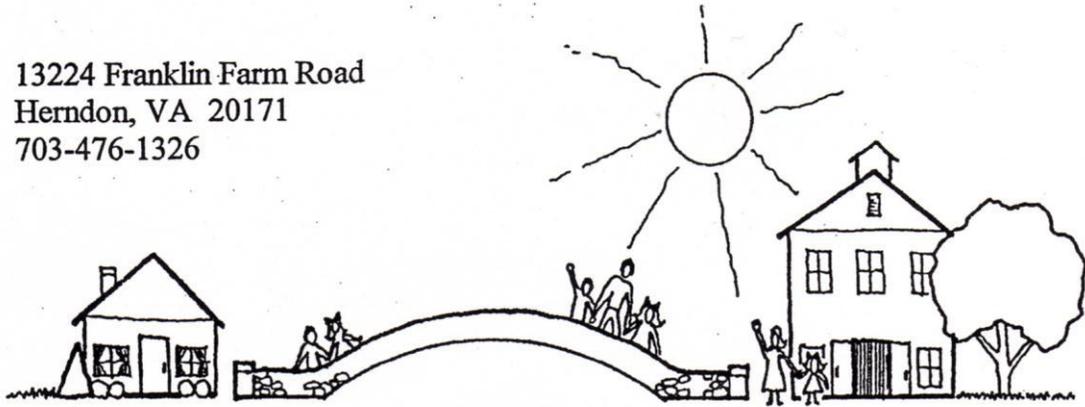


13224 Franklin Farm Road
Herndon, VA 20171
703-476-1326



Beginning Bridges, Inc.

A Quality Preschool

Parent Handbook

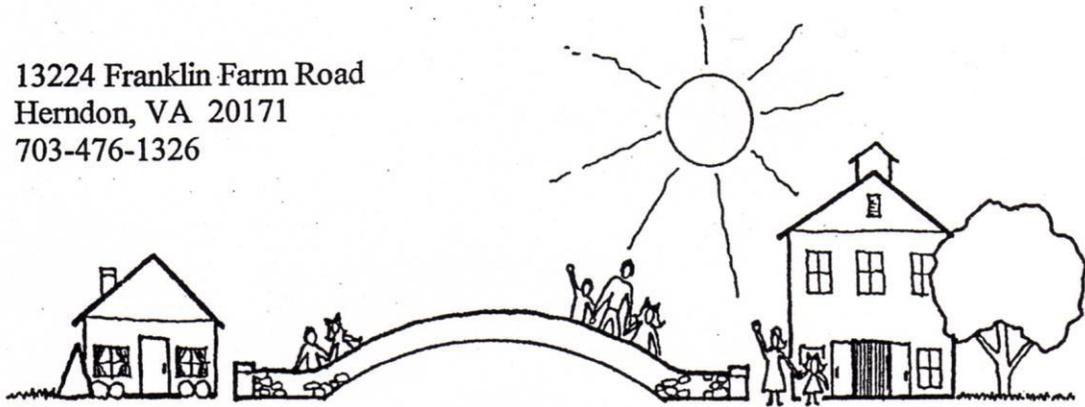
www.BeginningBridges.com

Location:

Community of Faith United Methodist Church
13224 Franklin Farm Road
Herndon, VA 20171
703-476-1326

Mailing Address:
4216 Newport Drive
Chantilly, VA 20151

13224 Franklin Farm Road
Herndon, VA 20171
703-476-1326



Beginning Bridges, Inc.

A Quality Preschool

Mailing Address:
4216 Newport Drive
Chantilly, VA 20151

Dear Parents,

Welcome to Beginning Bridges, Inc. I am pleased that you have chosen our program for your child. Our staff is dedicated to meeting the needs of the whole child and accepts this responsibility with great pride and commitment. We hope that you will enjoy the fellowship of meeting and working with other parents while car pooling, volunteering in the classroom, attending school functions and Parent Council activities. Together we can help your child to be the very best he or she can be. Thank you for allowing us to join you in providing a nurturing environment for your child's optimum growth and development.

If you should ever have any questions, please feel free to call me at 703-476-1326 (school) or 703-817-1424 (home). Office hours are from 8:30 to 12:30 Monday through Friday and until 3:30 on Wednesdays. My door is always open to you.

Sincerely,

Patricia Carr
Administrative Director
President

LICENSING INFORMATION FOR PARENTS ABOUT CHILD DAY PROGRAMS

The Commonwealth of Virginia helps assure parents that child day programs that assume responsibility for the supervision, protection, and well-being of a child for any part of a 24-hour day are safe. Title 63.1, Chapter 10 of the Code of Virginia gives the Department of Social Services authority to license these programs. While there are some legislative exemptions to licensure, licensed programs include child day centers, family day homes, child day center systems, and family day systems. The state may also voluntarily register family day homes not required to be licensed.

Standards for licensed child day centers address certain health precautions, adequate play space, a ratio of children per staff member, equipment, program, and record keeping. Criminal record checks and specific qualifications for staff and most volunteers working directly with children are also required. Standards require the facility to meet applicable fire, health, and building codes.

Compliance with standards is determined by announced and unannounced visits to the program by licensing staff within the Department of Social Services. All inspection summaries and/or violation notices are posted on the bulletin board in the preschool office for parents to see. In addition, parents or other individuals may register a complaint about a program which will be investigated if it violates a standard.

Three types of licenses may be issued to programs. Conditional licenses may be issued to a new program to allow up to six months for the program to demonstrate compliance with the standards. A regular license is issued when the program substantially meets the standards for licensure. A provisional license, which cannot exceed six months, is issued when the program is temporarily unable to comply with the standards. Operating without a license when required constitutes a misdemeanor which, upon conviction, can be punishable by a fine of up to \$100 or imprisonment of up to 12 months or both for each day's violation.

If you would like additional information about the licensing of child day programs or would like to register a complaint, please contact:

Fairfax Licensing Office
3959 Pender Drive, Suite 320
Fairfax, VA 22030
(703) 934-1505

Beginning Bridges has operated under a regular license since its formation in 1993

****You have the right to see the Virginia Department of Social Services Inspection
Summary and Violation Notices issued to Beginning Bridges, Inc.****

Philosophy

Beginning Bridges believes that children are our most precious resource. Their innate goodness and sense of wonder, supported by our stimulating play-based curriculum, will promote the growth of a confident, cooperative and self directed individual. Beginning Bridges is committed to providing a nurturing environment for your child's optimum development which includes social, emotional, physical and cognitive goals.

Beginning Bridges is not affiliated with any church and is a nondenominational/multi-cultural school. We believe that prejudices form as a result of ignorance. Therefore, children will be exposed to celebrations and cultures of our world, without religious education, while learning good moral values.

Beginning Bridges is open to all children, regardless of race, nationality, or creed who will benefit from our program.

The Staff of Beginning Bridges

Our classes are limited to sixteen children supervised by one lead teacher and one assistant teacher. This ratio is established to ensure that your child will receive the individual attention which is crucial at this developmental stage in his or her life.

Our teachers come from diverse backgrounds in both education and experience. All have several years experience working with young children. Our staff provides a loving and nurturing environment in which your child's self esteem and highest potential can be fostered.

Continuing education is a vital part of a teacher's professional growth; thus it is a vital part of our program. We require our teachers to attend a minimum of sixteen hours per year of workshops and/or classes in early childhood education.

Goals

Our goals are to foster the development of the whole child. In order to accomplish this, we focus on four equally important areas of growth: Social Development, Emotional Development, Physical Development and Cognitive Development.

Social Development

Through positive relationships, creative play, and active manipulation of their environment, children will develop an awareness of the world around them and the ability to relate to others. The developmental areas in which the children will focus include:

Communication skills

Taking turns

Cooperation

Listening skills

Leadership skills

Following directions

Helping skills

Social Development - continued

In a setting where prosocial skills are modeled and positively reinforced, and where a child feels safe and accepted for who he or she is, the child is able to develop prosocial behavior through interactions with other children, as well as adults.

Emotional Development

Emotional development is a critical area of growth and upon which all other successful learning is dependent. In order for a child to risk the processes of experimentation, trial and error, and interaction with others, he or she must first have a positive self image. We promote self esteem in our children by providing a nurturing, loving and encouraging environment in which children feel wanted, liked and cared for. We encourage children to express themselves verbally, and we give them the tools needed to be successful (i.e., we help them to label their feelings and to express them in socially acceptable ways). We praise not only success at tasks but also effort and willingness to try.

Physical Development

Physical development is an important part of our overall program. Fine motor skills are developed through active manipulation of the environment. The use of pencils, markers and other art media during creative art activities contributes to fine motor development. The use of educational materials, puzzles, manipulatives and blocks also helps to contribute to the development of small muscles.

Gross motor development refers to the development of large muscles in the body. We encourage this growth by offering a daily play experience on our playground. The children are free to choose to play on climbing equipment and riding toys, as well as to experiment with sand and water, play and run, jump, twirl and enjoy! On days when the weather prohibits the use of outdoor time, a large muscle experience is planned for indoors.

Cognitive Development

Cognitive development refers to all areas of growth regarding the intellect. As Jean Piaget so correctly stated, a child's work is play. Children learn most effectively through creative play and through active manipulation of their environment. Thus, we facilitate a play-based curriculum in which children are offered the structured freedom to make choices; they move from one learning center to another during our extended free play period. Our classrooms offer the following learning centers:

- Discovery Center
- Creative Art Center
- Block Center
- Manipulative Center
- Dramatic Play Center
- Book Center

Discovery Center

This center changes continuously throughout the year. It includes creative play with different media including water, playdough, rice, macaroni, shaving cream, crazy goop and various contextual materials. Various science/discovery units which may be experienced include plant life, seasons, weather, insects, measurement, weight, sink and float, magnetism, dinosaurs and animals.

Creative Art Center

Creative art activities are offered to the children on a regular basis through both a daily teacher directed activity and through the Free Art Center in each classroom. The materials offered at this center vary from class to class and may include markers, crayons, scissors, glue, paper plates, different kinds of paper, yarn, string, craft sticks, feathers, empty books for writing and drawing. Children are free to create, experiment and explore through the use of the multi-dimensional materials.

Through creative art, children are able to experience success because there is no right or wrong way to create art. Their creativity and sense of mastery and accomplishment is enriched through creation of original works of art. **We care about the process not the product.**

Block Center

The Block Center offers a wonderful opportunity for children to engage in both solitary and cooperative play. Creativity is enhanced and fine motor skills are developed as children construct castles, houses, roads, bridges, chairs, zoos, fences, towers and even schools. Block accessories such as toy people, animals, cars and street signs add more detail to the play.

Manipulative Center

Children are free to choose from and play with a variety of manipulative and educational materials. These materials are changed periodically and may include the following: puzzles, peg boards and pegs, lacing cards, matching games, dominos, construction manipulatives and building sets, beads for stringing, materials for counting and classifying, lotto cards, board games, magnetic letters and numbers.

Through creative play with these types of manipulatives, children develop skills in reasoning, constructing, cooperating, predicting, matching, classifying, observing, problem solving, spatial relationships, design creation, fine motor development, color, shape, letter and number recognition.

Dramatic Play Center

Each classroom has a well equipped Dramatic Play Center which offers endless opportunity for creative, imaginative play and interaction with other children. Cooperative play is fostered through role-playing. This center contains dress up accessories, multicultural dolls and every day household items such as pretend food, kitchen utensils and telephones for acting out daily living skills.

Dramatic Play Center – continued

This center can also be transformed into many other types of dramatic play themes such as a grocery store, post office, doctor's office, veterinarian's office, restaurant or fire department. The possibilities are endless. Children love to act out many different occupations and related experiences.

Through creative dramatic play, children learn daily living skills, cooperation skills, and communication skills in a fun and meaningful way.

Book Center

Every classroom offers a Book Center stocked with many different types of books which are constantly being changed to offer a continuous supply of new books to read. Reading is a very important part of a child's total development. We read books in class daily, and we encourage children to "read" too. For pre-readers, looking at pictures in books and telling the story from the visual cues is an excellent way for the child to practice reading and to feel confident about eventually learning to read. We encourage and model a strong love of reading in our program.

Curriculum Objectives

Our program offers a developmentally appropriate curriculum for three, four and five year olds. The following objectives are incorporated into our curriculum:

Positive Self Image Development:

- to foster positive self esteem/self concept
- to respect cultural diversity
- to learn non-sexist roles

Prosocial Skills Development:

- to foster the development of language
- to foster the development of listening skills
- to develop self control and self discipline
- to grow in independence
- to learn to give and share - caring for others
- to learn to follow directions
- to foster the development of cooperation

Cognitive Skills Development:

- to encourage the recognition of colors, shapes and sizes
- to encourage the recognition of numbers and calendar events
- to encourage the recognition of letters, name and beginning letter sounds
- to encourage the recognition of address and phone number
- to encourage the children to reason, to be curious, to question and to experiment
- to foster the development of literacy
- to encourage creative expressions through music and creative art
- to develop the manipulation and use of writing tools

Circle

Every class has at least one group time each day. This is a very special part of the day when classes share information and feelings, read books, tell flannel board stories, sing songs, do fingerplays, participate in sharing time and engage in creative music and movement.

Teacher Directed Activity

Each day, children are encouraged to participate in a “directed” activity which may include an artistic craft, a literacy activity, a math/science based project and/or a cooking lesson. In keeping with our play-based philosophy, our focus is strictly on the process, not the product. Our goal is for the children to have fun and to learn to express their individuality and creativity through their work. Many of these projects are displayed in the hallways and class bulletin boards for parental enjoyment!

Sharing

The sharing day will be determined by each class. The child is requested to bring only one item from home to "share" with the class. All items should be child friendly, and we discourage valuable and fragile items. Toy guns, toy knives, war toys, toys of destruction, or other toys which might encourage aggressive play and/or harm another child are not allowed in the school.

Each child will have a cubbie and basket to place personal belongings. Beginning Bridges assumes no responsibility for lost or damaged personal belongings.

Cubbies

The baskets and cubbies are provided to the children for ease in transporting belongings to and from the school. It is the parent's responsibility to deliver items to the staff from the child's basket and to pick up any items from the child's cubbie and place it in the basket.

Newsletter

Each class distributes a monthly newsletter and calendar. Please read the newsletter carefully and post the calendar where you can see what the children have planned!

Daily Activities

Each class posts a summary of the day's events including books read, activities done, snacks eaten and songs sung. When parents arrive at dismissal time, please be sure to read this summary so you know what your child experienced during the day.

Lending Library

The library cart is open for children to check out books when the cart is placed in the lobby area. To check out a book, write your child's name on the card pulled from the back pocket of the book. Place the card in the marked box on top of the library cart. To return a book, attach a note with your child's name on the cover and place in the box located on the table in the lobby.

Beginning Bridges also has an extensive Parent Library. If you are looking for a book on any childhood issue, please visit the office.

Parent/Teacher Meetings

An informal "Get Acquainted" meeting is scheduled in the fall and a more formal Parent/Teacher Conference is scheduled in the spring. The fall meeting is designed for the parent and teacher to get acquainted and to discuss common goals for your child's preschool year. At the spring meeting, parents will be provided a written assessment of their child's level of age appropriate development in the areas of gross motor, fine motor, language, cognitive, and social/emotional skills.

The Teachers, Program Director, and/or Administrative Director are available for a conference upon request, at any time throughout the year.

Clothing

Beginning Bridges Preschool operates under the influence of Jean Piaget - Children learn through play. Please dress your child in comfortable washable play clothes that they can easily manipulate when using the bathroom. For playground safety, children must wear rubber soled, closed toe shoes. Please label all outerwear (i.e., jackets, hats, mittens, boots, etc.) Smocks will be provided at the painting easel, but there are numerous art and play activities in which your child's clothing may become soiled. We go outside EVERYDAY unless it is raining, icy, or conditions make it unsafe to go outside. Please make sure that your child will be comfortable with the elements.

Snack

A simple snack is provided each day. The school provided standard snack will include 100% juice, water, and cracker or pretzel. On birthdays and other occasions, a special snack may be provided. Please remember that all food allergies must be reported.

Birthdays

Birthdays are extremely important celebrations for every child and Beginning Bridges loves sharing these special days! Each child will be given an opportunity to share either a birthday or a "special day" during the school year. Depending on your child's class, summer birthdays are sometimes celebrated as "half-birthdays", "unbirthdays" or later in the spring. If desired, parents are welcome to provide a simple snack for the entire class (including teachers). We ask that your snack be brought to school in **individual servings of the same color, same flavor and same decorations**. Unless there's enough for everyone, having "choices" in preschool causes more problems than you may realize! Suggestions include, but are not limited to: cookies, muffins, brownies, cupcakes, rice-krispie treats, ice cream cups or sandwiches, and doughnut holes. If you have any questions, please contact your child's teacher directly.

Our students' safety is always our primary concern, therefore Beginning Bridges does not allow **any snack containing unmelted marshmallows, 'gummy' candy, peanuts, tree nuts, lollipops, hard candy, and/or gum**. Our preschool policy also **does not permit the use of latex balloons or lit candles**. We also discourage the distribution of "party favors" and

Birthdays - continued

“goody bags” at school. These treats, while well-meaning, are best saved for out-of-school events.

Invitations to birthday parties **cannot** be distributed at the school unless ALL children in the class or ALL same sex children are invited. Beginning Bridges strongly recommends that you either invite only a few children from your child's class or the entire class to the party. Being left out is EXTREMELY hurtful to both the child and the parent.

Licensing regulations (VR 175-08-01, Section 8.7.1 - 8.7.3) require that food brought from home shall not be subject to rapid deterioration or spoilage and shall be clearly labeled in a way that identifies the owner.

Parent Volunteers

Parent volunteers are always welcome in the classrooms. Siblings are loved but are not permitted in the classrooms. Volunteers must complete volunteer training provided by Beginning Bridges and have a negative TB test/screening on file which must be updated every two years.

Parent Council

The Parent Council is a highly effective group of parents who plan activities which supplement and enrich the preschool experience. It is run by the parents as a separate entity from the school and is open to all parents wishing to participate.

Parent Questionnaire

Beginning Bridges requests annual feedback by way of a Parent Questionnaire in May. The information you provide helps the staff to improve Beginning Bridges each year. Our goal is to receive a questionnaire from each and every parent.

Health and Safety

Children must be healthy and able to participate fully (including outdoor play) in order to attend preschool. A child may not attend if, within the last 24 hours, he/she has had a temperature above normal (without the use of medication), has vomited or has had loose watery stools. A child may not attend if he/she has any communicable disease (see Appendix I) or is complaining of not feeling well (including but not limited to a cold, cough, or heavy nasal discharge). Beginning Bridges, Inc. agrees to notify the parent/guardian or the emergency contact(s) whenever the child becomes ill, and the parent/guardian or emergency contact agrees to pick up the child within 30 minutes. The Registration and Parent Agreement Form and the Child's Emergency Medical Authorization Form must be completed prior to the first day of school and will enable Beginning Bridges to seek medical help should the need arise. Parent must update child's file with any contact information changes immediately.

Parent must inform Beginning Bridges, Inc. within 24 hours if child or any member residing in the household has developed any reportable communicable disease ([link to chart](#)) (Appendix I) except for life threatening diseases which must be reported

immediately. Confidentiality will be maintained although notification will be distributed to the class.

When returning to school after a short illness, please tell the teacher your child's condition. If your child has been absent for 2 weeks or more, a doctor's permission must be obtained stating your child's health before a child can return.

Inclement Weather Policy

When Fairfax County Schools are closed, Beginning Bridges is closed. When Fairfax County Schools are delayed two hours, Beginning Bridges will have class from 11:00 to 1:00 and Wednesday afternoon class from 1:30 to 3:30. Morning classes should bring a bag lunch that does not require refrigeration. If Fairfax County Schools announce an early closing prior to 9:00, Beginning Bridges will remain closed; after 9:00, Beginning Bridges will close at 11:00.

Arrival and Departure

Beginning Bridges starts at 9:15 a.m. The Wednesday afternoon class begins at 12:45 p.m. The first 15 minutes of each class is spent with a "meet and greet" time. The teachers in each class spend a few minutes socializing with each child. While this child is "greeted", other children are engaged in free play. Free play is a time where cooperative play takes place. Parents or drivers must see the child to the classroom and have teacher's acknowledgment of the child before the parent or driver leaves. It is the driver's responsibility to give items to the staff of Beginning Bridges (e.g. book orders, tuition, notes) from the child's tote bag.

Beginning Bridges will release each child from the class to a parent or authorized person with written authorization from the parent at 12:00 noon (3:30 on Wednesday afternoons). During pick up time, the hallways can become very congested which makes it difficult for parents to leave with the child(ren). Parents, please be considerate:

- A. Pick up the child in the furthest classroom from the entrance first (if you are in a carpool or have siblings).
- B. Pick up your child's tote and belongings from the cubbie before greeting your child.
- C. Wait in line with strollers and siblings close to the wall (without cubbies) until your child's teacher greets you.
- D. Chat with other parents in the foyer.
- E. No child is to be left unsupervised or is to leave the building without their parent/driver.

Please call if you are going to be detained. An overtime charge of \$15.00 for every 15 minutes, or fraction thereof, will apply to each student who is not picked up promptly. Administrative Director will call parent(s), authorized pick-up person(s), and/or emergency contact(s) to notify that the child must be picked up by the first available person. In the event that no one can be contacted, child will remain at school with a staff member for up to one hour. After one hour, Child Protective Services may be called.

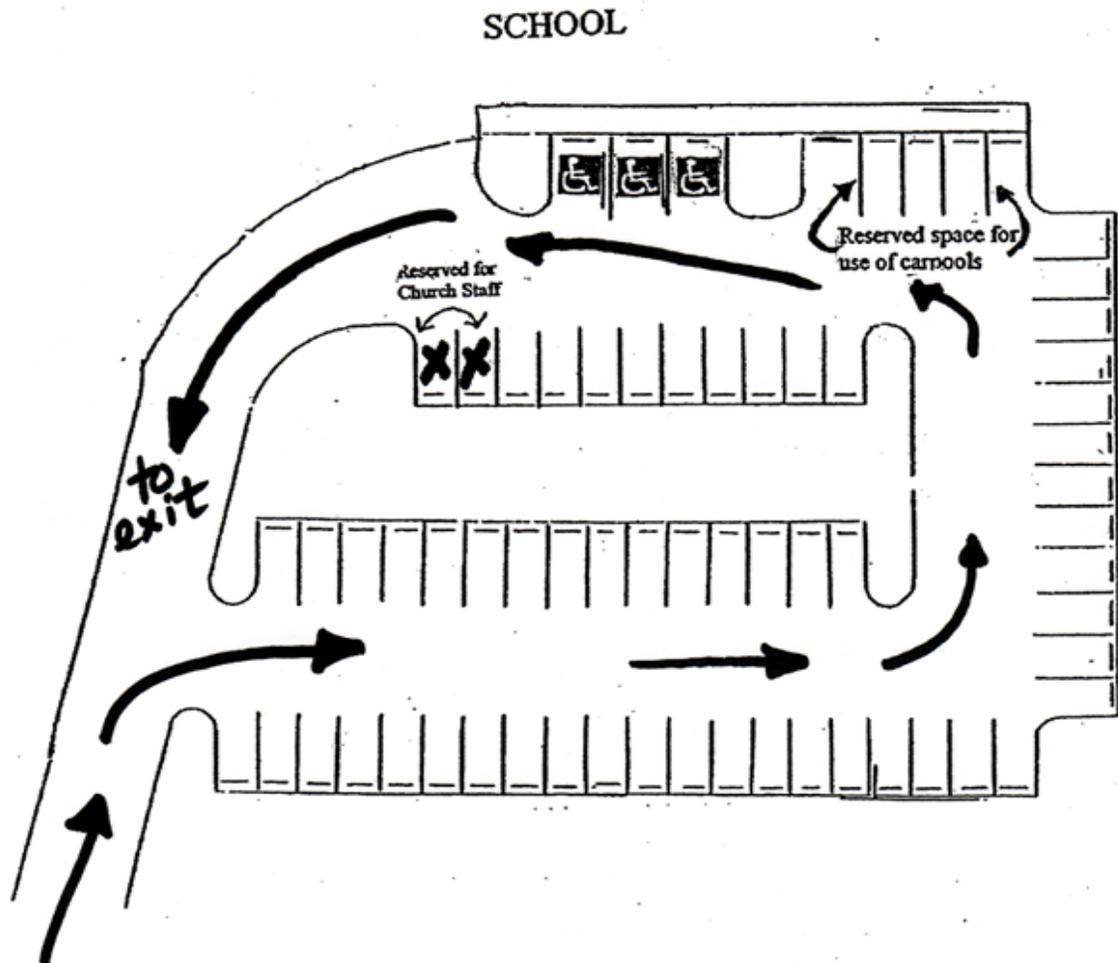
Parking Lot Safety

Arrival and departure of children is a time of concern for safety. Therefore, no parking is permitted in front of the building (curve by the walkway). Parent must hold child's hand when in the parking area. Drivers must carefully check to make sure safety is maintained for all children.

Please drive slowly and enter the parking lot **CLOCKWISE**. Always come towards the building as you enter and loop around to park and/or exit. **PLEASE DO NOT PARK** in Church Staff reserved parking spaces.

The parking spaces along the sidewalk in front of the school (with the exception of the first three Handicapped Parking Spaces) are **RESERVED SPACES** for use of cars with three or more children.

Please enter **COUNTER- CLOCKWISE** and follow traffic pattern as diagram illustrates. **DRIVE SLOWLY!**
Drivers must yield to pedestrians.



Discipline and Guidance

Beginning Bridges believes in the innate goodness of all children. We also recognize that children need guidance and understanding as they develop their own abilities to use self control and to function in the world around them. We encourage this developmental growth of self discipline by providing an environment which offers children the structure and freedom to make choices. Classroom rules are established to maintain a safe and fair setting in which creative learning can take place. When inappropriate behavior occurs, teachers encourage discussion of feelings and give positive reminders of the rules. Teachers act to redirect the child's play so that a more positive pattern of behavior can be established. If the rule is repeatedly broken, the child will be removed from the activity for a period of a few minutes. This time will allow the child to gather him or herself and to reflect on the behavior which occurred. It is not meant as punishment but rather as a way for the child to redirect his or her behavior. Continual inappropriate behavior will be brought to the Director's attention and parent will be notified.

Our teachers never use abusive or humiliating words or actions. Our teachers are trained to use discipline as a teaching tool from which all children will learn and benefit.

Child Abuse and Neglect Policy

State law requires any suspected incidence of child abuse to be reported. Our staff policy is as follows:

If an employee suspects abuse or neglect, Administrative Director will be advised. Together, employee and Administrative Director will complete a Suspected Child Abuse/Neglect Form. Employee will then call Child Protective Services and report information. The victim's parents will NOT be contacted. When the police investigator and/or Child Protective Service worker arrives, identification of agency will be confirmed by Administrative Director. Administrative Director will provide victim and investigator a quiet, private place to talk where they will not be disturbed or interrupted. The Code of Virginia, Section 63.1 - 248.10 gives investigators the authority to interview the victim alone. Beginning Bridges, Inc. will retain a copy of the Suspected Child Abuse/Neglect form. Confidentiality will be maintained.

Enrollment

Beginning Bridges offers a wide range of class schedules to accommodate different age ranges and socialization requirements. All children must turn of age by December 31 and be self sufficient with their toileting needs.

The School Entrance Physical Examination and Immunization Certification, Registration and Parent Agreement Form, Child's Emergency Medical Authorization Form, the nonrefundable registration fee, and one month's non-refundable tuition must be completed prior to admission.

Registration is open to all children, regardless of race, nationality, or creed who will benefit from our program.

Tuition

Monthly tuition (10 payments) is due on the first day of the preceding month starting May 15th and continuing September 1st through May 1st. If you choose to pay in four equal installments, tuition is due May 15th, October 1st, January 1st and March 1st. A \$20.00 fee will be assessed for tuition's paid after the 10th of the month and a \$30.00 fee for any check returned by the bank. Tuition includes school accident insurance.

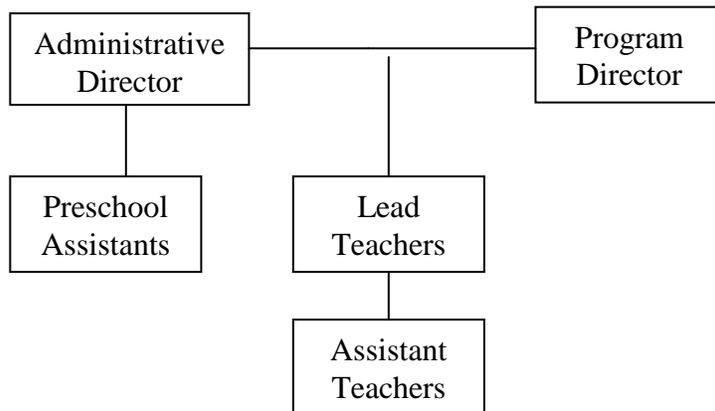
Reasons and Procedures for Termination

Beginning Bridges, Inc. reserves the right to terminate enrollment of a child for reasons which may include, but are not limited to, the child's inability to adapt to the preschool setting or the child is not benefitting from the program, continual unacceptable behavior, lack of self sufficiency with toileting needs, or non payment of tuition.

Communication is a critical part of our preschool partnership. The staff of Beginning Bridges strives to maintain respectful interactions within the preschool community. In order to maintain positive relationships, disrespectful interactions will not be tolerated and is grounds for termination of enrollment.

In the event a parent feels it becomes necessary to withdraw your child from Beginning Bridges prior to March 1, 30 days written notice is required. After March 1, full tuition through June is required. The registration fee and one month's tuition payment is nonrefundable. If applicable, any refunds of tuition due, following proper withdrawal procedures, will be made on a daily prorated basis.

Lines of Authority



Emergency Communication

In the event of a natural weather disaster, chemical spill, fire, or intruder, the staff of Beginning Bridges, Inc. will follow our Emergency Preparedness Plan that will be distributed on the first day of school. Administrator will notify local authorities and/or agencies (including local media) to inform parents of instructions regarding the situation. Staff will initiate parent notification with two parent contacts from each class that have agreed to serve in this capacity. Each class contact will receive a sealed envelope which will include each parent(s) name, home number, cell number, and work number. The class contacts will begin calling parent(s) to inform them of the emergency.

Parent Agreement

Children must be healthy and able to participate fully (including outdoor play) in order to attend preschool. A child may not attend if, within the last 24 hours, he/she has had a temperature above normal (without use of medication), has vomited or has had loose watery stools. A child may not attend if he/she has any communicable disease or is complaining of not feeling well (including but not limited to a cold, cough, or heavy nasal discharge). Beginning Bridges, Inc. agrees to notify the parent/guardian or the emergency contact(s) whenever the child becomes ill, and the parent/guardian or emergency contact agrees to pick up the child within 30 minutes. It is imperative that parent updates child's file with **any** contact information changes immediately.

Parent must inform Beginning Bridges, Inc. within 24 hours if child or any member residing in the household has developed any reportable communicable disease except for life threatening diseases that must be reported immediately.

The parent/guardian authorizes Beginning Bridges, Inc. to obtain immediate medical care if any emergency occurs when the parent/guardian cannot be located immediately.

Beginning Bridges, Inc. will only administer emergency medication deemed necessary by physician with appropriate completed paperwork on file.

Children with food allergies will not be served any food items without written parent authorization.

Beginning Bridges, Inc. maintains an open door policy that allows a custodial parent to enter the classroom at any time their child is present. Parent volunteers must complete volunteer training provided by Beginning Bridges, Inc. and have a negative TB test/screening on file that must be updated every two years. Siblings are not permitted in the classroom.

Pictures and videotape may be taken for personal use only at school wide events when all parents are invited. At all other times, only still pictures may be taken. Parent agrees not to distribute pictures or videotapes electronically.

Children must be fully toilet trained and self sufficient with their bathroom needs. In the event of a bathroom accident, parent or emergency contact(s) will be called to come change the child.

Children must wear washable and comfortable play clothes that they can easily manipulate when using the bathroom. For playground safety, children must wear rubber soled, closed toe shoes. Children's outerwear must be clearly labeled with his/her name.

Children must always be supervised by an adult while on school grounds. Parent or driver has custody and responsibility of child before child enters the classroom and after teacher has dismissed child. Parent must ensure that child walks while in the building and uses the preschool bathroom prior to entering the classroom. Parent is expected to deliver any information from the child's tote bag to the teacher or office. Parent may not distribute anything in children's totes/cubbies without prior approval from the administrative staff (only exception: birthday party invitations distributed to all classmates or to all classmates of the same gender.)

The areas outside the building are not maintained to be child friendly (except for the playground) and proper supervision must be observed at all times. Do not allow children to play in the woods, rocks, flowerbeds or other landscaping. Due to liability concerns, when the preschool staff leaves the building at the end of the day, all families must vacate the property.

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