



Seal Beach Playgroup

Parent Handbook

"While we try to teach our children about life,
our children teach us what life is all about."

*I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind.
And they fashioned it with care
One was a teacher; the tools she used
Were books and music and art;
One was a parent with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With touch that was deft and sure,
While the parent labored by his side,
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought.
For the things they had molded into the child,
Could neither be sold or bought.
And each agreed he would have failed
If he had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.*

-Author Unknown

May we always work together...

Welcome to Seal Beach Playgroup, I am delighted to have you and your child take part in our parent cooperative preschool program. At SBPG, your child will take their first steps toward becoming a life-long learner. Our coop will become a special place for your child, and I encourage you to embark on this short but very sweet journey with them. I look forward to sharing your child with you this year and getting to know them better as we learn, grow, and play together. **Hugs, Miss Candace**

PHILOSOPHY: At Seal Beach Playgroup, we strive to create a community among our families where each member is respected and valued. Families contribute their time, effort, and talents to help provide a rich and meaningful program for our children. This is the foundation we lay so we can begin building upon our children's learning.

GOALS: It is our desire to help children discover the true joys of learning. Through play, exploration, discovery, music, movement, and social interaction, children will experience learning in its purest form.

METHODS: Children are active learners and learn through sensory and social interaction. Each day there will be opportunities for children to play, create, investigate, problem solve, and interact. Play is the seed and soul to a child's learning. It is our responsibility to produce materials and nurture the moments for play to emerge. These experiences help to develop each child's cognitive, physical, and social development, as well as offer support for their emotional well-being.

EXPECTATIONS: Your child's first school experience should be a joyful one. We hope you will experience the same joys as a member of the SBPG family. Please approach your working days and member responsibilities positively to instill in your child that learning is fun and school is important to you.

Please read your entire parent handbook. There is a lot of information in here, but it will give you a better idea of what is expected. If you have any questions, please do not hesitate to call the Junior/ Senior Chairpersons or ask the teacher.

ARRIVALS AND PICKUPS: Please take extra time on preschool days to prepare your child for the day ahead of them. There is no need to rush your child out the door, however if your child needs more time to get ready or they are hesitant about coming to school, prepare a little earlier. When saying goodbye, remind your child who will be picking him/her up. Please be prompt to pick up. Nothing disappoints a child more than being dismissed and not seeing a familiar smile to greet them. If you are going to be late, please inform us through the BAND app so we may prepare your child.

FASHIONS FOR YOUR CHILD: Your child will have the freedom to explore their world from both sides of our classroom doors. Everyday there will be opportunities to climb, paint, stretch, explore, and play. Children's clothes need to be easy to move in, easily washed, and easy to manipulate. Children will be using the bathroom independently and will need clothes that are easy to pull up and down. Shoes need to be comfortable for running and jumping. Shoes also serve as protection from bikes and scooters. Please label jackets and sweaters. Due to your child's spontaneous nature, please send your child to school with a full set of extra clothes in his/her backpack.

TEACHER COMMUNICATION: Please keep the teacher informed of any information that may affect your child physically or emotionally. A sleepless night, illness, good news, sad news, an injury, a parent out of town, remodeling, etc... can influence how a child handles themselves and interacts with others. Feel free to quickly discuss anything in private with the teacher after she welcomes ALL the children. If you need to leave before then, you can let her know you are sending her a text to inform her. If you know ahead of time, send her an e-mail or text the night before. If you would like to have an in-depth conversation about your child or something in particular, please let her know so she can call you at home or set up a meeting after school where issues can be discussed in detail.

GETTING INFORMATION FROM CHILDREN: If you want to know about your child's day, ask specific questions. "I saw the big blocks were out today; tell me what you did with them." "I see a lot of blue in your artwork; can you tell me about your painting?" "I remember I really liked to ride bikes when I was little; what did you do outside today?" "Did you get to read a story today? Let me guess what it was about" You can make up something silly.

REPETITION: The repetition of activities may seem boring to adults, but to the child, repetition offers the SECURITY OF KNOWING and a greater chance for success. Each time a child practices what they know or have been exposed to it builds their confidence, sense of accomplishment and enjoyment.

PARENT'S SHARING: If you or someone you know has a talent or hobby and would like to share it with us, TERRIFIC! If you celebrate a special holiday and would like to help us embrace it as well, please let me know. Children love seeing a part of their life celebrated in the classroom. If there is something you saw or heard that you think would be great for SBPG, I would love to hear about it!

FIELD TRIPS: Due to insurance and liability, each person will provide his/her own transportation. ANY carpooling will be arranged by the parent. We will meet at the location and dismiss from there. If we have walking field trips, working parents and a volunteer will provide supervision for our children.

Field trip guidelines:

- SBPG tshirts should be worn by children and parents on field trips so they are easy to distinguish.
- Children younger than 8 years old, or under 4 feet 9 inches, are required by law to ride in a car safety seat or booster seat. (See car seat safety handout.)
- No child shall ride in the front seat of a car.
- If you would like to take a sibling on the trip, it is usually fine. Check with the teacher ahead of time.
- Everyone will be given directions to and from the location.
- If your child will not be going on the trip, please notify the teacher as soon as possible.

THE PARENT, THE TEACHER AND THE PLAYGROUP

1. If a parent is unsure of what to do, it is best to follow the teacher's lead or ask her what is expected. Please bring it up at the end of the working day so it can be addressed. If a parent has a problem of a personal nature and wishes to discuss it with the teacher, feel free to ask the teacher to connect outside of playgroup hours.
2. If a parent has any questions concerning policies or procedures, these may be discussed privately with the president, class chairperson, or teacher, and at monthly meetings. Please remember the group continues to grow only if all parents feel free to question, suggest and discuss any problems that may arise.
3. Problems are best solved when brought to the attention of the teacher, president, or chairpersons early in their infancy.
4. The very basis for this type of group is cooperation. Each member must do their share in order for the program to run smoothly. Each parent will assist any parent when needed and should feel free to ask for similar assistance when necessary. The many memories to be made and the good times to be had will occur only when parents feel confident that all members are doing their best to contribute to the growth of the program and development of the school and our children..

ABSOLUTELY NOT!

- No Hitting or hurting: a child needs to be taught that hitting, kicking, or pushing hurts and at preschool we use our words.

"Chris is crying because his arm hurts where you hit him."

"You hit his arm because you wanted the ball he was playing with?"

"Would you like a chance to play with the ball? At preschool, We say..."When you are finished with the ball, can I please play with it?"

1st hit= Make amends, "Lets see if Chris is ok, and tell Chris that next time you will use your words instead of your hitting hands." "If you need help with the words, I will help you."

2nd hit="I see you are using your hitting hands instead of your words." "Hitting hurts your friends, it is my job to keep them safe. "I'm going to keep your friends safe and help you use your words instead of your hitting hands." "You may play by me for awhile." Child will trail teacher. After a bit..."Can I count on you to use your words or ask for help instead of your hitting hands?" Before child is allowed back into play, they will need to come up with a plan. Teacher will help them re-enter into play.

3rd hit= "Come sit with me, while we watch the other children play." "Let's talk about your hitting hands." "Hitting hands are not kind or safe" Today your friends cannot play at school safely because you had hitting hands. You will go home today to give your hands a rest, and you can come back and try again tomorrow. Parent is notified and asked to come pick up child. Parent is instructed NOT to lecture, warn, or scold. School is for learning and practicing. The child is welcomed back warmly with the same instructions.

- No Biting: Biting can become a copied behavior and will not be tolerated. Parents of the biter and "bitee" will be notified, and the child who bit will be removed for the remainder of the day.

A child must have a means to express feelings of aggression. We suggest clay to pound (manual dexterity), hammer and saw to use (good for visual-motor perception), punching bag to hit (and to vent anger while developing perceptual abilities), or finger paints to soothe jangled feelings (while practicing the developmental rhythmic movement).

- **Please keep candy, gum, toy guns, war toys or other toys of destruction at home.**

UNACCEPTABLE BEHAVIOR

- Adults in the classroom will:
 - Stop unacceptable behavior in a calm, controlled manner.
 - Briefly explain why the behavior is unacceptable.
 - Explore acceptable alternatives with the child.
 - Give the child an opportunity to make behavioral adjustments, redirect the child, or help the child select another activity.
 - Meet at the end of the day with the Teacher/Director and working parents
 - to discuss any and all issues for the day
- When a child's behavior doesn't change:
 - Adults will notify the Teacher/Director immediately.
 - Teacher/Director will talk with the child about the consequence of the behavior. This will be done in a respectful manner giving the child the opportunity to express his/her feelings, and help with the setting of the consequences. Clear limits will be established that the child understands.
- If the behavior remains unacceptable:
 - Parents will be notified.
 - A conference between Teacher/Director, parent, and Chair or Parents will result in a plan of action. A copy of said plan will be given to the parent.
- If the child continues to display consistent unacceptable behavior and does not show progress within a reasonable period as deemed by the Executive Board and the Teacher/Director:
 - The parent will be asked to shadow the child each school day attended to help modify unacceptable behavior.
 - Referrals will be made to outside resources, which may more effectively meet the needs of both the parent and the child.
 - The child will be asked to leave the program.

GOOD STANDING REQUIREMENTS

- Notebook turned in (clean out personal items only).
- Job description updated as needed.
- Scrip and fundraiser minimum met.
- Attendance at one scheduled School Clean-up.
- Payment of all outstanding fines (if applicable).
- Complete the school year.

EARLY DEPARTURE FROM SBPG

- Please inform your class chair and the teacher of your leave as soon as possible
- Turn in your notebook to your class chair
- An exit interview will take place with your membership chair.
- Security deposit will be forfeited/fundraising and scrip fees will be prorated

YOUR CHILD'S ORIENTATION TO SCHOOL

Starting school is an exciting experience for a young child, but it can also be a difficult one. Whatever the personality of the child, however eager they may appear to go to school, there will be a moment when they suddenly realize their parents are not going to be there with them. The apprehension that accompanies this realization is a normal reaction. Most children have little difficulty adjusting to school after they have made an initial visit with their parents. Nevertheless, it is important to introduce your child to school in a way that will make their first separation from you as easy as possible.

A school playdate will be held before the first day of school. Children and their families will visit with the teacher and spend some time playing with their classmates and exploring their school. This will help them to become familiar with their new surroundings and meet their classmates they will be sharing the school year with.

THE FIRST DAY

All our apprehensions on the first day are usually dispelled as the children eagerly begin to explore their new environment. A few children cry, and so do some parents. If your child needs you, you are encouraged and welcomed to stay at school with them.

Please do not sneak away without saying goodbye; this only makes it harder for your child the next time you leave. Say goodbye, and tell your child you will see them after they play outside, have a story and eat their snack. Leave unhesitatingly and without looking back. If your child is being picked up by somebody else, make sure you remind them who will be waiting for them.

Remember, your fears will be perceived by your child. If you are confident and have a positive attitude towards school, your child will too. If your child cries at separation, they will seldom continue crying for more than a few minutes after you leave. During this time, the teachers will give them the support they need.

GUIDELINES FOR WORKING PARENTS

These guidelines have been established to inform parents of what is expected of them on their working day. It is important for parents to know the school routines and guidelines so the day runs smoothly, thus ensuring the integrity of our program and the safety of our students.

Being prepared is **ESSENTIAL!** Working parents and working children should wear their SBPG shirt and arrive by 8:30 a.m. Arriving early and being ready to work enables everyone to enjoy a smooth, "frazzle-free" morning. Refer to "What to Do When I Work at School" and "Working Parent Responsibilities" for a detailed description of what is expected of working parents.

WHAT DO I DO WHEN I AM A WORKING PARENT?

BEFORE SCHOOL: A morning huddle will begin promptly at 8:30. All working parents will arrive prior so they can sign their children in. Parents will follow their apron cards to the best of their abilities. Working parents will help their child put their share in the share bucket, wash their hands, and encourage them to help with set up.

DURING OUTSIDE EXPLORATION: If a child needs to use the bathroom, they must always be accompanied by an adult. Please make sure area is supervised while you walk the child to the bathroom. Also make a bathroom call to invite others to join you if they need to use the bathroom.

Children are not allowed to walk or sit on the wall during outside exploration time and they must keep their shoes on. Children are free to explore the wall before or after school as well as take off their shoes to play. Bees do like the pink flowers in the grass in the Spring.

Outside Equipment Guidelines:

If any equipment listed below is brought out, parent supervision is required at *all* times. (If you are supervising the area, and a child needs to go to the bathroom, ask another parent to take the child or to take over supervising your area.)

- Hockey: Children need to keep hockey sticks down. No baseball or golf swings are allowed.
- Bikes: Children will take turns and wear helmets
- Scooters: Children will take turns and wear helmets
- Long handled shovels: Set up a digging area in front of parent #1. Make sure shovel heads are kept below the knees..
- Swings: Have children wait by the post. Sing the ABC song, count to 30, etc. for children who are waiting.
- Ladder Climber: Parent must support climber and supervise children who need help climbing the ladder.

- Sensory Bin: remind children to keep materials in bin

OUTSIDE CLEAN-UP TIME

The teacher will call clean up time with her tamborine. Children will put away sand toys and bring in equipment. Children will leave equipment on the grass by the shed so the walkway is clear.

INDOOR EXPLORATIONS

Parents will make sure there is at least one parent in the classroom and two in the foyer. Supervising teacher will be rotating around unless she is working with the children. If a child has to use the bathroom, a parent from the foyer will take the child and ask if anyone else needs to go to the bathroom.

SNACK

In the past, one parent would be in charge of bringing snack. We ate family style inside the classroom. This helped our children learn to pour, serve and to wait their turn. It was the perfect atmosphere for parents to encourage conversation at their tables, and it provided opportunities for children to try new foods. On Wednesdays, the seniors would bring their own lunch so they could practice using their lunch boxes before heading to the big school.

During Covid, we stopped family style snack and had children bring their own snack and we ate outside. This helped us not to pass as many germs, get extra vitamin D, partake in more sustainable practices, and we didn't have to sweep, the birds ate our crumbs.

The school will announce how we will manage snack as we get closer to the beginning of school.

COVID SNACK: Please bring your child's snack in a reusable lunchbox. A well rounded snack of veggies, fruit, protein, and carbohydrates is perfect for your child's growing body. Amazon has bento boxes for kids that makes it fun and easy for them to pack and eat their snacks. If your child has a lot of wrappers to open it can be difficult for the working parent to open everyone's snacks. Also these wrappers tend to get picked up by the wind when we eat outside.

FAMILY STYLE SNACK:

"OH NO! IT'S MY SNACK DAY": The school calendar will indicate a capital "S" after your name when it is your turn to provide snack. "SS" indicates surprise snack. This snack features the letter or theme of the week. It is a tasting snack for the students to experience new foods. If a cooking experience is planned for that day a "CD" will be indicated on the calendar. You are responsible for asking the teacher what **ingredients or extra utensils** you may need to bring. On Wednesdays, the Srs bring a lunch so they can practice using their lunch boxes.

Unless you plan to have the children help in the preparation of snack (e.g., slicing, mixing, peeling), you should prepare most of your snack at home so you do not feel rushed in the kitchen.

LICENSING requires us to post our menu one week in advance. A menu calendar will be passed around at the parent meeting for you to write what you plan to bring for snack.

Healthful Snack Ideas

Keep snacks simple. Children like to see food in its natural form. Remember to include a fruit or veggie, a carbohydrate, and a protein or dairy in your snack.

1. **Fruit:** Apples, bananas, blueberries, blackberries, raspberries, grapes, pears, oranges, tangerines, peaches, and watermelon are well received. You can also try cantaloupe, kiwi, pineapple, apricots, plums, mango, grapefruit, unsweetened applesauce, dried fruit, frozen fruit, fruit leathers, fruit salad, and homemade smoothies.
2. **Vegetables can be served raw or with dip or salad dressing.**
Baby carrots, celery, peppers, and cucumbers are appealing to children. You can also try snap peas, snow peas, grape tomatoes, broccoli, or zucchini.
3. **Veggie Dips** -low-fat salad dressings, light dips, bean dips, guacamole, hummus (which comes in dozens of flavors), or peanut butter if there are no allergies.
4. **Soy** - Edamame (pronounced "eh-dah-MAH-may") are fun to eat and easy to serve.
5. **Healthy Grains:** Whole wheat english muffins, pita, tortillas, whole grain cereal, whole grain crackers (Triscuits or Wheat thins), rice cakes, baked tortilla chips, granola bars, unsalted pretzels, breadsticks, flatbreads
6. **Low-Fat Dairy Foods:** Low-fat yogurt, pudding, cheese
7. **Protein:** Peanut butter, tuna, eggs, soybeans, unsalted peanuts, pistachios, almonds, walnuts, cashews, soy nuts, sunflower seeds (hulled), deli meats
8. **Healthy Beverages:** WATER (Water should be the main drink served to kids at snack times.) Also acceptable are low-fat and fat-free milk, soy and rice drinks, and 100% fruit juice. (Orange, grapefruit, and pineapple juices are more nutrient-dense and healthier than apple, grape, or pear juice.)

SNACK IDEAS

- Crackers, cheese slices, and fruit wedges
- Deli meat rolled up with cheese and fruit salad
- Quesadillas and carrots with dip
- Carrot or zucchini muffins, yogurt, and fruit
- Tuna or egg salad sandwiches quartered, carrots, and apple sauce
- Trail mix, cheese, and fruit

WEBSITE IDEAS

<http://www.parents.com/toddlers-preschoolers/feeding/healthy-eating/the-20-best-snacks-for-kids/>

<https://www.yummytoddlerfood.com/25-healthy-preschool-snacks/>

<https://www.momables.com/preschool-snacks/>

Check labels for food additives and preservatives: Processed foods are high in these contents. Try to avoid foods containing large amounts of sugar and salt. If you have any good snack ideas, please share them with us. Good eating habits are learned from early interaction with adults, and children look to us for guidance. With our efforts here at school, and your support at home, we hope to have a happy, healthy year.

BIRTHDAY TREAT: Children are invited to celebrate their birthdays at school. If you wish, you may provide a special treat on that day (mini cupcakes, fruit in gelatin, mini brownies, donut holes, chocolate dipped fruit, a cupcake liner of caramel corn, etc.) Party favors are discouraged. A birthday crown will be provided for the child, and the children will sing "Happy Birthday." If you wish to hand out party invitations at school, please have one for every child.

SURPRISE SNACK: (Sr.class only) A surprise snack is an invitation for children to experience a new food. The snack is requested on lunch day so the children will have their own lunch to eat and the surprise snack is just for a taste. Each child is given the snack and they are invited to touch, smell, lick, taste or even eat the surprise snack. The snack will be noted with an SS on the calendar and it usually correlates to a letter they are learning.

SHARE TIME

- Clues will be prepared the night before. Clues can be written down for the child.
- "My share is black and white. It lives in China, and it likes to eat bamboo"... Seniors add "It begins with the letter P."
 - Juniors will prepare at least three share clues.
 - Seniors will prepare at least three share clues and will need to tell us what letter their share begins with.

If you swap with another parent on your working day, their child will share that day. If you contract a sub on your working day, your child will share that day. **IMPORTANT:** Only one item in the share bucket, unless it is a set.

DISMISSAL:

Working children will be dismissed last. They can stay and help clean up or a parent who is staying after school can help watch the working children.

WHAT IS EXPECTED OF ME DURING MY WORK DAY?

- Help all children and oversee their safety. Keep your eyes up and refrain from lengthy conversation with other adults.
- Stimulate language development. (examples - ask open-ended questions, play rhyming games, help children identify written language in their environment (point out signs, help children find their names), and introduce and explain new words)
- Repeat what children are saying and support children in discovering their own answers to problems. Ask them what they think, it encourages children to think when adults do not provide answers for every question.
- Participate but do not lead play. (examples -Follow the child's lead, embrace the invitation into their play and ask questions, "What are we making here? How will we know the cookies are ready?". Often, if you are in close physical proximity, the child will start directing you in play (e.g., "You be the little boy and I will be the Mommy). If that does not happen, you can play alongside them (e.g., stacking blocks, setting the table with silverware) this will definitely peak their curiosity and welcome and invitation to play. At times you can verbally describe what the child is doing (e.g., "It looks like you are getting ready to sit down at the table. I wonder what you will eat?). It is important to allow the child to make key decisions about how the play is evolving, rather than telling the child what or how to play.
- Assist the teacher and other parents.
- Assist with any conflict or needs of children

HOW CAN I BE EFFECTIVE AT SCHOOL?

- **KEEP CELL PHONES IN YOUR APRON POCKET**, We use our cell phones to document photos, let parents know their child is ok, look up information, or to send out a group text if instructed. Personal texts should be attend to after school. If you have an emergency phone call or text that requires your attention, take care of it in the kitchen. Limit adult conversations to afterschool.
- When children arrive in the morning, greet them and be present, help them get acclimated. If you are a working parent, this is **not** the time to be socializing with other parents.
- Learn children's names quickly.
- Support and guide the group unobtrusively.
- Observe and be ready to offer extra support or materials if needed; allow time for children to develop their own ideas and discussion.
- Set materials up in a way that is attractive and inviting to children. Materials should encourage creative expression and interaction.
- Use a calm, pleasant demeanor when explaining limits. This is more effective with children and helps with their understanding and accepting of limitations.
- Be ready to follow the children's cues for new play.
- Help contain materials to one area, and keep them organized. Encourage the children to assist you.
- Encourage slow-to-warm-up children to relax by being open, warm, and interested.
- Kneel down to a child's eye level when communicating. You will be much more effective at making a connection with them.
- Observe carefully; it will increase your ability to understand and guide the children.
- Thank children or reflect on what they are doing rather than saying, "Good Job."
- Do not feel you have to be busy all the time in order to be working. You should be aware of what the children are doing and be ready to step in if needed. Most of the time, you being physically and emotionally present is all that is needed.

- Speak kindly and smile freely. If you relax and enjoy yourself, the children will enjoy you, too.

HOW DO I HANDLE THIS SITUATION?

- **Should they be doing that?** Remember, the safety and physical welfare of the children comes first. If it doesn't feel or look safe to you, it probably isn't. Redirect the children.
- **Giving directions:** Keep directions positive... "Stay inside," "Keep the sand on the ground" "Blocks are for building," "You may take two pieces of cheese," "Stay on the sidewalk," etc.
- **Requesting cooperation:** Give the child a choice whenever possible. Limit the choice to two things when needed. "Would you like to clean up the puzzles or the dolls?"
- **Transitions:** Give warning for change of activity ahead of time.
- **Children who are watching:** Allow children to observe for a while, and then point out open areas available for children to participate.
- **Predicting conflict:** Stay alert and pay attention. The best help is help that foresees conflict rather than always straightening out difficulties.
- **One object-two children:** Stop children when they begin a tug-of-war over an object. Take the object and listen to one child at a time. Ask children to come up with a plan they both can agree on. "It sounds like you both want the truck, what can we do so you will both be happy?"
- **Conflict:** Support children in negotiations and conflicts. Remind children, "There are other children to play with who will treat you as a friend." Encourage the shy child to stand up for himself. "Tell ____ you didn't like it when he moved your blocks without asking." Remind the Offender to make amends. "Next time I will ask you if I can move your blocks."
- **Soiled Pants:** Treat toilet accidents casually. Encourage the child to tell someone when they need to use the toilet, and we will assist. Remind them that using the toilet is what we do here at preschool.
- **Improper language:** Respond with "At school, we use kind words," or "When we are at school, we use our preschool words." "Bathroom talk is for the bathroom"
- **A child who is striking out:** Restrain fists in your hands. "Hitting is not ok." "I can help you use your words and not your fists so you can get what you want."
- **Unsure about a situation:** Feel free to ask for the teacher's assistance in a difficult situation, or report the situation to her so it may be discussed later.
- **A child who fell and is crying:** If a child is crying, find out if they are hurt or if they are really scared. You can say, "I saw you fall. Does something hurt or are you crying because it

scared you?" Comfort the child first, and then check to see if first aid is needed. If first aid is required, have another parent or child get the teacher's attention. If there is no need for first aid, show empathy, and then redirect the child to another area. Please inform teacher and parent of all injuries.

- **Your child wants all your attention:** Before your working day begins, tell your child how you are looking forward to working at their school. Tell your child you will be learning a lot today, such as learning where everything goes, learning all the children's names, and listening to the teacher. Tell your child they will get to be a helper today too. We will help the teacher, the working parents, the other children, and each other. Afterschool, when we are not so busy being helpers, I would like some special time to be with just you." If your child needs to be by you, they are welcome to stand or be close to you. If your child is on your lap, it will be difficult to assist other children.

ASSUMING A PROFESSIONAL ROLE

1. Getting to know other parents and learning from each other is a wonderful benefit to being in a coop. However, for the safety and well being of our children, please avoid prolonged discussion with other adults during school hours. Cell phones need to be put away. Remember, children outnumber adults 5-1.
2. Respect each child as an individual and their family's personal beliefs and values.
3. Do not leave an assigned area you have assumed for supervision unless another adult takes over. NEVER leave the yard unsupervised. The supervising teacher must have the freedom to move about in order to do her overall job of supervision; this cannot be done if she is responsible for a particular area.
4. If a conflict of opinion arises over the handling of a child, it should be discussed during the after school pow wow. The teacher may be able to help interpret the interaction.
5. In the case of an accident, be sure to report it to the supervising teacher who has the ultimate responsibility for the safety of the children.
6. It is the responsibility of the teacher to acquaint and discuss with the parents any details of their child's behavior or adjustment that has been observed at school.
7. It is important to remember that we are a coop. We are a big family and our parents are also our teachers. Due to the nature of a parent coop ideas and information will be shared among each other so that every parent teacher can provide the very best care for each child. This will be done with love and the very best intentions.

SBPG RULES TO LIVE AND LEARN BY:

1. School should be a positive experience. Using school to bribe or threaten should be avoided (e.g., "You may not go to school if you do this or that.").
2. Avoid comparisons between home and school (e.g., "You do it at school. Why don't you do it at home?" or the reverse).
3. Be prepared for your child to come home with dirty or torn clothes. (While reasonable care will be exercised, a child's freedom to play is the school's desired goal.)
4. Never discuss a child (including your own) when other children are present.
5. Please be prompt bringing your child to school and picking them up. (Children will remain with the teacher unless informed otherwise until they are picked up.)
6. Physically get down to a child's level when talking to him/her.
7. Respect a child's absorption in their work. Avoid unsolicited praise, but show interest if appealed to. Instead of "Good Job!" praise needs to be meaningful. What children want most is for you to acknowledge what they did. "I see you used a lot of blue in your painting." "You found a new way to stack the blocks." "Look, you made a home for the animals. Now they have somewhere to live." "Thank you for doing that," "You kept trying and now you can go all the way across the monkey bars." Your muscles grow strong when you run fast like that," "I see some strong legs pedaling," "That looks like fun!", "When you shared the blocks, you put a smile on your friend's face."
8. The very basis for this type of group is cooperation and developing community. Each parent is expected to take responsibility to the best of their abilities. In a successful playgroup, all participating parents assist the teacher at school on scheduled days and do their share of committee work. As parents carry out their responsibilities, they feel their contributions add to the quality of our program. A sense of family develops and children and parents begin to experience the extra special unwritten benefits of our program.

We worry about what a child will become tomorrow, yet we forget that he is someone today.

~Stacia Tauscher

HEALTH POLICY

In accordance with the law of the State of California, the teacher will inspect each child upon arrival at school each morning. Please stay with your child until they have been checked in. Do not sign them in and leave. Please notify the school if your child is out with a communicable disease.

The judgment of the teacher is final in health matters unless the parent presents a written statement from a physician giving a different diagnosis.

No child may attend school if they:

- Are not up to date (or current) with their immunizations-a doctors plan is acceptable
- Have a temperature within the last 24 hours
- Have a dry hacking cough
- Have nasal discharge which is not due to allergies
- Show any sign of illness
- Are too sick to participate
- Has vomited in the last 24 hours and has abdominal pain, diarrhea, or behavioral changes

Exclusion Guidelines:

If your child has already exposed others to the infection and is being treated, the disease usually cannot be passed. **However, children with certain infectious diseases should stay at home.**

These include:

- Chicken Pox (Varicella): The child should stay home for 6 days if the child has not been in contact with the other children in the group in the day or two before the rash appeared. In general, keeping a child with chicken pox at home will not stop its spread if the other children already were exposed to the child one day before the rash developed.
- Hepatitis A: The child should stay home until all those who should be protected have received gamma globulin shots.
- Infectious Conjunctivitis (pink eye): The child should stay home until the day after treatment begins.
- Lice: The child should stay home until the day after treatment starts.
- Ringworm: The child should stay home until treated for 24 hours, but need not be sent home if the sore can be covered.
- Scabies: The child should stay home until treatment starts.

- Strep throat and scarlet fever: The child should stay home until the day after treatment with antibiotics.
- Covid: Follow current CDC guidelines of quarantine

ALLERGIES AND SPECIAL DIETARY NEEDS

- The teacher should be notified in writing by the parents concerning any allergies and/or special dietary needs of the child.
- A list of allergies/special diets will be drawn up and posted on the refrigerator and the apron cards. All working parents should refer to this list when preparing snack. Parent 1 should remind the parent who has that child at their table of their allergy.
- Parent of child should send an alternative snack in the case of a severely allergic child.

FAMILY AND ENVIRONMENTAL PROBLEMS

Frequently, there are factors in a child's life, that may affect their physical and emotional well-being. The teacher should be informed. This information is confidential and is used only as insight to the feelings and problems the child may be experiencing. It is also beneficial in aiding the teacher in making correct responses to the child.

ADDITIONAL REMINDERS

- Do not send an overtired child to school. It will be a difficult day for them and the other children around him.
- Report and be aware of any exposure to communicable diseases. Exposure notices will be posted and emailed to children who have been exposed to communicable disease.

SAFETY POLICY

- No child may be released to any person other than parents without written notice. If car pools are established, please give the teacher a list of participating members.
- Any accident or injury must be reported to the teacher immediately. All First Aid will be administered by, or at the direction of, the teacher. Injury reports will be made in writing to parents as needed.
- Please introduce ALL visitors to the teacher upon arrival. We would like to welcome them to our classroom as well as make sure the teacher is able to account for any unfamiliar faces in the classroom.

- On field trips, each child must be seat belted into the vehicle as required by the State of California vehicle codes. For additional detail, refer to "Field Trip Information" and "Car Seat Information" sections.

GUIDELINES FOR FIRE DRILLS AT SCHOOL

1. Everyone must leave the building.
2. Speed should be subordinate to control and order.
3. There should be NO running, talking or pushing.
4. Teacher and adults should check to see that all people are out of each room and that the doors are closed.
5. Students should go to a predetermined safe place on the grounds (not closer than 50 feet to any building).
6. Except for the sign in sheet for checking the roll, neither pupils nor teachers should carry objects.
7. Teachers should check the roll to determine that all students have been accounted for.

GUIDELINES FOR EARTHQUAKE PROCEDURES AT SCHOOL

The State of California now requires us to have procedures in the event of an earthquake or other natural disaster. Each school will have its' own procedure based on the type of facility and number of children enrolled. Each participating adult should be made aware of the procedures.

These are guidelines. Please adapt them to the particular situation.

1. The most important thing to do during an earthquake is to remain *CALM!* If you are calm, children around you will have a greater tendency to stay calm.
2. **REMAIN WHERE YOU ARE!** If you are outside, stay outside. Try to keep children in an open area away from electrical lines and poles. Keep children away from building walls that may cause injury should they collapse.
3. If you are indoors, sit or stand against an inside wall or an inside doorway or else take cover under a desk, table or bench (in case of ceiling or wall collapse). Stay away from windows and outside doorways.
4. If you are driving to an excursion, stop in an open area, if possible, and remain in your car. It is suggested to take all children in each car directly home when it is safe to proceed.

5. After the earthquake has subsided, check the roll sheet and account for all children and adults. Check for injuries and administer first aid.
6. Check and disconnect utility lines; gas, electricity and water lines should all be disconnected. You should be familiar with the location of main turn off valves and switches before an emergency occurs.
7. Emergency drinking water should be kept on hand in plastic containers, and the supply should be refreshed periodically. Toilets should not be flushed to prevent overflow in case of broken sewer lines.
8. Do not use the telephone unless there is a genuine emergency (e.g., a child or adult needs medical attention). Information, reports and alerts can be obtained by radio.
9. Parents should not rush to school to pick up their children until an all clear is given. Keep the streets open for emergency vehicles and equipment.
10. An emergency first aid handbook, first aid supplies, flashlight, transistor radio and most important, a list of emergency phone numbers are wise things to have on hand at all times.

GUIDELINES FOR LOCKDOWN PROCEDURES AT SCHOOL

1. Lock all doors and windows immediately.
2. Turn off all lights
3. Instruct all students to stay low, quiet, and away from the windows and doors.
4. Keep students inside of the classroom.
5. Account for every student in the room.
6. Remain indoors and under lockdown until you receive an "all clear" from authorized personnel.

A group text will be sent so we can inform parents of all emergency information.

"Sometimes," said Pooh "The smallest things take up the most room in your heart."

IMPORTANT PHONE NUMBERS

Fire, Police, Paramedics 911

SB Fire Dept- 211 8th St, SB (562) 596-2786

SB Police Dept- 911 Seal Beach Boulevard, SB (562) 799-4100

Poison Control - CA Hotline (800) 222-1222

Poison Control - CA Public Information (800) 876-4766

Los Al Hospital - 10801 Kaylor, Los Al (562) 795-1812

CHOC- 455 S Main St, Orange (714) 997-3000

SB Family Medical I- 1198PCH, SB (562) 799-7011

Dr. Oaxaca DDS - 805 Central Avenue, SB (562) 799-7011

Crisis Center CASA- 10911 Reagan Street, Los Al (800) 914-2272

Community Care Licensing (714) 703-2800

OC Health Care Agency (714) 834-8180

Children's Home Society (714) 543-2273

Child Abuse Registry (714) 940-1000

Child Protective Services (800) 540-4000

Red Cross (562) 595-6141

City of Seal Beach-211 8th Street, SB (562) 431-2527

SBPG -151 Marina Dr/P.O. Box 442 (562) 594-0066