottom, etc and urine, and bowel movement. Treat the topic simply and matter-of-factly. Toilet learning is a complicated process better broken into smaller steps. If your child tells you they have urinated or had a b.m., they should be encouraged for recognizing the bodily function and telling you. Suggest that next time they let you know earlier. It can be helpful to make trips to the potty as a regular part of the child's routine such as before naps, before a bath, and after meals.



We teach proper hygiene habits, including proper wiping and hand washing after using the toilet. Children sometimes believe that their wastes are part of their bodies. To give the child control over these fears, explain what body wastes are and let the child flush the paper in the toilet. **In the beginning, many children have a b.m. or urinate just after being on a toilet. It may take some time for your child to learn to relax the muscles to control the bowel and bladder.**

### NOTES FOR PARENTS AND TEACHERS

Read books like:

- *Everyone Poops* by Taro Gomi
- *I Want My Potty* by Tony Ross
- *Once Upon A Potty* by Alona Frankel
- *Your New Potty* by Janna Cole, *Toilet Learning* by Allison Mack.

Point out friends in the classroom who are using the potty. Say, **“It’s time to go to the bathroom”** instead of “Do you want to sit on the potty now?” Avoid power struggles. If the child protests, wait a while. Parents and teachers work together and share information about the approach that works best with the child. Be prepared for accidents.

### WHAT WE DO

- Parents and teachers will discuss the readiness of the child and plan for toilet learning.
- Parents should explain to teachers any toileting strategy used or tried at home. Parents should understand that sometimes this method must be modified to work in the preschool setting.
- When children are toilet learning, there will be trips to the toilet as a regular part of their routine. The child will be offered the opportunity to “try to sit on the potty.”
- Proper terms will be used to refer to body wastes and parts of the body.
- Positive communication will be used as reinforcement instead of stickers, food, or small toys.
- Accidents are accepted as part of the learning process and a child is not shamed for accidents.
- The child is encouraged to clean themselves after toileting and accidents. (Teacher’s assist only when needed.)
- The child will be encouraged to be involved in the cleanup of clothing, sheets/cots and place soiled clothing and items into a bag.
- Parents are encouraged to provide extra changes of clothes for the proper care of the child.
- If the child regresses, observations will be made to identify patterns or reason(s) the child is having difficulty. Teachers and/or Director will meet with the parents to discuss what may be affecting the child’s progress.
- This process is great milestone in a child’s development. Our staff will treat each child in a sensitive and individual manner, promoting the child’s self-esteem throughout the process.