

PHILOSOPHY OF FRANKLIN PARK PRESCHOOL

Franklin Park Co-op Preschool can best be described as a developmentally appropriate ‘play school’, where the children learn to play and play to learn. In early childhood, children learn social and academic skills through play. The curriculum is established by our professional teachers in partnership with the parents, who play an essential role in their children’s learning by working in the classroom. Together they work to provide a safe and supportive atmosphere in which the child feels a sense of order and stability. Keeping the individual child’s needs in mind, we provide a learning environment where both child initiated play and adult guided experiences are incorporated within developmental learning centers. Through this hands-on, integrated learning process, we support the child’s growth in social-emotional development, language and literacy development, science and math exploration, physical and health growth and the visual and performing arts.

MISSION STATEMENT

Our mission at Franklin Park Preschool is to provide a positive atmosphere of discovery, joy, and creativity - a place where children can feel safe and learn about the world around them through social interaction and hands on learning.

HISTORY OF FRANKLIN PARK PRESCHOOL

Franklin Park Preschool had its beginning over 55 years ago in 1954. Four neighborhood mothers, each with a three year old saw the need for a supervised outlet for their active and creative children. The center, which started with four children in 1954, met once a week in the Franklin Park Clubhouse for two hours, from 10 A.M. until noon. This group grew in two years to an amazing organization of 16 preschool children and their families. There was no question in anyone’s mind as to the advantages derived from supervised play and creative activities.

By the beginning of the third year it was decided to form a parents club, which would meet once a month to talk over the vital interests of the preschool. It was during these meetings that the idea of scheduled mothers to assist in the center was started. Prior to this decision mothers took turns in volunteering their help. Now, however the school was running on a program of four mornings a week and the need for consistent scheduling was apparent. Materials and equipment were purchased from the dues, which started in the first year at the rate of 25 cents a morning for each child.

For five years the school was at the Franklin Park Clubhouse from 10 A.M. until noon with the groups divided according to age. Mothers took turns serving hot soup and crackers to the children so that they might learn the pleasure of eating and socializing together.

These first “graduates” thrived and went on to kindergarten with a minimum of problems, and the parents were pleased knowing their children’s first experience in school had been successful.

From the first five years of experimentation came the organization such as in the present school, with its elected officers and regular business meetings. A permanent director-teacher was employed.

As the enrollment grew the need for a permanent building also grew. Donated time and materials made the present building possible with both family and friends of the center contributing. These people definitely believed that young children needed a school of their own to freely learn to use their natural talents and to mingle with other children before entering the formal school program.

The new building was completed in 1959 and the school opened with a five-morning schedule and an enrollment of 35 children divided into age groups. The purpose of establishing the school remained the same; a supervised preschool, giving children an opportunity to express themselves as individuals. Tuition was set at \$4 per month for the older class, and \$3 for the younger class. The afternoon session was added in 1996 to provide twice as many children the opportunity to attend and enjoy the school.

The original school grew out of the neighborhood families, almost a “walk-in”. Now we are from all sections of Santa Rosa, and that which started with four outward looking mothers is now almost a legend.

Elizabeth McPherson
Director 1958-1973

STANDING RULES

MEMBERS OF FRANKLIN PARK COOPERATIVE PRESCHOOL AGREE TO ABIDE BY THESE STANDING RULES AS PART OF THE TERMS OF THEIR MEMBERSHIP. PARENTS AND GUARDIANS MUST ADHERE TO THE FOLLOWING REQUIREMENTS. **READ THIS SECTION CAREFULLY AND THOROUGHLY.**

PARTICIPATION REQUIREMENTS
**PARENTS AND OR GUARDIANS NOT WILLING TO
FOLLOW ALL PARTICIPATION REQUIREMENTS WILL BE
ASKED TO WITHDRAW FROM THE PROGRAM.**

WORK DAYS

At least three working parents are scheduled in each class per class session. Each participating parent is required to work once every two weeks for the four-year-old class and once every three weeks for the three-year-old class. Morning hours are 9:00 to 11:30 AM. Afternoon hours are 12:00 to 2:30 PM.

Working parents must arrive by 8:50 AM or 11:50 AM in order to help set up the classroom for the children, set up the outdoor equipment, and become acquainted with the projects of the day.

If a working parent hasn't arrived by 9:00 AM or 12:00 PM a late fee of \$10 will be added to the next months' tuition. Chronic lateness will be brought to the Board of Directors attention and may be subject to higher fees and/or dismissal.

Working parents must stay 10 to 15 minutes after school to finish clean-up, empty trash, bring in outside equipment, etc. Please refer to your work duty card and keep socializing to a minimum as it disrupts the class.

Extra children should not be brought to school on workdays. If an emergency arises, please check with the teacher first.

At the end of class, the parent who was in the art center that day will be designated to stay with the children on the circle rug until all the children are picked up. The children may not get up from the circle area until they see their parent or guardian come in the school to pick them up.

SUBSTITUTES

If unable to attend on your scheduled workday, it is **your responsibility** to find a substitute. You may arrange to trade a workday with another parent or pay them \$10.

If it is the morning of your scheduled workday you must call everyone on your class list to try to find a substitute.

If you cannot find a substitute ONLY then can you call the designated Emergency parent. The Emergency parent must be called before 8:00 AM for the AM class, and before 11:00 AM for the PM class. The Emergency parent has the option of trading a workday or receiving payment of \$10 from you.

If you fail to make these arrangements and miss your workday there will be a \$25 penalty fee.

DO NOT CALL THE TEACHER TO ARRANGE SUBSTITUTES.

EMERGENCY PARENT

In addition to regular workdays, each family has 5 pre-assigned Emergency workdays a year. One parent must be available to work on these days if called in an emergency. Please make tentative baby-sitting arrangements for younger siblings, and mark your calendars with your scheduled Emergency Parent days.

MONTHLY MEETINGS

On the first Monday of the month a general membership meeting is held at the preschool from 7 PM to 8:15 PM. Attendance is required and parents are to remain for the duration of the meeting. You may miss two meetings per year, after which you will receive a notice from the Board. If an additional meeting is missed you will be required to pay a \$25 penalty. Continued absence from meetings will be brought before the Board and will result in dismissal. Members are responsible for any information presented at the monthly meetings.

WEEKEND CLEAN UP

Parents will be scheduled to work one weekend clean-up day during the school year along with another family. Clean-up days are scheduled for every weekend throughout the school year and generally take three hours to complete. Information will be presented at the first General Membership meeting. If you miss your scheduled clean-up day it leaves another family to do the job alone and you will be required to pay a \$25 penalty. If you are a recipient of a school scholarship, you will be asked to work an extra weekend.

FUND RAISERS

Each family is asked to participate in the annual fund raising activities planned and voted on by the Board. Check the apple bulletin board for dates.

KEEP INFORMED

Each participating parent is responsible for keeping informed regarding all school activities, workdays, meetings, etc. Check the white board out front for changes in schedules and announcements. Be sure to pick up a copy of that month's newsletter.

ARRIVAL AND DEPARTURE

Be prompt with arrival and departure all year long.

Bring your child to school at 9:00 AM or 12:00 PM. Keep up to date the list of people authorized to pick up your child. Let the teacher know on any special arrangements. All three working parents must be present before you leave the school. No exceptions.

If you have not picked up your child by 11:40 AM or 2:40 PM, and we have not received a call explaining your lateness, you will be charged a late fee of \$10 dollars to be paid to the teacher upon arrival.

SCHOOL EMERGENCIES

If unforeseen emergencies arise (earthquake, power outage, interrupted phone service, etc.), in order to comply with State regulations (Title 22), school may need to be cancelled. You will be notified as soon as possible. Tuition refunds will not be given for these days.

CARPOOLING

Franklin Park Preschool members who choose to engage in carpooling do so at their own risk. The following safety factors should be highly regarded:

1. Use appropriate child safety restraint at all times. Check to see that the belts are tight so children won't slide through.
2. Have adequate personal car insurance coverage.

If you are looking for someone to carpool with, put a note on the bulletin board or check your class roster for possibilities.

Remember that a carpool driver needs to arrive at school ten minutes earlier on workdays. Please have carpooling children ready to be picked up on time.

FIELD TRIPS

Field trips are scheduled to coincide with class times. Those parents scheduled to work on field trip days will be responsible for transportation of the students. All parents are encouraged to attend these trips. Field trips are for enrolled students only.

A signed field trip permission form is required for a child to attend field trips. There will be a separate form for each trip.

All field trip drivers will need to have car insurance information on file at the preschool.

School policy regarding car seats is as follows: All children who are under 6 years of age or 60 lbs. must be in a car seat, or booster seat. Parents must provide seats for their children on field trip days. The car seats should be labeled with the child's name.

LEAVE OF ABSENCE AND RESIGNATION

Maternity leave – A mother with a new baby will have six weeks leave. She should contact the Class Representatives and the Director with her due date as far in advance as possible. They will make arrangements for her work days and emergency days. She will not be required to work or attend the monthly meeting during her leave.

Resignation – Any member may withdraw from the school by giving at least two weeks written notice to the Board. All outstanding obligations (financial, fund raising, workdays, etc.) must be met prior to withdrawal.

TERMINATION PROCEDURE

By a majority vote, the Board may terminate the membership of any member for cause. Such cause shall be limited to failure to comply with the Preschool's Standing Rules or Bylaws, and/or conduct detrimental to the stated purposes and goals of the Preschool. Examples may include, but are not limited to the following: Constantly being late for or missing your class workday, not fulfilling obligations in the classroom, persistently using negative approach with the children, not paying tuition, not attending monthly general meetings.

Should the Board of Directors determine that termination of a member or members is called for, the following procedure shall be followed.

1. A letter will be sent to the member by registered mail to the most recent address of the member as shown in the preschool records, setting forth the reasons for termination.
2. The letter shall state the effective date of termination. The Board, at their discretion, shall set this date.
3. A member being terminated shall be given the opportunity to appeal the termination either orally or in writing before the Board. The appeal will be considered and a second vote will be taken. The member is expected to fulfill all obligations to the Preschool (financial, workdays, etc.) until the effective date of the termination.

GRIEVANCE POLICY

The following procedure shall be followed if a parent or teacher has a concern or question:

1. Parent(s) and/or teacher should first try to deal directly with one another.
2. Parent(s) should speak to teacher or Class Representative about concerns.
3. If a satisfactory resolution has not been reached, a conference will be held with the Board to review the concern or question.
4. A Board action will be taken in the best interest of the school.
5. You have the right to call or write the licensing agency if fault is found in the operations of the facility or the treatment of your child.

Call or write:

State of California Dept. of Social Services
Community Care Licensing Division
District Office
101 Golf Course Dr.
Rohnert Park, CA 94928
Phone # (707) 588-5026

ADMISSION REQUIREMENTS

ENROLLMENT

Franklin Park Preschool offers a Legacy priority enrollment policy for siblings of previous enrollees who were members in good standing. Legacy children will have priority for enrollment up until the date the registration money is due. After that date the remaining openings in the 3's class will be offered to people on the basis of the date membership was notified of the parents' desire to have their child attend Franklin Park.

Priority for enrollment in the 4's classes will be given in the following manner: Children in the 3AM class will have first choice in the 4AM class. Next the legacy children who are currently active in the 3 PM class will be placed. Any remaining openings will then be offered to legacy children who attended the 3's class but did not complete the year, and then to the general public. Legacy refers to children whose siblings attended the school and does not include more distant relatives such as cousins.

MEMBER IN GOOD STANDING

The Legacy priority policy for enrollment shall be guaranteed if during the previous membership, all membership obligations were adhered to as stated on the Membership Agreement form. If your previous membership was terminated or you did not adhere to these obligations you may submit an appeal in writing to the Board through the Membership chairperson. Membership priority will be granted at the Board's discretion.

AGE REQUIREMENT FOR CHILDREN

This shall be based upon current California State age requirements for kindergarten enrollment. Currently, they are as follows:

- 3-year-old class - Child must be 3 years old on or before December 2.
- 4-year-old class - Child must be 4 years old on or before December 2.

FAILURE TO ADJUST

A child failing to adjust to school after one month may be requested to withdraw. Adjusting to a new environment can be challenging for any child. Some will adjust quickly while others will take more time. Our teachers will make every effort to work with you and your child to ensure a smooth adjustment period.

If a child is still having difficulty adjusting after one month, there will be a parent/teacher conference to assess the child's progress. At this time, the director will determine if the child is ready for this preschool program.

MEMBERSHIP COSTS

Registration – All families are required to pay an annual \$120 registration/special event fee for each student they enroll. This fee is broken down as follows:

1. \$55 non-refundable fee which covers school supplies and insurance.
2. \$5 refundable deposit for the school handbook, which will be returned at the end of the year when the handbook is returned or donated to an end of year gift for the teacher.
3. \$60 special event fee which pays for in-house special events for the children such as musicians, animal shows, science exhibits etc.

TUITION

There shall be monthly dues per child as determined by the Board of Directors. Tuition is maintained at a low rate because of your participation. Tuition is figured on a yearly basis and prorated over the months of the school year. No refunds are given for vacations, sick days, absences, holiday periods, or days when the school closes due to an emergency

Tuition is due and payable to the Class Representative at each month's General Membership Meeting.

Make checks payable to Franklin Park Preschool. Cash payments are discouraged. If paying at a different time, checks may be left in the Treasurer's box in the office.

Tuition is considered past due if it is not received by the 10th of the month by 2:30 PM. If tuition is past due the following conditions apply:

1. Written final notice shall be given to the delinquent member stating that the current month's tuition PLUS a late fee of \$10 will be due.
2. If tuition is constantly late, it will be brought before the board and, could result in termination of membership.

If your family is experiencing unusual financial hardship, you may appeal to the board through the Director, in writing, by the 10th of the month. If good cause is demonstrated, the Board may vote to extend the due date for the current month's tuition, but not beyond 30 days. If payment is not made by that time the membership will be automatically terminated. After the first three months of school, a limited scholarship may be available based on a demonstrated need. Please see the Director for more information. As always, financial matters will be kept confidential.

OVERDRAFT CHARGES – if the bank returns any check that a parent writes to Franklin Park Preschool for any reason a \$12 charge will be added to the original amount owed to cover the bank charges and must be paid within five days of the return of the check. If this is a continuing problem it will be brought before the Board.

HEALTH PROCEDURES

PRE-ADMISSION

Each family is responsible for turning in to the school all health forms and emergency cards required by the state. Forms must be in by the first day of school or by the first day of attendance for those joining in the middle of the year. **CHILDREN CANNOT ATTEND SCHOOL WITHOUT THE PROPER FORMS ON FILE.**

Child

1. Physical examination by a medical doctor.
2. Immunization
 - a. Diphtheria (4)
 - b. Polio (3)
 - c. Measles/Mumps/Rubella (1) on or after 1st birthday
 - d. Hepatitis B (3)
 - e. Chicken Pox (1)
3. Emergency Card

Participating Parent

1. Physical examination by a medical doctor.
2. Tuberculosis skin test or x-ray. Must have negative certification.
Valid for four years.

ILLNESS POLICY

We value your child's health and in order to reduce the spread of illness in our school and assure your child a healthy environment we ask for your cooperation with the following illness policy.

Your child may not attend school for the following health reasons:

*A reportable condition that the local health department or physician determines to be contagious and the child has not had sufficient treatment to reduce the risk to others.

* An illness that requires more individual care than our teachers can provide without compromising the health and safety of the other children

* An illness or symptom as described below that prevents participation in routine daily program activities including outdoor activities.

- Blood in stools
- Diarrhea
- Eye drainage
- Fever over 100 degrees
- Infestation
- Mouth sores

- Persistent abdominal pain
- Respiratory distress
- Runny nose from cold
- Unusual color of skin, eyes, stool or urine
- Unexplained irritability, lethargy, persistent crying
- Vomiting
- Unknown rash

If your child becomes ill while in our care, we will call you immediately. They must be symptom free for 24 hours before returning to school.

SAFETY PRECAUTIONS

- Don't lift children up to bars or equipment; only lift them down if necessary.
- Don't let children climb fences.
- Don't pick up a child who has fallen. Let him /her stand up by themselves.
- Don't remove splinters.
- Don't ever give medication.
- Running and yelling are not allowed indoors.
- If a situation is getting unruly, please call for help.
- Tell the teacher if your child is to leave with a new person. The teacher cannot release the child to someone who is not authorized.
- Always close and latch the front gate.
- Don't let children walk to parking lot alone. Children must stay in school until they are picked up.
- No Smoking.

EMERGENCY PROCEDURES

Report to the teacher any accidents that occur. We always report to parents accidents that occur at school. For most emergencies, such as illness or a suspected broken bone, follow the procedures as given on the child's emergency card.

In the event of any extreme emergency such as severe burn, suffocation, or poisoning, one adult might take the child immediately to the emergency entrance of the closest hospital or call an ambulance. The remaining children should not be left unattended.

Available emergency rooms:

Santa Rosa Memorial Hospital- Montgomery Drive
Sutter Hospital- Chanate Road
Kaiser Permanente- Mendocino Avenue

EMERGENCY EQUIPMENT

The first aid kit is located in the bathroom on the shelf above the sinks. The emergency file cards are on the counter in the file box in the back office.

- The Fire Extinguisher hangs by the kitchen sink.
- Emergency phone numbers for hospitals and ambulance are on the wall by each telephone.
- Parent consent forms and medical histories are in the file cabinet in the back office.

GUIDELINES AND INFORMATION

NOTE TO PARENTS

One of the special attributes of a co-op is meeting parents with something in common, such as children, and talking with each other. **Please do not use the classroom as a social get together.** It causes congestion in the doorway and it causes the noise level to go up. Help the teacher provide a peaceful and settling environment for the children to start school by leaving promptly after signing in.

INDOOR SCHOOL RULES While we are indoors the following are **not allowed:**

- Screaming inside the classroom.
- Running inside the classroom.
- Climbing on chairs, tables, furniture, or counters.
- Using swear words.
- Pushing, kicking, slapping, punching, spitting, or scratching.
- Chewing gum.
- Bringing weapons or war toys.
- Going outdoors without permission.
- Going into the back office area.

Shoes must be kept on unless a child is playing dress-up or a specific supervised activity allows bare feet in a safe area. Please have children **wear closed-toed shoes and no flip-flops.**

SNACK RULES

- Do not send candy. Children will occasionally be offered sweets on party days or special events.
- Please send a nutritious snack of a reasonable size. Examples: Half sandwich, fruit, non-sugar drink or water, cheese and crackers, vegetable sticks, peanut butter/honey, yogurt.
- The school will support and encourage recycling efforts such as reusing plastic bags, using a thermos instead of disposable drink containers, etc.
- If children spill at the snack table, provide paper towel or sponge and encourage them to clean up the mess.
- Encourage children to save uneaten portions rather than throwing it all away. This prevents waste and provides parents the opportunity to know what their children are and are not eating.
- Check allergy list for your child's classroom on sign-in counter.

GENERAL CLEAN UP RULES FOR WORKING PARENTS

It is the responsibility of the three or four working parents to divide the general clean-up duties. Refer to your work card but be flexible; move where you are needed. Don't stand in a group and talk.

- Clean bathroom by wiping toilets, floors and sinks with disinfectant wipes.
- Help supervise table clean up for snack time. Sit with children during snack time and help with thermoses and packages.
- Sweep floors and mop as necessary.
- Be responsible for clean up of own area of supervision.
- Prepare easels and tables for next class.
- Check for special clean up for that day.
- Be prepared to stay 10 to 15 minutes after school on your workday to finish any clean up.
- Bring outdoor equipment in by end of day.
- Empty garbage cans.
- Other cleaning jobs requested by teachers.

Think of yourselves as “teachers” and not just cleaners. Get the cleaning jobs done quickly so that you can participate in the class with the children.

PLAY YARD RULES

- No children in play yard without supervision.
- Yard gate should be unlocked (for fire escape) during school hours, but must remain closed.
- Children are not allowed to climb trees or fence.
- Children cannot play in the planter boxes.
- Tools can only be used when supervised by teacher or parents.
- Children are not allowed to stand on picnic tables.
- No throwing rocks.

FIELD TRIP RULES

- School policy regarding car seats. All children who are under 6 years or 60lbs. must be in a car seat. Please label car seats with child's name.
- Adults must pay close attention to the children they are supervising.
Keep socializing among adults to a minimum.
- No child may run ahead of its group.
- All children must hold hands with each other and adults when crossing a street.
- Adult supervisors must carry emergency cards at all times for each child they are responsible for.
- If a particular child cannot respond to safety rules, either they should not be taken on trips, or the child's parent may be required to accompany

the child, or one adult may be assigned to him/her to supervise. This shall be at the teacher's discretion.

- Before leaving the school all children should be encouraged to use the bathroom and to bring clothing appropriate for the excursion.

PARK RULES

- There may be times when we take the children to the park.
- Before going to the playground a parent will be sent to check the area. If there are a number of children using the facility or any questionable people or animals around the playground, the playground will not be used that day.
- An adult will always accompany a child needing to use the bathroom.
- A roll call and head count will be taken before going to the playground. Before returning to the school the children will be counted and roll call taken. A final count will be taken as the children enter the school.
- Children will walk in a line to and from the playground. Prevent children from running ahead and becoming separated from the rest of the class.
- A parent or teacher will be stationed at each piece of equipment where assistance may be required (swings, slides, etc.). This is not a time to socialize for the parents, as strict attention is needed to keep a watchful eye for wandering children or ones that may need assistance or support.
- Before going to the playground one parent shall be chosen as an emergency parent. In case of an accident or other emergency, this parent would immediately gather the children and follow the procedure for returning to the classroom. This will allow the other parent and teacher to give their full attention to the problem at hand.
- Each working parent and teacher will be given names of the children that they would be directly responsible for to and from the park (like field trips). By always keeping their children in check the chance of not missing a child until roll call is greatly reduced.

HOW TO SEPARATE FROM YOUR CHILD

In the opening days of school, parents as well as children often experience uncertainties over parent-child separation. We have found the following suggestions to be helpful in enabling teachers and parents to help children make a smooth transition from home to school.

- If your child needs your support in this new environment, please plan to stay. Find a chair where you can see and be seen by your child and stay

there. Look at and appreciate what your child shows you, but avoid trying to show your child all the activities going on in school.

- If you are with your child during a group time (large or small) Join the group yourself. Don't feel anxious about your child joining in. Set an example.
- It is the teacher's responsibility to encourage your child to explore and participate in the day's activities. This is so your child does not feel that you are pushing him/her away. However, if a teacher does not come up to your child immediately, it is not from lack of interest, but rather to give your child a chance to observe and begin to build trust in us. We do not wish to overwhelm the child with our attention.
- Your child is likely to show signs of readiness to more fully enter into the school's activities and routines if you show confidence in your child's ability to be more independent.
- Both parents and teachers need to help children feel that it is their school.
- Though it is not the usual practice to encourage children to bring their toys to school, something brought from home may help your child make the initial adjustment more easily.
- Wait until your child is involved in doing something they enjoy before you leave. Be specific about where you are going and what you are doing. Most children feel better if it is a place or activity (such as shopping) with which they are familiar.
- Tell your child you will be returning at a specific time such as "circle time" or "going home time". If your child is apprehensive, make the first departure short. The next day try a longer time. If your child is comfortable with you gone, plan to return at the early part of departure time. Even the most secure child feels anxious when they are last to be picked up.
- When you leave go warmly and quickly. An overextended goodbye communicates ambivalence and makes your child less sure about your going. A teacher will give your child support if needed. At times there are tears, but they usually only last a minute or two. If your child remains terribly upset for an extended period of time (indicating he/she is not ready for separation) you will be called.
- Prolonged stays by parents may interfere with the child's growth towards independence. We must trust the child's capacity and desire for growth.
- Don't be surprised if, after an independent morning, your child greets you with a hug and then dissolves into tears or crankiness. The child's unspoken message is: "I've been big and strong and have held it together all morning. Now I'm tired and I want you to take care of me."

POSITIVE DISCIPLINE IN THE CLASSROOM

- State suggestions or direction in a positive rather than a negative form. Tell a child what to do instead of pointing out what not to do. Direct their attention to what you want them to do. This is likely to rouse less resistance; it's more constructive than limiting or interfering. Examples:
"Ride your bike around the bench" instead of "Don't bump the bench."
"Throw your ball over here" instead of "Don't hit the window".
- Give the child a choice only when you intend to leave the situation up to him/her. It is confusing to the child to be asked a question when what is wanted is not information but confirmation. Example:
"Do you want to go home now"? When the child answers "no" often it is interpreted as disobedience. It is much clearer to say, "It's time to go home now".
- Your voice is a teaching tool. Use the words and a tone of voice that will help the child to feel confident and reassured. The most effective speech is simple, direct, and slow. Decreasing the speed is more effective than raising the pitch. Your words will be more effective if they are spoken quietly, face-to-face.
- Avoid trying to change behavior by methods that may lead to loss of self-respect such as shaming a child or labeling their behavior "selfish", or naughty. Never refer to a child or their action as 'bad'. Give them positive ideas on how to change their behavior. "You were running a little too fast and your friend got knocked down. Please come help her up and we'll make sure she is ok. Thank you for helping!"
- Avoid motivating a child by making comparisons between one child and another, or by encouraging competition. Competitive schemes for getting children to dress more quickly or to eat more of something may have some effects that are not what we want. In any competition someone always loses and is likely to feel hurt and resentful. Even the winner may be afraid of failing next time, or he/she may feel an unjustified superiority if the contest was an unequal one. Competition does not build friendly social settings.
- Redirection is most effective when consistent with child's motives or interests. We will be more successful in changing the child's behavior if we attempt to turn their attention to an act, which has equal value as an interest or outlet for him/her. Effective redirection often requires imagination. "I don't think Tyler wants his sand castle run over by your

dump truck. Lets drive it over here to this side of the sandbox and you can build a sand hill to drive your truck over.”

- Avoid making any models in an art medium for the children to copy.
- Give the child a minimum of help in order that he/she may have the maximum chance to grow in independence.
- Make your suggestions effective by reinforcing them when necessary. Sometimes it is necessary to add several techniques together in order to be effective. A verbal suggestion, even though given positively, may not be enough in itself. A glance at the right moment, moving nearer a child, a verbal suggestion, and actual physical help are all techniques, and one must judge when they are to be used.
- Prevention is the most effective way of handling problems. Learn to foresee and prevent rather than mop-up after difficulty.
- When limits are necessary, they should be clearly defined and consistently maintained.
- Use the most strategic positions for supervising.
- The health and safety of the children are the primary concern.

OBJECTIVES FOR DEVELOPMENT

The following is a summary of the objectives, which is our program plan. These objectives will give you an idea of what the teacher does with the children in the classroom.

Perceptual and Motor Objectives

Gross Motor – (the child’s control and use of large muscles of the body)

- Activities that require balance and total body control.
- Activities that require rhythmic movement (dance, finger plays etc.).
- To dress oneself – with the exception of tying and difficult fasteners.
- Climb outdoor equipment.

Fine Motor – (the child’s control and use of small muscles of the body)

- Develop the hand control that is essential for writing, drawing, and using utensils (cooking projects).
- To develop the hand-eye coordination which is essential for construction toys and puzzles.
- To control scissors when roughly outlining along the outline of a simple figure or design which the child has drawn.
- To learn coordination needed for lacing, buttoning, and folding paper.

Speech – Articulation and auditory discrimination

- Produce speech that is understood by a stranger.

Cognitive Objectives – (relates to those behaviors which reveal what the child knows; how the child processes, stores, and comprehends information about the environment and how he responds to and uses such information to interact with the environment)

Attention

- To direct attention to one activity of interest even though other activities are possible.
- To redirect attention from one object to another.
- To voluntarily focus on an activity when requested to do so by the teacher.

Perception – (vision, hearing, and other senses)

- To recognize new objects.
- To hear and understand separate sounds and sound combinations.
- To recognize similar objects from pictures.

Memory

- To repeat simple nursery rhyme poems and songs that are used regularly at school.
- To know personal data such as address and phone numbers.
- To recall the main details of stories, recite numbers in order, and follow directions.

Concepts – (ideas about grouping or classes of things or events)

- To describe objects in terms of function, action, or use.

Classes

- To group things which go together.
- To verbally classify things according to whether they are the same or different (they look alike or they don't look alike).

Numbers

- Arrange objects varying in length from small to large so that they match a visible model.
- Arrange three objects of varying sizes in order from small to large.
- To tell which of two objects is larger or smaller, also tell which areas are larger and smaller.
- To count accurately and to know the ordinal positions of first, middle, and last.
- To understand that something that is cut into halves leaves two pieces.

Space – (to acquire a receptive vocabulary for spatial relationships)

- To develop a concept of distance (far and near).
- To indicate the relative position of things to one's body (behind, in front of, inside, outside).
- To extend the concept of relative position from oneself to other objects (next to the table).

Time – (the child learns to distinguish the time of day with his/her daily schedule).

- To relate the times of the day to activities that take place during the day.
- To use the future, present, and past tenses.

Causality – (the question of why and how becomes quite noticeable at this level; this suggests that the child is seeking information about causes and the processes by which things happen).

- To seek information about cause/effect relationships.
- To experience him/herself as a cause of things that happen in his/her environment,

Nature – (Exploring, observing and discovering natural phenomena such as light, sound, weather, water, rocks and soil and living things)

- To experience the difference in seasonal weather patterns
- To observe natural changes such as water into ice, sand into mud and plant growth
- To discover where animals and people live and what they need to survive

Language

- To use sentences that consists of six to seven words.
- To increase their ability to learn and use the language of the adults around them.
- To have the language structure and vocabulary to tell original stories.
- To show an interest in the meaning of new and abstract words.
- To become increasingly able to pantomime experiences that he/she had, plus the experiences that he has observed in others.
- To understand and question sentences.

Problem Solving and Logical Thought

- To engage in problem solving experiences. A useful technique with children is to question – What will happen to ____ if I (or you) do ____? The teachers goal is to encourage problem solving, keeping in mind that the actual answer is less important than the process of arriving at it.

JOB DESCRIPTIONS

EXECUTIVE BOARD

The governing body of the school shall be the Executive Board, composed of the President, Vice-President, secretary, Treasurer, and the Class Representatives. The Executive Board acts as nominating committee for new officers. Regular meetings of the Board shall be held the third Monday of each month at 7:00 PM. If the meeting falls upon a legal holiday it will be rescheduled.

ELECTED OFFICERS

PRESIDENT – Shall preside at all business meeting and executive board meeting be an ex-officio member of all committees, and see that all appointed positions are filled.

VICE-PRESIDENT – Shall act in absence of the President and will be in charge of health and application forms. Shall act as liaison officer with the city. Act as parliamentarian at business and executive board meetings, and keep charge of the handbooks.

SECRETARY/NEWSLETTER – Shall take care of all correspondence as well as the minutes of business meetings and executive board meetings. Shall be responsible for organizing all of the information for and producing the monthly newsletter. Secretary may be responsible for Website maintenance or will work closely with the person appointed to Website maintenance to ensure it is kept up to date.

TREASURER – Shall collect money from respective board members including dues from the Class Representatives, pay all bills and present a monthly financial report.

CLASS REPRESENTATIVE (1 per class) – Shall act as liaison officers among their classes, the Executive Board and General membership. Shall inform members of field trips or outside interests in cooperation with the teacher and act as telephone chairperson for their own classes. Shall collect monthly dues from their class and keep roll call at the general meeting. Shall give orientations to new members throughout the year.

COMMITTEES

MAINTENANCE- Is in charge of scheduled maintenance of school facilities. This includes floor cleaning, annual summer maintenance, and small repairs.

SCHEDULING/MEMBERSHIP CHAIRPERSON – Shall assign the parents to their working days and create the work day schedule. Shall keep record of all members and create and maintain the class rosters. Shall send out the invitations to the annual open house and send class verifications to all families before school starts.

FUNDRAISING CHAIRPERSON – Shall be responsible for moneymaking activities at the school. Shall maintain the ‘Scrip Cartridge’ fundraiser activity.

PUBLIC RELATIONS – Shall be responsible for all advertising for the school and thank you notes, gifts and correspondence presented by the school and is the Rose Parade Coordinator.

TEACHERS DUTIES

- Administer the daily school program:
Determine the activities of the school day.
Assign duties to working parents during the school period.
- Help check and keep record of parent and child attendance.
- Recommend any necessary changes, additions or improvements in the physical set-up.
- Answer questions of prospective parents/children, when parents come to observe.
- Attend Executive Board meetings and parent meetings, presenting for discussion and clarification any problems of the working day that are of general interest.
- Be aware of and pass along to the membership current philosophy and practice in the field of preschool education.
- Act as hostess to visitors at the school and represent the school to the community.
- Conform to the By-Laws and Standing Rules of the organization.
- Advise the Board of any parents not fulfilling their obligations, special problems with any child, or exceptional circumstances with which the Board should be aware of.
- Evaluate each child and confer with parents.

RESPONSIBILITIES OF THE SCHOOL TO THE TEACHER

- Provide a suitable place to hold the school and within economic and other limits provide equipment and materials that are requested by the teacher.
- Provide the teacher with monthly salary at agreed upon date.

THE SCHOOLS EXPECTATIONS OF THE TEACHER

In setting goals for children the teacher keeps the following principles in mind:

- Set goals for both individual children and groups only after he/she has determined the levels upon which each child is functioning.

- Create an environment where children receive a balance of experiences. Where children have opportunities for exploration, for growth, and for success.
- One of the school's most important tasks is to gradually introduce the young child to a greater reality – the world outside their home.
- Equally important is the development of each child's creative potential, which is uniquely his/her own.
- Through careful use of discussion and questions and questions, the teacher can lead children to solve problems, to develop the use of language and to communicate with others successfully.
- The preschool child can begin to become aware of his feelings and to deal with them on a verbal rather than physical level.
- Education starts at each child's individual level.

Director Job Description

- Be aware of state regulations regarding licensing and operation of the school in order to comply with such regulations. Ensure that the center and staff conform to federal, state and local rules, regulations and licensing requirements
- Keep board informed of any licensing deficiencies and correct deficiencies that constitute immediate threat to children's health and safety.
- Formulate the annual program budget and ensure operation of the program within that budget
- Be responsible for the purchasing of supplies and materials to operate the school
- Recruit and schedule membership of children to the school. Give tours of the school and any other public relations in representing the school to the community.
- Oversee and assist teachers in preparing curriculum and activities in the classroom. Attend and be aware of the classroom management.
- Oversee and assist board positions regarding children's records and membership.
- Communicate with the executive board on a monthly basis. Keep the board aware of school operations.
- Communicate with parents to discuss the development of their enrolled child or help with any concerns.
- Support and evaluate teachers in their classrooms. This may include training, guidance and mentoring

EMERGENCY PROCEDURES

CHILD SAFETY PROCEDURES

In order to provide as safe an environment as possible, all parents and teachers need to be safety conscious when setting up the play areas. Please be aware of broken toys, unsafe traffic patterns, misuse of large motor equipment, etc. Indoor/outdoor rules should be followed consistently. Always close the front gate and do not let children walk to the parking lot alone. Issues around safety can be brought up at the monthly meetings.

Additional Information:

- Emergency cards are in the file box in the teacher's office. Names and phone numbers of people authorized to pick up the child are listed. **Only authorized adults may pick up children.** A note from the parent identifies a new person to pick up the child is also sufficient.
- The first aid kit is in the bathroom on the shelf over the sink. First aid rules and information are attached and there are books on the shelf about basic first aid. **DO NOT** use children's toilets. Use the facilities outside by the clubhouse.
- When cleaning bodily fluids or attending to a bleeding child, please wear rubber gloves that are above the bathroom sinks.
- Entries are made in the Injury Book, which is with the first aid kit, when a child is hurt. The date, description of the injury, how the injury occurred, and the treatment are written in the book. The parent is notified of the injury when they pick up their child.
- A parent may take children off the premises only when accompanied by a teacher; this applies to field trips and the park.

FIRE DRILL PLAN

Fire drills are conducted bi-annually. The children need to be prepared to walk outside to a safe area, calmly. Teacher and parents need to know the appropriate exits, take the enrollment sheet with them outside, and account for all children.

The teacher is responsible for organizing fire drills. The following five items are provided for your information.

- Use the alarm system by turning the key and pulling safety shield – alarm will go off.
- Instruct children and parents to evacuate.
 - Designate a safe route.
 - Direct to “re-assemble” area.

- Take attendance sheet (roll book) if possible. Attendance will have to be taken outside in order to account for each student.
- In case of emergency, and teacher is injured the designated emergency parent on work card will take charge by doing the following.
 - Make sure to take attendance in a safe “re-assemble” area.
 - Send another parent to seek help (phone 911).
- Fire Drill Record Book – Please enter the following information:
 - Date of drill.
 - Time it took to evacuate.
 - Designated safe route that was taken.
 - Name of teacher in charge.

EARTHQUAKE EVACUATION PLAN

Disaster alarm signals students and staff to DROP are:

1. Kneel on floor under table and hold onto table leg.
2. Place face on knees.
3. Place one hand on back of head and neck.
4. Hold arms close to head for protection from flying glass coming in from side.

(Teacher or parent should make every attempt to open class door before the duck and cover.)

When the teacher or designee orders evacuation, remind students of reasons to avoid glass, electric wires and heavy suspended objects (such as light fixtures) and proceed along designed exit route.

Teachers will take their attendance sheets (roll book) if possible. Attendance will have to be taken outside in order to account for all students.

Injured students are to be kept quiet, warm and close to the teacher until parent arrives.

Students who are trapped or unable to walk must be attended, after all the children are evacuated and in a safe place. The teacher can assist the trapped or hurt child and help evacuate from the building. (If possible she would seek help.)

When students are assembled in a safe area, the teacher takes role indicating:

- Students safe with teacher.
- Students trapped in room.
- Students missing: Absent or who disappeared between classroom and designated area.

Students and teachers will remain together in assembly area. If parents come to school for their children, they will be directed to the assembly area to locate their child. The child and parent must sign out before leaving the school.

If the school area must be evacuated (chemical spill/flood), the teacher will accompany students to the evacuation location assigned. The evacuation location is the First Presbyterian Church, 1550 Pacific Ave., 542-0205.

When the immediate danger has passed, the teacher will take steps to assemble students in a safe area to await the arrival of the parents.

Before any student or staff member leaves the school, they must notify the teacher.

EARTHQUAKE DRILLS

Earthquake drills are conducted bi-annually. The DROP procedure above will be practiced.

FRANKLIN PARK HANDBOOK

This handbook is LOANED to you by Franklin Park Preschool and is for your use and information during your child's attendance at Franklin Park Preschool.

This handbook was updated and revised in July 2013
Revisions were done on a PC using Microsoft
Word 2000. A compact disc is on file in the office for
further changes.