School Readiness
Parent Handbook
2014-2015

First 5 Mariposa Preschool Locations
Building Blocks Preschool Lake Don Pedro
Building Blocks Preschool Greeley Hill
Catheys Valley Preschool
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**Philosophy**

Childhood is a time like no other. It’s a time for exploring, creating, discovering about oneself, for meeting the world, being accepted “just the way I am.” It’s a time for blossoming and being cherished, a time for being allowed to be a child.

The philosophy of the First 5 School Readiness Program is that all young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic or economic considerations. The First 5 School Readiness Program wants all children in Mariposa County to thrive in a supportive, loving and nurturing environment, enter school healthy and ready to learn, and become productive well-adjusted members of society.

Brain research indicates that optimal growth and learning occurs in the first five years of life. Those early years for children are the most critical in their development and provide the foundation for their success in school. At First 5 Preschools, the children are introduced to pre-reading skills and number recognition, as well as art, science, nature and music through a play-based curriculum. The activities reflect the natural stages of cognitive and social development of children, ages three to five. The teachers recognize that each child is unique and will move through these stages at his/her own pace.

At First 5 Preschools, the staff is committed to helping each child learn, grow and develop to his/her full potential. They believe that parents are their children’s first and most influential teachers. Therefore the program supports and encourages parent leadership, volunteers and working together during the home visits.
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**Admissions Policy**

First 5 Mariposa County School Readiness Preschools are universal preschools in which enrollment is not determined by meeting income eligibility guidelines. There is no fee for any of the services provided in this program. Funds are provided through a grant by the State and local Prop 10 (Tobacco Tax) funds. Participants must be Mariposa County residents, three to five years of age, and potty-trained. *Shot records must be up-to-date and submitted before your child begins school. All releases must be signed and submitted before your child begins school.* All children are welcome and parents are encouraged to be involved in the preschool program with their children.

Children who turn 3 and become potty-trained during the school year are admitted to the program on a first come, first serve basis. After the program reaches its capacity of 16-18 students, children are placed on a waiting list and contacted as soon as space becomes available.

Children living in Catheys Valley and Hornitos have first priority for the Catheys Valley Preschool.

Children living in Lake Don Pedro have first priority for the Building Blocks Lake Don Pedro Preschool.

Children living in Greeley Hill have first priority for the Building Blocks Greeley Hill Preschool.

**Child Absences**

Due to the limitations on the number of children enrolled in the program, those with absences of more than three consecutive days without notice will be taken out of the program and another child will be enrolled from the waiting list. The program capacity is 16 - 20 children at the preschool sites. If your child becomes ill with a communicable illness, e.g., chicken pox, flu, etc., please contact the teacher and inform her so she can alert the other parents to watch their children for symptoms.
**Parent Participation**

As a community of families, we support each other in the education of our children. In the spirit of commitment to our children and our community, all parents are asked to assist in various activities throughout the school year to keep the preschool functioning at an optimal level.

Parents are expected to sign up approximately 1 time a month per child to work in the classroom and to help with other activities assigned by the Teachers. There should be at least one but no more than three parent helpers per day. Parents play a crucial role in the smooth running of preschool days. Having parents in the classroom allows the Teachers to do more interesting and involved activities with the children. Please note, we must have current TB records and statements of good health on file for anyone working in the classroom.

Parents are expected to attend the parent/staff meetings throughout the school year. Dates and times for the meetings are sent to parents at least two weeks in advance. There are four parent meetings with excellent information for parents and suggested activities for playing and working with your child.

Parents or a designated caregiver must attend field trips.

*Please see Appendix for additional Parent Volunteer Information.*
**Schedule**

First 5 Mariposa County School Readiness Preschool Programs follow the Mariposa County Unified School District Calendar. Holidays will coincide with the school district vacation dates. The School year begins on August 19, 2014 and ends June 11, 2015.

Lake Don Pedro Building Blocks Preschool will meet on Wednesday through Friday from 8:30 AM. to 12:00 PM.

Greeley Hill Building Blocks Preschool will meet on Monday and Tuesdays from 8:30 AM. to 12:00 PM.

Catheys Valley Preschool will meet on Monday through Thursday mornings from 8:20 AM. to 11:50 AM.

The Mariposa County Unified School district Calendar can be accessed at: [http://www.mariposa.k12.ca.us](http://www.mariposa.k12.ca.us)

Holidays Observed are:

- Non School Day – 08/29/14, 11/26/14, 01/02/15
- Labor Day- 09/01/14
- Veterans’ Day- 11/11/14
- Thanksgiving- 11/26/14 - 11/28/14
- Winter Break– 12/22/14 - 01/02/15
- Martin Luther King Holiday - 01/19/15
- Presidents’ Holiday– 02/13/15 - 02/16/15
- Spring Break- 04/06/15 - 04/10/15
- Memorial Day– 05/25/15
- Snow Days– 4/03/15, 04/13/15, and 05/22/15
- Teacher Collaboration Days– 09/10/14, 09/24/14, 10/08/14, 10/22/14, 11/05/14, 12/10/14 01/21/15, 02/04/15, 03/04/15, 3/18/15, 4/01/15, 4/15/15, 4/29/15, 5/27/15
- Teacher Work Days– 8/15/14, 10/07/14, 10/20/14, 11/03/14, 1/05/15, 6/12/15
- Professional Days– 11/24-25/14,
Daily Schedule
The Building Blocks Preschools Daily Schedule is as follows:

8:30 - 9:00 - Children Arrive/Sign-In/Free Play
9:00 - 9:45 - Circle Time
9:45 - 10:00 - Snack Time
10:00 - 10:45 - Outside Play
10:45 - 11:45 - Centers
11:45 - 12:00 - Afternoon Circle Time

The Catheys Valley Preschool Daily Schedule is as follows:

8:10 - 8:20 - Children Arrive, Sign-In
8:20 - 8:40 - Music Circle
8:40 - 9:30 - Centers/Free Choice
9:30 - 9:35 - Circle
9:35 - 9:40 - Hand Washing
9:40 - 10:00 - Snack
10:00 - 11:00 - Outside Play
11:00 - 11:05 - Hand Washing
11:05 - 11:15 - Quiet Rest
11:15 - 11:45 - Small Group
11:45 - 11:50 - Sign-Out

The daily schedule is subject to change depending on the specific curriculum of the day.

Greeley Hill Preschool
**Dropping Off and Picking Up**

Children must be dropped off by parents or a designated caregiver during the scheduled arrival times designated in the daily schedule. The Building Blocks Preschools scheduled drop off time is 8:15 AM to 8:30 AM, the Catheys Valley Preschool drop off time is 8:10 AM to 8:20 AM. The time before the scheduled drop off time is teacher and parent volunteer preparation time.

Parents or designated caregivers are expected to pick up their children at the scheduled pick up time. The Building Blocks Preschools scheduled pick up time is 12:00 PM. The Catheys Valley Preschool pick up time is 11:50 PM — 12:00 PM.

If your child is being dropped off or picked up by a designated caregiver, the preschool must have a signed note from you listing your child’s designated caregiver on file prior to the first day they show up with your child.

Parents or designated caregivers who find that they must be late for any reason must call the Preschool. Children whose parents or designated caregivers are consistently late to pick up their children will be dropped from the program.
**Sign-in and Sign-out**

It is a state requirement that each parent or a designated representative of each child **must sign-in with a full signature** and write down the time of arrival before leaving your child in our care. When picking up your child, parents or a designated representative must again sign-out with a full signature and write down the time of departure. Parents who are going to be late for any reason, must call the school. If you are consistently late in dropping off or picking up your child, your child will be dropped form the program.

Children are never released to any person other than their parents or adults who have been previously arranged by written consent. **This policy is strictly enforced and no exceptions will be made.** If your child is being dropped off or picked up by a designated caregiver, the preschool must have a signed note from you listing your child’s designated caregiver on file prior to the first day they show up with your child.

**Parking**

Greeley Hill parents are to park in designated parking in front of school or across the street. The kitchen staff from the school needs the area around their building to maneuver for delivery of school lunches. Lake Don Pedro Parents are to park in the designated parking areas.

Catheys Valley parents are to park in the dirt area near the school bus, on the far side of the swing sets and play structure, along the sides of the entrance rode, or in empty spaces along the fenced area.

**Transportation**

School Readiness Personnel will not be transporting children at any time except extreme emergency situations when parent transportation or ambulance is not available.
Communication
We distribute notices regarding meetings, field trips and other events well in advance. You will receive a calendar at the beginning of every month listing volunteer days, snacks, birthdays, and other events, along with reminders of the monthly parent volunteer days you selected.

We would like to have open communication with all parents. Before or after school, please feel free to talk with the teachers about your child. In addition, keep the following options in mind:

Parent Conferences
Parent conferences are scheduled upon the request of the parent or teacher if it is thought that there is a need to discuss your child’s progress. Please let us know if you have any concerns regarding your child’s progress.

Parent Messages
It is very difficult for the staff to recall all verbal messages given at arrival and departure times. Please write your messages down and hand them to the teacher.
**Emergencies**

Minor accidents occurring during school hours receive prompt and careful care.

In the event of illness, serious accidents, including medical or dental emergencies, every attempt will be made to contact you, the parents of the child. If the situation warrants it, **911 will first be contacted.** The emergency card on file at the preschool must list who to contact in case of an emergency. Staff will follow the parents’ directions as far as it is possible to do so. The staff will do their best to comfort and aid the child as necessary.

Please fill out the emergency card completely. If there is an emergency, it is critical that we have a contact phone number where you or another authorized adult can be reached. It is your responsibility to inform the preschool of any and all changes of telephone numbers and addresses during the year.

There is a telephone in the classroom for emergency use only. Please limit calls during class time to emergencies.
Health and Safety Guidelines

For the safety and well-being of children and staff, it is important that we all follow these health and safety guidelines:

1. All staff and classroom workers must give First 5 Mariposa County proof of TB clearance. All classroom workers must also sign a statement of good health.

2. Please include notice in the registration packet you submit if your child has a food allergy or medical condition that may impact his/her ability to participate so that staff may plan appropriately.

3. Our staff will not administer any medication to children, except in the case of long term conditions such as diabetes, asthma, and severe allergic reactions. If a child has a short-term need for medication, parents will be responsible for administering any medication that is required during school hours.

4. Adult classroom workers must wash hands before preparing food; children must wash hands before eating.

5. Hot liquids (coffee, tea, etc) are not permitted in the classroom.

6. Children are encouraged to walk and use quiet voices while indoors.

7. Teachers and classroom workers are to place all adult scissors and other tools out of reach of children at all times.

8. All cleaning supplies are kept in locked cabinets.

9. Children may not hang objects around their neck unless they can be pulled off easily.

10. Fences, tricycles, and furniture are not for climbing.

11. Children are not allowed outside or in the restroom unless supervised by a Teacher. (Teacher will escort children to the restroom).

12. Tables are sanitized before and after snack time.

13. Evacuation routes are posted by the door of the classrooms.
**Illness Exclusion Guidelines**

If a child arrives at a First 5 School Readiness Preschool with any symptoms of illness, the child may not remain at the preschool for that day. The Preschools operate for well children and staff only. Children should be fully able to participate in all activities, including outdoor play.

Children who develop symptoms of communicable disease will remain with a staff member in an isolated area (lead teacher’s office), until the parent or designated representative arrives.

Please evaluate your child’s health before coming to Preschool. If your child experiences any of the following illnesses/symptoms he or she should remain home until they are symptom free, and/or have been evaluated by a health care professional and on medication (if appropriate) for 24 hours:

- fever
- scarlet fever
- respiratory infections
- nausea or vomiting
- rash of unknown origin
- conjunctivitis (pink eye)
- any illness that prevents participation

* fifth’s disease
* earache
* earache
* earache
* mouth sores
* pinworm
* impetigo
* lice/scabies
* ringworm
* respiratory infections
* strep
* other infectious diseases

Please note, if your child has been diagnosed with chicken pox, please exclude him/her from participation until six days after onset of rash and all sores are scabbed.

Additionally, if your child is diagnosed with any contagious disease, please notify Preschool staff so that parents at the preschool can be notified that their child may have been exposed.

If your child is returning to preschool after an illness, we will assume they are well enough to play outdoors.
**Discipline**

Children at preschool will not receive physical punishment. Children who have conflicts or problems with others while at the preschool will be encouraged to verbalize their angers and concerns. The role of the adult at school is to enable positive problem solving. Our staff members guide rather than punish.

Children whose behavior endangers others will be supervised away from other children. The child will then work through the problem with the teacher and any other concerned parties. The staff rarely uses “time outs” unless a child is emotionally out of control and needs a private time or a “few moments” to regain composure.

Discipline will always be positive, productive, and immediate when behavior is inappropriate. Parents will be called if staff is unable to settle a disruptive child. The objective is for the child to learn to solve his or her own problems by talking things out.

*Please see Appendix for additional discipline information.*
Preschool Rules

For the safety and well being of children and staff, it is important that we all follow these rules:

• Use indoor voices in the classroom.
• Walk, no running.
• Sit on chairs, not tables.
• During circle time or activity time, either participate or sit quietly.
• Everyone needs to wait to eat snack until all are seated. Eat at the table. Do not walk around with food in your mouth.
• If children bring hats to preschool, they can be worn outside, not in.
• No children leave the room for any reason without an accompanying adult.
• All children are outdoors at playtime. Whether indoors or out, children are expected to respond obediently, courteously, and quickly to any supervising adult.

Toys, Hard Candy, Gum and Soda

Please, no toys, hard candy, gum, or soda are to be brought to school.
Termination Policy
In certain circumstances, it may be necessary for the First 5 Mariposa County Commission to decide to discontinue a child’s attendance at a School Readiness Preschool. Such a decision would be based on whether it is in the best interest of the child, the other children in the class, and the overall operation of the program to terminate enrollment. Every effort will be made to correct a problematic situation before a final decision is made. Termination of enrollment may be the result of the following:

- Abuse of children, staff or property
- Continued violation of Preschool policies
- Disruptive or dangerous behavior
- The preschool’s inability to meet the child’s needs
- Continued absence without communication by the parent

Lake Don Pedro Preschool
**Snacks**

We ask parents to provide nutritionally balanced snacks. On occasion the teachers have a healthy cooking lesson. The teachers limit sugars and prefer to offer fruits, fresh vegetables and other nutritious alternatives. Parents are asked to sign-up to bring snacks once a month and to list the food they are bringing. (See Snack Guidelines on page 27). The snack menus are posted on a monthly basis.

Snacks are served family-style, meaning foods are served in bowls or dishes on the table. Children are encouraged to serve themselves, or serve themselves with help from an adult. Enough food is placed on the table to provide the full-required portion size for all the children at the table. We encourage children to try a “hello” bite.

If you are providing a birthday surprise, please bring something that can be easily taken home.
Catheys Valley Read-to-Me Program
You and your child have the opportunity to be part of a Read-to-Me Program and are able to borrow books from the Preschool library.

- Books are available to take home over the weekend and are to be brought back the following week.
- You have the opportunity to sign out 3 books at a time (any combination of children and adult education books).
- You will receive a book bag to use with the lending library books. Transporting the books in these book bags will help us keep the books in great shape and help make them last a long time.
- We will make charts to keep track of each child’s progress.

Building Blocks Preschools
Lake Don Pedro and Greeley Hill Building Blocks Preschools parents check out literacy kits to work with their child at home. Certificates are presented to the children at the June, graduation ceremony indicating the number of kits their child has completed throughout the year.

All the school readiness teaching staff encourages you to read to your children regularly. Studies have shown that children who have been read to in their early years tend to do better students in school, especially in learning to read. This year, there will be a lending library for parents providing them with an opportunity to check-out children’s books, DVD’s, and periodicals on parenting information.
Parent Enrichment

Parents will have the opportunity to attend parent enrichment activities such as Nutrition, First Aid and CPR classes. Suggestions for new classes are always encouraged and welcomed. There are four classes offered each year. Often there is a speaker who shares with the parents new ways to involve your child in an activity or helpful hints as you work with your child at home.

Home Visits for Greeley Hill and Lake Don Pedro

When families enroll in a First 5 School Readiness Preschool, they will be included in our Parents As Teachers home visit program. Teachers will visit upon parent request to support, encourage and assist parents in implementing teaching strategies specifically tailored to each child. If you have a problem with the parent visitation program, please speak with the teacher for a more amenable arrangement. The goal of the visitation program is that the parent and teacher are able to work together with the child. It is also an opportunity for the parent and teacher to discuss the child’s development and progress.
Clothing and Personal Belongings
Please send one labeled, extra set of clothing to the preschool. Children are to wear shoes that have enclosed toes and low heels. In addition, no flip flops or “crocs” are allowed. Play clothes that may get some paint or other wear from creative crafts and outdoor play are recommended. Since much activity takes place on the floor, children should be dressed in comfortable, non-restrictive clothing. Children should be dressed according to weather conditions.

Not appropriate for school: delicate, fragile clothing, jewelry, earrings that dangle below the ear lobes, purses, super hero/rock star or other costumes, for example.

We would like to discourage bringing toys, stuffed animals, etc. to school. Parents are asked to check with the teacher prior to bringing any item or souvenir to school.
**Circle Time**
Circle time is an important part of the day. Circle time begins promptly at 9:00 for the Building Blocks Preschools and 8:20 for Catheys Valley Preschool. Please be on time. Parents must refrain from any conversation with other parents and noisy activity during this time. We welcome you to join and participate with the group.

**Centers**
We believe that a child is positively motivated to be competent, independent, creative and loving. Our purpose is to facilitate a sense of personal worth by providing experiences that can further the development of intellectual and physical competence and of social skills. The centers periods of each day are a very special and important aspect of this development process. During the centers periods, the children move freely between adult-monitored projects, and work/play stations around the classroom. The children choose the individual activities they want to participate in and are encouraged to try all of the teacher-directed activities.

**Outside**
Outside time is an important part of the preschool curriculum. The teachers organize activities and games that enhance gross motor skills and encourage sensory experiences. The teachers and classroom workers share the responsibility for monitoring the behavior and safety of the students while on school campus. Children are expected to respond obediently, courteously, and quickly to any supervising adult.
**Birthdays**
Birthdays are a special day for children. We will help celebrate your child on his/her special day with a crown/tiara, birthday song, and certificate from the teacher. If your child does not celebrate birthdays, please let staff know at the beginning of the month.

Please feel free to supply a healthy snack on that day. Please no cake, cookies, cupcakes, or other sugar-heavy foods. If you want to provide something extra special, it must be something that can easily be taken home.

All summer birthdays will be celebrated in June.

**Field Trips**
Short walking field trips will be part of planned instructional programs. A signed permission slip for the year will be kept in each child’s file. These walking field trips will be limited to the immediate vicinity.

Information about more elaborate field trips will be provided at least two weeks prior to the event. Parents are required to sign a permission slip in advance and either parents or a designated caregiver, on file with the preschool, must attend the outing with their child.

* Please see Appendix for Field Trip Form.
**Pictures**
We will arrange for a professional photographer to take group and individual pictures of the children in the fall and again in the spring. Proofs will be made available several weeks later, and you can select among choices of packet sizes and order if you choose. Purchase of photos is completely optional.

*Please see Appendix for Photo Release form.

**Graduation at Greeley Hill and Lake Don Pedro**
All of the children participate in a graduation ceremony at the end of the year. Those children attending preschool, but are not graduating, will receive a certificate for successfully completing the year. Those graduating to kindergarten receive a graduation certificate. Graduation is held on the last day of school.

**Catheys Valley Preschool**
All the children receive a certificate of completion and a family celebration is held with a cake and snacks. Family and friends are invited to attend.
Appendix

Mariposa Elementary School
First 5 Health Express
Discipline Techniques for Parents Working in the Classroom

At First 5 Preschools, we try to emphasize respect for ourselves as well as others. We try to encourage self-esteem, which leads to self-discipline. **It is extremely important that we understand that discipline for young children needs to be kind, thoughtful, and tender.** To this end:

1. Encourage children to use words to express feelings and thoughts. Give them examples of words that might be new to them.

2. Try to use logical consequences for children’s actions. For example, “I see a big mess. You will have to clean it up. Can I help you with it?”

3. When a child is doing something that is dangerous to him/herself or others, explain the importance of safety, give them a warning and another chance. If they are still behaving in an unsafe manner, remove them from the area or take away the unsafe object.

4. Respect is important and children learn it by watching us, so remember to demonstrate understanding towards children while providing a safe and healthy place for expression of feelings and actions.

5. When necessary, redirect children in an effort to focus on what is allowed at preschool, rather than what is not.

6. If you notice children behaving inappropriately, get down on your knees, make eye contact, speak firmly but quietly, and keep it simple. State what you saw and what you mean. Don’t ask questions. For instance, “I can’t let you hit Joey. When you hit, it hurts.” Then encourage conversation, “Tell me what you think I just said.” If Joey is around, ask Joey to tell the aggressor how he feels. Finally, ask if they have any ideas or solutions. This is a great way to empower children and help them with their words. If it’s a good idea, congratulate the children on their solution and let them act on it. If it’s not such a good idea, state why it isn’t an acceptable solution and tell them you’re sure they have other suggestions. The main objective is to get the children communicating with each other, openly and honestly.
Snack guidelines

Parents are responsible for bringing snacks for all of the children in the preschool class approximately once a month. This helps us keep preschool costs down, and also helps us introduce the children to a variety of foods. Here are the guidelines to follow:

- You will have the opportunity to sign up for bringing snack when preschool staff meets with you to pick up registration forms and at quarterly parent meetings. The teacher will keep a running checklist of who has signed up, and will start the checklist anew when all names are checked off.

- It is probably easiest for you to bring snack on a day you are working in the classroom. If you have opted out of classroom workdays, you are still responsible for bringing snacks.

- State licensing guidelines require that snack menus must be posted in the classroom every two weeks. To cut down on our paperwork, we post the snack menu monthly. Therefore, the teacher will call you to find out specifically what you are bringing well in advance of your scheduled day so that we have time to type in, print out, and post the menu.

- Please keep these guidelines and lists of suggested snack items handy for when the teacher calls you.

- State licensing guidelines say that snacks brought in must be prepared in a commercial kitchen. Unless you have a certified commercial kitchen, this means snacks must be bought from a store and in packaging, not homemade. Fruit must be cut up in the classroom, and things like mini pizzas made from English muffins, pizza sauce and cheese must be assembled in the classroom. We encourage this! It’s a great activity for the children.

- Please bring any leftover snacks home with you. Open containers attract rodents and it is a licensing issue. (We have plenty of snacks stashed away for emergency use).

- Please bring only one item per food group. For instance, if you’re bringing yogurt and crackers, make the drink juice instead of milk; or if you’re bringing cheese and apples, make the drink water instead of milk or juice. It is good to have the children drink water!

Let’s try to introduce the children to a variety of snacks. Please don’t bring the same items back to back that someone else is bringing. The teacher will help keep track of who is bringing what snack.
Suggested snacks

- All serving sizes times 18 children
- Feel free to substitute similar healthy items to come up with your own snack combinations

1. Low fat yogurt, flavored, 2 oz
   Pear, fresh, ½ cup
   Water
2. Small low fat muffin
   Orange/pineapple juice, ½ cup
3. Wheat crackers, ½ serving
   (.5 oz)
   Cheddar cheese
   Grape Juice, ½ cup
4. Mini bagels
   Cream cheese
   Apple juice, ½ cup
5. Animal crackers, ½ serving
   (.5 oz)
   Chocolate milk, 1%, ½ cup
6. Peach slices, ½ cup
   Graham crackers, 1/2 serving
   (.5 oz)
   Peanut butter balls, 1 tbsp
   Water

Mariposa Library
First 5 California Health Express
### Suggested Snack Substitute list:

<table>
<thead>
<tr>
<th><strong>Fruit</strong></th>
<th><strong>Crackers</strong></th>
<th><strong>Veggies</strong></th>
<th><strong>Other</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>Whole wheat</td>
<td>Carrot sticks</td>
<td>Cheddar cheese</td>
</tr>
<tr>
<td>Pears</td>
<td>Popcorn</td>
<td>Celery sticks</td>
<td>String cheese</td>
</tr>
<tr>
<td>Bananas</td>
<td>Ak-Mak</td>
<td>Cucumbers</td>
<td>Peanut butter balls</td>
</tr>
<tr>
<td>Nectarines</td>
<td>Ritz/Club</td>
<td>Broccoli</td>
<td>Yogurt</td>
</tr>
<tr>
<td>Grapes</td>
<td>Goldfish</td>
<td>Grape tomatoes</td>
<td>Hard boiled eggs</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Triskits</td>
<td></td>
<td>Cream cheese</td>
</tr>
<tr>
<td>Peaches</td>
<td>Cheese crackers</td>
<td></td>
<td>Nuts</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>Wheat thins</td>
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<td>1% Milk</td>
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<tr>
<td>Watermelon</td>
<td>Pretzels</td>
<td>Orange juice</td>
<td>Bread</td>
</tr>
<tr>
<td>Honeydew</td>
<td>Quick breads</td>
<td>Apple juice</td>
<td></td>
</tr>
<tr>
<td>Mangos</td>
<td>English muffins</td>
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<td>Pineapple juice</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Bagels</td>
<td>Grape juice</td>
<td><strong>Low/no sugar</strong></td>
</tr>
<tr>
<td>Avocados</td>
<td>Animal crackers</td>
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<td></td>
</tr>
<tr>
<td>Raisins</td>
<td>Small muffins</td>
<td>Orange/pineapple</td>
<td></td>
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<tr>
<td>Dried cranberries</td>
<td>Graham crackers</td>
<td></td>
<td>Rice Krispies</td>
</tr>
<tr>
<td>Applesauce</td>
<td>Rice cakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blueberries</td>
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</table>

**Lake Don Pedro Preschool**
When Children Learn
When children participate in circle time they learn
- To listen, sit and understand spoken words
- That their ideas have value to the other children and the teacher
- New vocabulary words
- To remember the words of songs and poems they have learned and to put things in proper order (gaining a sense of time)
- The names of others in the group
- To cooperate and be considerate of the needs of others
- To help plan what they will do and when they need to do it

When children look at objects at a nature table they learn
- New vocabulary
- Concepts of texture, color, weight and size
- To group objects into categories
- To observe likenesses and differences
- To appreciate nature and develop a sense of wonder

When children paste, glue and collage they learn
- To exercise their imagination and creativity
- Concepts of shape, size, location and design, which is relevant to reading
- About different textures
- How to create patterns and designs, a math skill
- To distinguish patterns from background, a reading skill

When children finger-paint they learn
- To exercise their imagination and creativity
- About how colors mix to make new colors
- Concepts of shape, size and location
- Eye-hand coordination
- An acceptable way to make a mess, and have fun sharing ideas with others who are near
When children play with letter games they learn

- To recognize upper and lower case letters
- To associate letters with sounds they represent
- That letters are parts of words they say, and that letters make up all those words that people read from books
- To recognize their names and some other words, without stress and without fear of failure – only if they want to and are ready

When children play with puppets they learn

- To express their ideas with words
- To take on the role of someone else
- To use their voice tones as well as words
- To use their imagination
- To learn how it feels to be someone else

When children play in the dress-up corner they learn

- To be flexible in their thinking
- To express themselves with words
- To try on different adult roles
- To solve social problems through negotiation with friends
- To sort and organize things
- To make decisions
- To improvise and use things in a symbolic way – a language skill
- To have an object represent something else, which is abstract thinking
- To carry out their ideas, with the cooperation of others
- To exercise their imaginations and creativity

Greeley Hill
Preschool
When children play on riding toys they learn
- Strength, balance and large muscle coordination
- To use their energy in a constructive way
- Concepts of speed, direction and location
- To use their imaginations as they pretend to be different characters and make different “road” noises
- To negotiate and take turns
- To solve problems
- Self-confidence, as they master new skills

When children string beads they learn
- Eye-hand coordination
- Concepts of color, shape and location
- Number concepts like more, less, longer and shorter
- To create and reproduce patterns
- Pride in accomplishment

When children play with pegboards they learn
- One to one correspondence, a math skill
- To make and repeat patterns, a math skill
- Possible left to right progression, a reading skill
- Concepts of addition, as they add one peg at a time
- Colors
- Symmetry, shapes, order and design
- Eye-hand coordination

When children play on climbing equipment they learn
- Physical strength, coordination and balance
  - To use their imagination
  - To cooperate with others when involved in group play
  - To solve problems
When children play with blocks, cars and trucks, they learn
- Concepts of shape, size, length and location – all reading skills
- To create and repeat patterns, a math skill
- To exercise imagination
- To express ideas
- To cooperate with others
- To solve problems
- To see themselves with a different perspective – that of a giant

When children play with sand they learn
- To exercise their imagination
- Concepts of size, shape and volume, empty and full
- How to use tools
- To solve problems
- Concepts of warm and cool, damp and dry, heavy and light
- How to play socially with others
- To create systems for classifying, ordering and arranging, which are math skills
- To create their own patterns and symbols, which are reading and writing skills
- To observe changes – a math skill

When children sort things they learn
- To notice details, likenesses, differences, and to form categories – math and reading skills
- Sequencing – another math and reading skill
- Concepts of color, size and shape
- Logical reasoning
- Numerical concepts of more and less
When children play with play dough they learn
- To see shape against the background of the table – a pre-reading skill
- Concepts of size, shapes, length and weight
- To see negative space when cookie cutter shapers are taken away
- To express feelings, especially negative feelings, when squeezing and pounding
- To exercise their imaginations and creativity
- That the quantity of something remains the same even when the shapes changes

When children look at books and listen to stories they learn
- That books are important and enjoyable
- That print is written-down words
- To express their own thoughts, feelings and ideas
- To exercise their imaginations
- That pictures tell something just like words
- To make up their own stories
- To handle books with care
- To recognize certain words when they see them in print
- To use more complex language patterns in their own speech
- To follow the development of thought and ideas in the plot of the story
- That they like books, and someday would like to be able to read them too, when they are ready

Catheys Valley
Preschool
Suggestions for Reading with Preschoolers

Read aloud so preschoolers can:

- Continue to associate reading with warm, pleasant feelings; learn about words and language; and expand listening skills.
- Pay attention to the language of books and begin to notice how it differs from spoken language.
- Listen to the sounds in words and notice how some are the same and some are different.
- Build their vocabularies with words they understand and can use.
- Gain background knowledge about a variety of topics.
- Talk about the characters, settings, and plot and relate them to their own lives.

Learn more about print concepts, such as, print is spoken words written down, the letters in words are written in a certain order, and written words are separated by spaces.

Choose books that preschoolers like:

- Preschoolers feel good about their growing skills and accomplishments. As they learn new concepts and self-help skills, read stories about young children who have similar experiences.
- Preschoolers have good memories. Read stories with simple plots children can retell in their own words (to themselves, a stuffed animal, or a friend) and pattern books with repetitive and predictable rhymes, phrases, and story lines that let children participate.
- Preschoolers are building their listening skills and attention spans. Read longer picture books and begin chapter books that last for several sessions.
- Preschoolers are curious. Read information books with facts, explanations, and new people, places, and things.
- Preschoolers know a lot about their own world. Read books that let them use their knowledge to understand books that introduce new topics, facts, and ideas.
Preschoolers have vivid imaginations. Read folk tales and books with animal characters that think and talk like humans. Preschoolers are learning about the sounds of letters and words. Read books with rhymes and alliteration.

Try these read-aloud tips:

- Introduce the book: read the title, author, and illustrator; look at the cover; talk about what the book might be about; suggest things to look and listen for.
- Run your finger under the text, while reading.
- Answer questions related to the book; save other questions for later.
- Talk about the story during and after a read-aloud session.
- Use information and reference books to answer children's questions.
- Ask children to look closely at the pictures to help them understand the story and make predictions about what might happen next.
- Repeat interesting words and rhymes while reading a book and at a later time.
- Pause and wait so children can say the word that ends a repetitive or predictable phrase.
- Stop to ask thinking questions: "What might happen next? Where did he go? Why did she do that?"

Follow up on the story. Invite a child to talk; draw or paint; pretend to be one of the characters; and so on.
Guides in Speech and Action

Guides in Speech

1. **State suggestions or directions in a positive rather than a negative form.**

A positive suggestion is one that tells a child what to do instead of pointing out what not to do. A positive direction is less likely to rouse resistance. It makes help seem constructive rather than limiting. When we make suggestions in a positive way, we are giving the child a good social tool to use. To put directions positively represents a step in developing a more positive attitude toward children’s behavior inside ourselves. If you say, “Leave the door open” instead of “don’t close the door,” the child knows what to do and doesn’t have to stop and think, “What should I do?”

- **Avoid the use of the word, “no” and/or “careful”**
  when stating suggestions or directions in a positive form to children. Be specific with statement. For example, “Slow down when your tricycle is near another tricycle” rather than, “No crashing into another tricycle” or “Be careful!”

2. **Give children a choice only when you intend to leave the situation up to them.**

Choices are legitimate. With increasing maturity, children make an increasing number of choices. But there are decisions that children are not ready to make because of their limited capacities and experience. We must avoid offering children a choice when we are not really willing to let them decide the question. It is confusing to the child to be asked a question when what is wanted is not information but only confirmation or agreement. Be sure your questions are legitimate ones. If you give the child a choice, let the child choose. “Do you want to clean up?” is not really a choice if the child must do it. Instead you simply say, “It is time to clean-up our classroom.” Children can be given choices regarding clothes to wear and activities.
- **Transitional warnings:** Before children move from one activity to another, it is mutually respectful to give all the children a transitional warning. This transitional warning gives children a chance to prepare mentally for a change while choosing how to spend the last few minutes before the transition. For example, “Five more minutes before snack time.” Typically the lead teacher walks around and alerts all teachers in the indoor and outdoor environments. As children may be absorbed in an activity, the supervising teachers in each area then follow up with individual transitional warnings. The use of a signal or bell is helpful.

3. **Your voice is a teaching tool. Use words and a tone of voice that will help the child to feel confident and reassured.**

   A quiet, firm manner of speaking conveys confidence. It may be necessary to speak firmly, but it is typically never necessary to raise one’s voice. The most effective speech is simple, direct, and slow. It is always better to move nearer the person, to whom you are speaking, rather than to call or shout across any play area. Your words will get a better reception if they are spoken quietly, face to face. If you lower your voice tone to show the child you mean what you say, that helps the child realize you are serious. Your face shows a change also.

   In a situation that involves safety and you believe that you are too far from the situation to stop it promptly, you may use the child’s name and say firmly stop. For example, when you see that a child is ready to push another child off a climbing structure, you simply say firmly and loud enough for the child to hear, “Gabriela, stop!”
4. **Avoid trying to change behavior by methods that may lead to loss of self-respect such as shaming a child or labeling behavior “naughty,” or “selfish.”**

Neither children nor adults are likely to develop desirable behavior patterns as the result of fear, shame, or guilt. In learning constructive ways of guiding behavior, our first step is to eliminate destructive patterns: gestures, expressions, tones of voice, words that pass judgment. Children are helped if we accept them as they are and try to make it possible for them to find some success, rather than if we reprove them because they do not meet our standards. Say, “almost,” when a child succeeds partially. It is more helpful to say, “I can’t let you do that; you might get hurt.” Instead of “You’re bad” or “That’s not nice to hit your friend.”

5. **Avoid motivating a child by making comparisons between one child and another or by encouraging competition.**

Children who are encouraged to be competitive are very likely to quarrel more with one another. In competition someone always loses and is likely to feel hurt and resentful. Competition does not build friendly, social feelings. It also creates problems within the child. Neither constant success nor too many failures prepare children well for what they will meet later in a competitive world. Avoid competitive kinds of motivation until children have developed ego strength and can balance failures with successes. Young children fall apart or get very angry when they are involved in competition.

6. **Redirect children by suggesting an activity that is related to their own purposes or interest whenever possible.**

We will be more successful in changing children’s behavior if we attempt to turn their attention to an act that has equal value for them but is acceptable. Suggestions for acting differently will take into account the different meanings in behaviors—throwing (balls instead of sand), vigorous play (raking leaves instead of running wildly). Redirection should help children face their problem by showing how it can be met, not by diverting them. Children’s ideas are sometimes in the wrong place or amount; a child’s running is acceptable outside but not inside. Always help children to re-engage and achieve success in the activity that they have been redirected. Allow the children an opportunity to negotiate and help find an acceptable solution.
7. The effectiveness of a suggestion or a direction may depend largely in its timing.

The timing of a suggestion may be as important as the suggestion itself. Advice given too soon deprives children of a chance to try to work things out for themselves. A suggestion made too late may have lost any chance of being successful. Through experience one can increase one’s skill in giving a suggestion at the moment when it will do the most good. We watch to see children can handle the situation or resist the urge to do something wrong. But if not, then stepping in quickly is important; the longer we wait, the more the child feels we accept the behavior.

Guides in Action

1. Avoid making models in any art medium for the children to copy.

Art is valuable because it is a means of self-expression. Young children need avenues of expression. Their speech is limited. Their feelings are strong. If children have models before them, they may be blocked in using art as a means of self-expression. They will be less likely to be creative and more likely to be limited in trying to copy. Art then becomes only another area where they strive to imitate the adult who can do things much better. Give children ideas to get them started and talk about how it takes a long time to learn. They can watch artists at work to see techniques but will not feel competent if we do it for them.

2. Give children the minimum of help in order that they may have the maximum chance to grow in independence, but give help when the children need it.

Children’s self-confidence is increased by independent problem-solving. There are all kinds of ways to help children help themselves rather than stepping in and doing it for them. In leaving children free to satisfy their strong growth impulse to be independent, we support their feelings of confidence in themselves: “I can do this all by myself.”
To allow children to do things for themselves does not mean denying their requests for help. When children ask for help, we listen to their request and answer it in a way that will make them less helpless and dependent. Confidence in self is based on a foundation of trust in others. As children develop physical skills using hand and body, their self image improves.

3. Make your directions effective by reinforcing them when necessary.

A verbal suggestion, even though given positively, may not be enough in itself. A glance at the right moment, moving nearer to a child, a verbal suggestion, or actual physical help are all techniques. One common fault of parents and teachers is using too many words. Have confidence in the child’s ability to hear and respond. But add different techniques together until successful rather than depend solely on words. Just the word “now” spoken softly but closer to the child can reinforce directions. Sometimes the reinforcement is an offer of help to do it together.

4. Forestalling is often the most effective way of handling problems. Learn to foresee and prevent rather then mop up after a difficulty.

Learning to prevent problems is important because, in many cases, children do not profit from making mistakes, or the consequences would be too serious, or the child may interpret consequences incorrectly. Effective guidance depends on knowing how to forestall and prevent trouble as much as on knowing what to do when trouble occurs. Sometimes forestalling means explaining to the child what to expect from an event. When you can predict a child’s response, you can avoid an unpleasant situation before it occurs. Supervision is crucial to the children’s safety. Position yourself so you can see as much as possible in your area. Move closer as you anticipate that help will be needed.
5. **When limits are necessary, they should be clearly defined and consistently maintained.**

In a well-planned environment at school or at home, there will not be many “no’s”; but these “no’s” will be clearly defined, and the child will understand them. The adult must be the one who is responsible for limiting children so that they do not come to harm or do not harm others or destroy property. Children will feel more secure with adults who can take this responsibility. The same rules must apply each day and in a reasonable situation. When a different situation happens, such as visiting someone in the hospital, explain why the rules are changed.

6. **Be alert to the total situation. Use the most strategic positions for supervising.**

Observation of the total situation is essential to effective guidance: for children’s safety, for helping children, and for enrichment of experience. Trouble is seldom avoided by a suggestion given at a distance. Your presence nearby is often enough to help a child stay in control.

The health and safety of the children are a primary concern at all times. Never relax watchfulness for things that affect the health and safety of the children.

7. **Observe and take notes; increase your own awareness of what goes on.**

Underlying all these guidelines is the assumption that teaching is based on the ability to observe behavior objectively and to evaluate its meaning. Skill in observing and recording is essential in building understanding. Parents also learn about their child from observation, though it is seldom written. Observation tells us where children are in the developmental sequence as well as their unique patterns and responses.

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Lake Don Pedro
Preschool
Additional “Guides for Speech and Action”

1. **Active listening: listen reflectively to the child’s feelings; mirror them.**
   This is a special skill. Identify in your mind what the child is feeling right now. While maintaining eye contact in conversations with children at their level, mirror back feelings and thoughts to them. “You’re angry.” “You want a turn NOW.” “It’s hard to wait.” Avoid saying, “I know just how you feel,” or “You must be feeling angry.” Especially avoid the temptation to include a little “lesson”: “You’re angry, but it’s not nice to hit,” or “You want a turn now, but everybody has to share here; and if you don’t share, he won’t want to share with you.”

   In order to listen actively, you will need to reserve conversations with other adults to before and after class unless it directly relates to the children.

2. **Stay at child’s level at all times.**
   If you are in the indoor environment, you will probably either sit in a child-sized chair or sit on the carpet. When you are in the outdoor environment, you can sit on the grass or sand unless you are supervising a climbing structure at which time it is appropriate to stand.

3. **Talk to the children to show an interest in their play, but step back—do not play with them unless invited by the children.**
   The preschool program utilizes the philosophy of floor time and child-directed play where the children get to be in charge of their play.

4. **Model the behavior you want the child to learn.**
   You teach best by example. If you run in the hall (to the telephone), why can’t the children run in the hall? If you chew gum, why can’t children chew gum at school? (It gets in someone’s hair!) If you shout across the play yard, why can’t children yell at someone and expect compliance? An obvious example seldom occurs at preschool but may occur at home: if you use “bad language,” why can’t children say the same words? If you use “please” and “thank you” at the snack table, the children are more likely to follow your model.
5. **Change undesirable behavior, or promote desirable behavior, by changing the physical environment.**

Take a good look at the room, at the yard, at the locker room, at the gate, at the kitchen. Do they suggest by arrangement any clues for the behavior or activities expected there? What can be added or removed so adults won’t have to state rules or limits to children? How can the environment promote the behavior we prefer?

- Running inside the building?
  - Arrange the furniture in a way that discourages running.

6. **Arrange it so the child experiences the natural consequences, the logical consequences of his/her behavior.**

We try to teach the children cause and effect rather than punish.

- Flour or macaroni or water is spilled? The child, with teacher’s help, can use broom and dustpan or sponge.

- A child repeatedly throws sand, after a warning? The consequence is that the child may not play in the sand anymore until after snack or until tomorrow.

- A positive consequence of sharing (blocks, dolls, ride in trailer) is that the child has a friend; “she likes to play with you.” Adults can point this out.

Some consequences are beyond a child’s ability to understand; breaking a drum head by pounding on it with a stick (instead of using hands) or pushing a doll buggy into the sand area (getting sand into the axles) has the consequence of requiring repairs and depriving children of the equipment. We adults have to step in with simple explanations (not moralizing) and redirection of the behavior. Explaining and talking about a particular situation provides the child with insight and knowledge. Working with the child through discussion allows the child to understand and helps mold his or her behavior.
7. **Use open-ended questions**

Open-ended questions are questions that have many right answers. They encourage children to think, express their feelings and respond according to how they see the world around them. Both critical thinking skills and imagination are supported through the use of these types of questions. Encourage children to develop language skills by asking them open-ended questions.

- Encourage children to respond in their first language.
- Encourage children to represent their experiences through clay modeling, block play, and other open-ended activities.

**Examples of open-ended questions:**

- How can you/we find out?
- Tell me what happened?
- How did you do that?
- What materials did you use?
- What did you do first, second, last?
- What would happen if ____________?
- What can you tell me about it?
- What could you do instead?
Photograph Release

I hereby grant permission to the First 5 Mariposa County Commission and/or First 5 California and the First 5 Statewide Evaluation to use my child’s photograph in any official First 5 Mariposa County Commission and/or First 5 California and the First 5 Statewide Evaluation publications and displays without further consideration, and acknowledge the First 5 Mariposa County Commission and/or First 5 California and the First 5 Statewide Evaluation’s right to crop or adjust the photograph at its discretion. I understand that neither I nor my child/children will be paid for such photographs, and I agree not to make any claims against the First 5 Mariposa County Commission and/or First 5 California and the First 5 Statewide Evaluation relating to or arising out of the taking of such photographs or any use of such photographs by the First 5 Mariposa County Commission and/or First 5 California and the First 5 Statewide Evaluation. I also understand my child’s name will not be used with the photograph or in any publications.

I agree to indemnify and hold harmless from any claims the following:

First 5 Mariposa County Commission
First 5 California
First 5 Statewide Evaluation
All employees within the First 5 Mariposa County Commission,
First 5 California and the First 5 Statewide Evaluation Team

________________________________________________________
Name/s of Child/Children:

________________________________________________________
Name of Parent/Guardian:

________________________________________________________
Address:

________________________________________________________
Phone:

________________________________________________________
Date:

________________________________________________________
Signature:

_name of agency:____________________________
Dear Parents/Guardians:

From time to time our teachers take walking field trips to various areas around our schools.

Since many of these activities are short in duration and scheduled quickly, according to the weather and the close relationship of the trip to what we are studying, we wish to have your permission to walk around the school at the teacher’s discretion at any time during the school year. In every instance, we will notify the school office of our destination, so that you can get in touch with us if a need arises.

If you wish your child included in these activities, please sign and return the notice below.

**************************************************************************

School Readiness Field Trip Permission Slip for School Year

I give permission for my child__________________________________________________ to participate

(Please Print Full Name of Student)

in walking field trips around the school site:

☐ Building Blocks Preschool- Greeley Hill
☐ Building Blocks Preschool- Lake Don Pedro (La Grange)
☐ Catheys Valley Preschool- Catheys Valley

_________________________  __________________
(Signature of Parent/Guardian)  (Date)
**Rights of Licensing Agency**

The School Readiness program is licensed through the California Department of Social Services, Community Care Licensing Division. This licensing allows you to be secure in knowing that the First 5 School Readiness Program sites, at Lake Don Pedro, Greeley Hill, and Catheys Valley live up to all Title 22 health and safety standards.

Being licensed allows you to know that your child attends a preschool that is proud to provide a caring, safe and healthy environment that focuses on a clean facility, safety first, sanitized toys, tables, etc. and all play equipment maintained properly.

As the licensor, the Department of Social Services, has the authority to interview children or staff without prior consent. The School Readiness preschool staffs (the licensee) shall ensure that provisions are made for private interviews with any children or staff members.

The Department has the authority to inspect, audit, and copy child or child care center records during normal business hours. Records may be removed if necessary for copying. Any records removed shall be subject to the requirements of Title 22 Sections 101217(c) and 10122(d).
CAREGIVER BACKGROUND CHECK
PROCESS CALIFORNIA DEPARTMENT OF
SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation or a marijuana-related offense covered by the marijuana reform legislation codified at Health and Safety Code sections 11361.5 and 11361.7, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children cannot by law be given an exemption that would allow them to own, live in or work in a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person’s record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- The crime
  - What they have done to change their life and obey the law
  - Whether they are working, going to school, or receiving training
  - Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren’t related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person’s name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person’s name by contacting the local licensing office. You may find the address and phone number on our website.

The website address is http://ccld.ca.gov/contact.htm.
PARENTS’ RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.

2. File a complaint against the licensee with the licensing office and review the licensee’s public file kept by the licensing office.

3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.

4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.

5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.

6. Receive from the licensee the name, address and telephone number of the local licensing agency.

   Licensing office Name: Community Care Licensing Fresno Co.
   Licensing Address: 770 East Shaw Ave., Suite 300 MS-29-07, Fresno, CA 93710
   Licensing Office Telephone #: (559) 243-4588

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.

8. Receive, from the licensee, the CAREgiver Background Check Process form.
Continuation of Parents Rights

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice “Registered Sex Offender” database, go to www.meganslaw.ca.gov

ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS’ RIGHTS
(Parent/Authorized Representative Signature Required)

I, the parent/authorized representative of _______, have received a copy of the “CHILD CARE CENTER NOTIFICATION OF PARENTS’ RIGHTS” and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

Name of Child Care Center

Fresno Community Licensing
770 East Shaw, Suite 300, MS-09-07
Fresno, CA 93710
(559) 243-4588

________________________________________
Signature (Parent/Authorized Representative) Date

NOTE: This Acknowledgement must be kept in child’s file and a copy of the Notification given to parent/authorized representative.

For the Department of Justice “Registered Sex Offender” database go to www.meganslaw.ca.gov

LIC 995 (9/08)
PERSONAL RIGHTS

Child Care Centers

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:

1. To be accorded dignity in his/her personal relationships with staff and other persons.

2. To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.

3. To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.

4. To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.

5. To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.

6. Not to be locked in any room, building, or facility premises by day or night.

7. Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

Name of Child Care Center

Fresno Community Licensing

770 East Shaw, Suite 300, MS-09-07

Fresno, CA 93710

(559) 243-4588
PERSONAL RIGHTS CONTINUED

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

___________________________________________________________
(PRINT THE NAME OF THE FACILITY)

___________________________________________________________
(PRINT THE NAME OF THE CHILD)

SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

____________________________________________________________
TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN (DATE)

LIC 613A (8/08)

Lake Don Pedro Preschool