



City of Carlsbad Parks & Recreation

PRESCHOOL

PARENT HANDBOOK

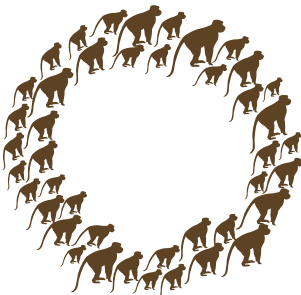
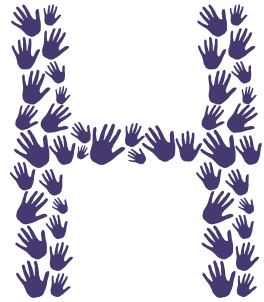
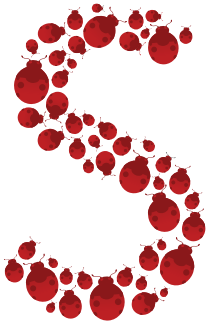
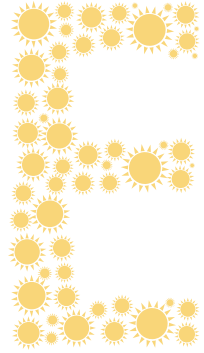
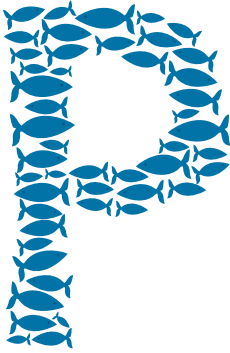


Table of Contents

PROGRAM DESCRIPTION AND GOALS	2
PARENT RESPONSIBILITIES	3
A TYPICAL DAY: Working in Class	4-5
DEVELOPMENTAL ACTIVITY SUMMARY	6-7
Classroom Communication Guides	8-9
Guiding Skill Development Outside	10
Sharing: Growth in Cooperation	11
Growth in Independence	11
Child Centered Art: Growth in Creativity	12
GENERAL INFORMATION	
Arrivals and Departures	12-13
Clothing	13
Birthdays	13
Conferences	13
Health Policy	14
Guidelines for Prevention of the Spread of Infection	14-15
Separation	16
Sibling Policy	16
Potty Training	17
Snacks	17-18
Toys From Home	18
Special Occasions	19
Parent/Staff Meetings	19
Workshops "For Parents Only"	19
Kruger House Benefit Committee	20
Play Dough Recipe	20
POEM "PATTERNS"	21
PARENT CONTRACT	22
PARENT CODE OF CONDUCT	23



Program Descriptions and Goals

Preschool classes forms an active learning program for parents and children. We offer parent participation preschool classes for children from 2 years, 8 months to 5 years. In our preschool classes, parents will develop guidance skills and work as co-teachers several times each session.

We aim for the development of happy, “whole” children. Each day includes individual and group projects, quiet and active times, teacher-directed and child-initiated activities. Ample free-choice time allows children to progress at their own pace and adults to give individual attention as needed. The daily routine in classes will be simple enough for them to learn.



The elements of a preschool day are balanced to encourage social, emotional, intellectual and physical growth, and according to the needs of each age group. Classes for three-year olds accommodate the freewheeling style of children beginning social play and using their expanded language skills. Classes for fours make the most of their capability to cooperate, to plan over time, to discover interest in symbols, and talk about their “whys” and “what if’s”. Structure increases during the year to ease their transition into kindergarten.

With warm positive guidance at all levels, our children will grow rapidly in self-confidence, independence and responsibility. We will work together to help them feel good about themselves and going to school.

Parent Responsibilities

One parent for each child must:

1. Attend a “New Parent Orientation” meeting prior to the beginning of class
 2. Read and be familiar with all policies in the “Parent Handbook”
 3. Work with the teacher for two to three full classes or more depending on enrollment each session (dates selected by the parent), making sure to arrive 15 – 30 minutes early as requested by your teacher and staying until the classroom is cleaned up
 4. Provide an approved substitute, or substitute from the ‘class roster’, on days that you are signed up to help but are unable to attend
 5. Attend a one-hour parent/staff meeting each session
 6. Contribute fruit juice, a nutritious snack consisting of foods from the four basic food groups, and cups & napkins for the entire group, at least once each session. Please do not bring any peanuts or food containing peanuts. Be sure to check the ingredients list on all food packages.
 7. One parent must attend a respectful workplace training.
 8. One parent needs to work two Saturday maintenance days (Kruger House) or two days (Calavera and Stagecoach) per school year for routine school maintenance (e.g., disinfecting toys, cleaning easels).
- Any special problems should be discussed with your child’s teacher following class, or at a mutually convenient time.



A Typical Day: Working in Class

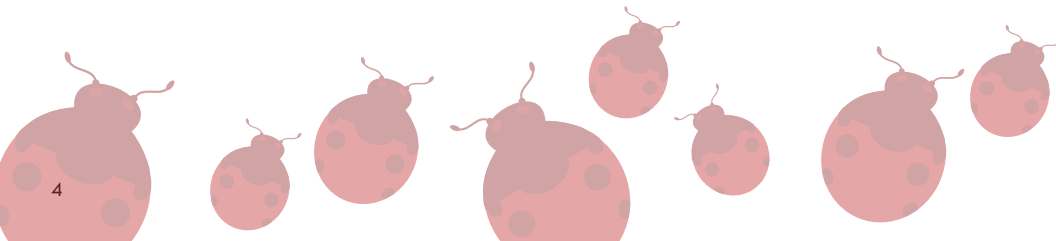
Each preschool class may consist of some of the following activities:

BEFORE CLASS: Arrive early on the days you have chosen to work in the class. Check with the teacher regarding any special plans for the day, then either (1) prepare the day's snack, (2) help set up an art project, or (3) help set up the play yard, as needed. Parent, when dropping off children, please do not engage helpers in lengthy discussions.

GETTING STARTED: Greet the children as they arrive and help them learn to find their name tags, if necessary. Be sensitive to their needs: to feel most comfortable, some will want attention right away. Others will need a little time and space to take things in, and after giving a gentle suggestion or two, you may need to move away. Older groups may have an opening "group time" now.

FREE CHOICE OF ACTIVITY: Children may now choose their activities from among many hands-on learning experiences available. They may work alone or in small groups, inside or outside at Kruger House, or the teacher may take the children to the playground at Calavera Hills or Stagecoach Community Centers. Adults must supervise all areas, giving individual attention as needed. Children may need help finding satisfying activities, learning limits and interacting positively. Being alert and listening well are keys to really understanding the children's needs and responding appropriately. Children may need some encouragement to vary activities during this time. Specific suggestions or perhaps, offering to "walk together to the art table to see what's going on there, too" may help.

SNACK TIME: This is a quiet, social time. Sit down with the children and enjoy the break! Help them quietly converse or maybe sing a song while waiting for everyone to gather. After snack time, one adult should take the plates and pitchers to the kitchen while the others help the children make the transition to group time.



GROUP TIME: During this teacher-directed time, children will enjoy many different music, movement and language development activities. You can help them learn to listen and participate by being a good model. Sit with the children on the rug and join in! If someone needs further help attending, the teacher will count on you



to use non-disruptive reminders such as tapping the child on the shoulder and motioning to watch the teacher, or perhaps whispering, "It's time to listen now".

FIVE-MINUTE WARNING: We'll say, "In five more minutes, it will be time to clean-up". Children need this time to bring their activities to a close. They will not have time to begin new projects. Now is a good time to ask children if they need to go to the bathroom. As the children finish their activities, get a start on any major clean-up projects.

CLEAN-UP TIME: Work side-by-side with the children, helping each one contribute to clean up by suggesting they find one or two things to put away, regardless of what they were using.

CLOSING GROUP TIME: Join the children on the rug and help them attend as before. We should have just enough time to sing a song or two, possibly play a quick name tag game, and say good-bye.

COMPLETE CLEAN UP: DISCUSS AND EVALUATE ACTIVITIES. During class things move quickly, and the children need your full attention. After class, you may take a few minutes to share information, ask questions and discuss problems with the teacher.

A Child's Work is Play**** Use your time in class to become a better listener, and a better observer of children's behavior. You'll see them constantly exploring, testing, learning as natural results of their own curiosity.

Developmental Activity Summary

In any good “open” setting such as this one at Kruger House, there is always underlying organization and structure. The materials available to the children are there for a purpose. Parents and teachers are responsible for helping the children learn to use materials in all areas to enhance their growth and development. Children develop at different paces in different areas. An open setting allows us to accommodate these individual differences and enables the children to learn from watching and joining one another. Here is a brief look at how class activities are related to important areas of development:

SOCIAL-EMOTIONAL: Everything the children do influences their social and emotional growth. Relating to parents in a new setting, responding to other adults and to the teacher, and learning to interact with other children are valuable learning experiences. Every new task undertaken and mastered adds to their good feeling about themselves and thus is a further plus in their emotional growth. We can help by observing closely, understanding, respecting the children’s own efforts, and using positive reinforcement, genuine and specific praise.



LANGUAGE: Language learning also accompanies all that children do. As they become able to express their needs and desires, life becomes much easier for all concerned. Older toddlers can begin to deal with each other verbally rather than physically, opening the way for true cooperative play in the future. Special events, a walk in the park, class visitors, songs and stories, and the social time and juice are important opportunities to build language. Our role is to LISTEN and RESPOND. (Remember: Not always agree, but respond.) As we take their language seriously, the children will begin to realize its potential.

PHYSICAL: Learning to control their own bodies is one of the greatest challenges children face during the toddler years. The slide, push bikes, tricycles, climbers, swings, posts, balls and all of that running, walking, falling and recovering require large muscle control. Materials such as blocks, ring sorter, pegboards and nesting toys develop small muscles and eye-hand coordination.

CREATIVE: Creativity is more than art and enters into all play. Using materials in a variety of ways, playing with cars, dolls, blocks, puppets, and later on dressing up and getting into role-play, are all examples of creative play. In the area of art, this is an age primarily of sensory experience. The children are involved in the process of creating, and are more interested in immediate control of the materials than the end product. Finger paint, shaving cream, sand and water — MESS in our eyes— are rich in learning opportunities. Exploring these materials freely, making changes “by myself” adds to the children’s feelings of strength and competence, building a positive self-image.

COGNITIVE: Children learn through exploration and discovery; once again, we cannot separate this area from the others. Examining the class pets, talking about them, remembering to look for them, asking to feed them and becoming aware of their needs — what a full experience. It combines all the areas above and adds to the children’s storehouse of knowledge.

Some specific activities invite comparisons of size, shape and color, and thus increase visual discrimination as well as problem-solving skills. Puzzles are a good example of these, as are shape sorters, blocks, felt pieces and peg boards. Watch for older toddlers to begin to notice and sort objects by color. Play dough, sand and water provide opportunities for hands-on experience in mass and volume, texture, and a host of other physical properties endlessly fascinating to children.



Classroom Communication Guidelines

Move near and bend down to child's level when talking. Listen carefully, asking "Can you tell me a different way?" may help if you're having difficulty understanding.

Give positive directions. Tell children what you want them to do rather than what you want them not to do. ("Keep the glue on the paper," not "Don't put the glue on the table.")

Give clear messages. Give children a choice only when you can respect their answer. ("It's time to put the play dough away," not "Will you put the play dough away now?")

Learn to accept and reflect feelings. Though his/her behavior may not be acceptable, what a child is feeling is always okay. Take the child's point of view, then put what he/she is feeling into words that let him/her know you understand. If necessary, help them find a better way to express their feelings. ("You were angry when he knocked your blocks down, but you'll need to tell him that instead of hitting him. Say 'Stop! Those are mine.' I'll help him listen to you.")

Redirect children according to their needs. Children need your guidance or redirection if:

1. What they're doing is all right but they're using the wrong materials. ("Blocks are for building. If you feel like throwing, there are lots of balls outside.")
2. The materials are all right, but they are being used in the wrong place. (To a child painting on the wall: "You'll need to keep your brush on the paper. Do you need another piece?")
3. They don't know how to use the materials appropriately. ("Paste is for sticking things together, like this...")

Establish trust by following through. Any necessary limit should be clearly stated and consistently maintained. Reasonable limits are necessary for children to feel safe enough to explore and grow. Expect some testing to occur — that’s a part of the process, too. Reflect their feelings, and then help them accept the limit. (“It’s hard to stop when you’re having fun, isn’t it? But it’s time to clean up now. There will be more time for painting after we have some juice.”)

Help children communicate with each other. Turn problem situations into learning experiences by helping children express their feelings to each other and work out solutions with words. “Tell him how you feel...” “Listen to her...” and to a child reporting a problem to you, “What did you say when he did that?” All will be heard many times as children learn to solve their own problems.

Keep adult discussions to a minimum. Save questions that don’t pertain to immediate class activities for after class.

Note: Keep in mind that your role is to help children interact together more effectively. Avoid becoming an entertainer or “social director”.



Guiding Skill Development Outside

Do not lift children onto or off of climbing equipment. Safety demands that children be capable of using equipment themselves. Stay close and help them find places to put their hands and feet, if necessary, or help them find an easier place to climb. Children need to use both hands to climb — **NO TOYS IN HAND.**

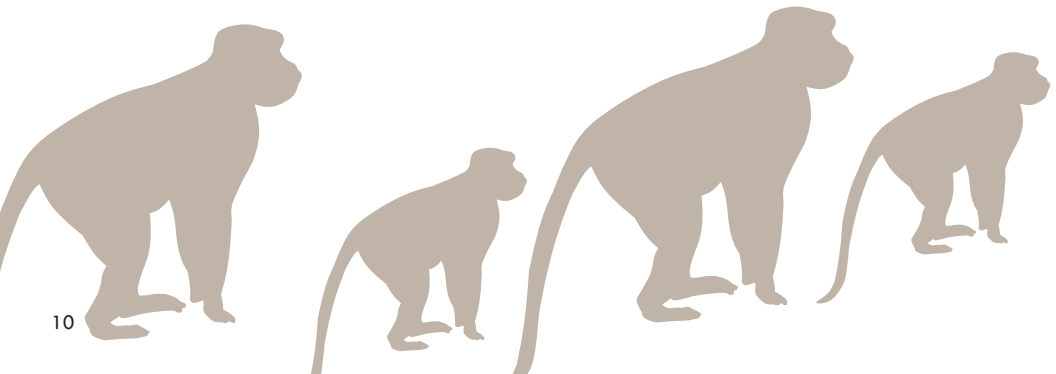


Teach children to pump themselves in the swing. Give them one push or so to get them started, then help them learn to keep the momentum going. Help other children **WALK ALL THE WAY AROUND** the swings.

Sand toys stay in the sand area. Remind children to **KEEP THE SAND LOW.** "Balls are for throwing." Redirect if necessary.

Pour water carefully into buckets, sandbox or garden. Mix sand and water in containers, not directly in water table.

Tools stay at the workbench. Hammers must be used only on wood provided. Wood must be clamped before sawing.





SHARING: GROWTH IN COOPERATION

Sharing is a natural part of cooperative play, which begins during the preschool years. It follows an equally important period during which children develop a sense of autonomy. Ownership is a vital part of this. In class, children often need help maintaining possession of toys they are really using. Since some toys are for all, we may tell children that they need to give someone else some play dough or a turn on the swing, but this should not be labeled sharing. Sharing is really only sharing if it is voluntary. Watch for opportunities to reinforce true sharing when it occurs by commenting on it, "I like the way you shared the cars with Brian. Now you're both having fun."

GROWTH IN INDEPENDENCE

A strong self-concept means feeling good about yourself and feeling capable. When a child asks for help, responding in a good way encourages feelings of independence by:

1. Involving the child in the task. ("I'll get it started, then you can zip your jacket up.")
2. Reflecting the question and helping children come up with their own solution. ("That kite does need a tail. What could you use?")
3. Reinforcing independent efforts with specific and genuine praise. ("What a good idea!" or "You're swinging high now — all by yourself!")



CHILD CENTERED ART: GROWTH IN CREATIVITY

Creative expression means communication. We encourage children to practice techniques, freely explore with form and color, and combine materials in new and different ways. To help children learn to communicate their own ideas and feelings through art remember to:

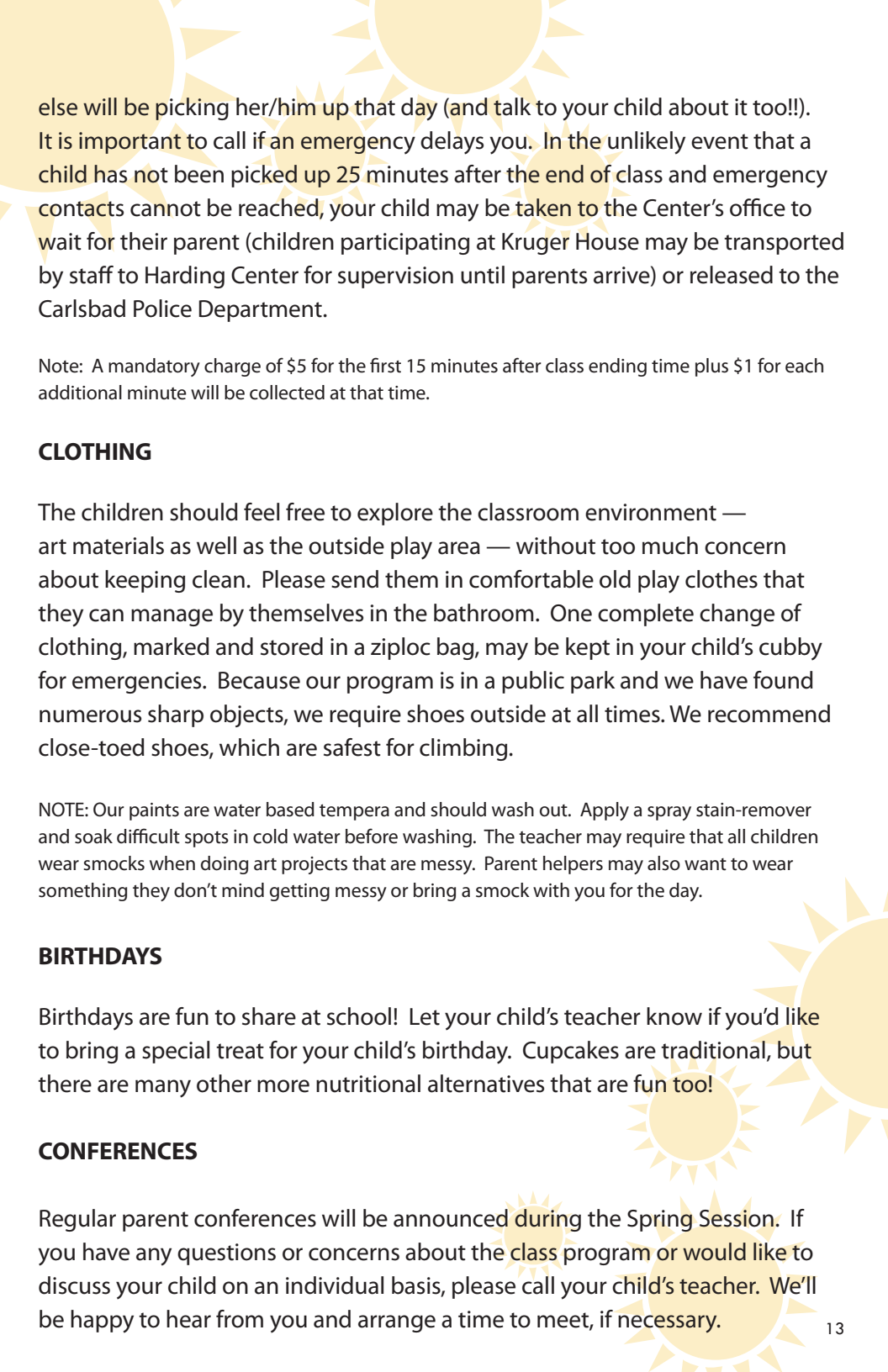
1. Demonstrate the correct use of materials without making models for the children to copy.
2. Avoid saying "Can you draw me a house?" "Is that a house?" or "What are you making?" These are all limiting. Instead, you may comment on what you see (without any interpretation), e.g. "You're using lots of blue today" or on how the child is working, e.g. "You're really doing a careful job."
3. You may ask, "Would you like to tell me about your picture?" And sometimes follow with "Would you like me to write that here (on the picture)?" Ask "Would you like me to put your name on this picture?" or "Where shall I put your name?" Print name, capitalizing first letter only.
4. Enjoy watching what develops naturally. Comments like "That looks like fun!" may be the most reinforcing of all.

General Information

ARRIVALS AND DEPARTURES

Please be on time for class! There's always a lot to do. Sign your child in and out each day on the sheet provided in each classroom. On days you have been scheduled to help, plan to arrive about 15 - 30 minutes before class time. This will allow us to discuss the day's activities and have everything set up when the others arrive.

At the end of class, children will remain inside until picked up. Please wait until the teacher opens the door to enter. Children will not be allowed to leave the classroom alone. Be sure to notify us when you bring your child if someone



else will be picking her/him up that day (and talk to your child about it too!!). It is important to call if an emergency delays you. In the unlikely event that a child has not been picked up 25 minutes after the end of class and emergency contacts cannot be reached, your child may be taken to the Center's office to wait for their parent (children participating at Kruger House may be transported by staff to Harding Center for supervision until parents arrive) or released to the Carlsbad Police Department.

Note: A mandatory charge of \$5 for the first 15 minutes after class ending time plus \$1 for each additional minute will be collected at that time.

CLOTHING

The children should feel free to explore the classroom environment — art materials as well as the outside play area — without too much concern about keeping clean. Please send them in comfortable old play clothes that they can manage by themselves in the bathroom. One complete change of clothing, marked and stored in a ziploc bag, may be kept in your child's cubby for emergencies. Because our program is in a public park and we have found numerous sharp objects, we require shoes outside at all times. We recommend close-toed shoes, which are safest for climbing.

NOTE: Our paints are water based tempera and should wash out. Apply a spray stain-remover and soak difficult spots in cold water before washing. The teacher may require that all children wear smocks when doing art projects that are messy. Parent helpers may also want to wear something they don't mind getting messy or bring a smock with you for the day.

BIRTHDAYS

Birthdays are fun to share at school! Let your child's teacher know if you'd like to bring a special treat for your child's birthday. Cupcakes are traditional, but there are many other more nutritional alternatives that are fun too!

CONFERENCES

Regular parent conferences will be announced during the Spring Session. If you have any questions or concerns about the class program or would like to discuss your child on an individual basis, please call your child's teacher. We'll be happy to hear from you and arrange a time to meet, if necessary.

HEALTH POLICY

Please bring your child to class only if she/he is feeling well enough to enjoy the whole program. If a child becomes ill during class, we will have her/him lie down apart from the group while we call to have someone take her/him home. Be sure to keep your emergency telephone numbers up-to-date! Let us know if your child should develop anything contagious so that we can notify the other parents. We encourage all parents to keep their child's immunizations up to date.

As a general rule, your child should remain at home if she/he has:

1. A temperature over 99° F by mouth or over 100° F rectally. He/she should remain at home 24 hours after disappearance of any elevated temperature.
2. An upset stomach or diarrhea within 24 hours.
3. Any undiagnosed rash.
4. Sore or discharging eyes or ears, or profuse nasal discharge.
5. Sore throat or difficulty swallowing.
6. Severe coughing.
7. Severe itching of body or scalp.

Guidelines for Prevention of the Spread of Infection

These mandated precautions are to be used in all state and federal programs to reduce the spread of serious infections through body fluids or wastes. These recommendations, also known as the "OSHA Regulations on Bloodborne Pathogens", require simple procedures to be followed at all times.

1. Hand washing
 - After diapering or toileting
 - After handling body fluids of any kind

- After cleaning the environment or objects
- After removing latex gloves
- Before and after working with food items

2. Latex Gloves should be worn by all people

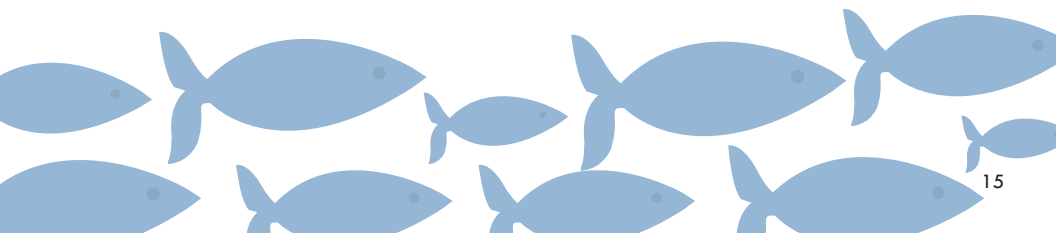
- When they come in contact with blood or body fluids containing (e.g. blood, feces or vomit)
- When individuals have cuts, scratches or other breaks in the skin such as dermatitis
- If body fluids do not contain visible blood, gloves are not required. Hands should be washed regardless of whether gloves are worn or not.



3. Environmental disinfection should be done on a regular basis or as needed. Special care to surfaces of objects contaminated with blood should be done using disposable products followed by a disinfectant spray.

4. Proper disposal of materials contaminated with blood that are liquid, semi-liquid or caked should be done in plastic bags that are securely tied. Ideally these plastic bags should be marked with the words or symbol for "bio-hazardous waste." Non-disposable or cloth items contaminated with blood should be washed separately from other laundry. Plastic bags are found in the kitchen.

5. Exposure reporting procedure. When an incident occurs involving anyone who comes in direct contact with blood or blood containing fluids on the eye, mouth, non-intact skin (cut or chapped) or punctured skin, the occurrence must be documented and reported to the Director.



SEPARATION

Adjusting to a new, stimulating environment can be quite a challenge to a preschool-age child. Your child's use of materials and interest in the others will help us determine readiness for an independent classroom experience. We believe that separation should be accomplished gradually. You may need to accompany your child at first, helping you as well as him/her become familiar with the teacher, classroom and daily routine. You'll remain available "on the sidelines" for a time, then allowing your child to come to you for support when needed as he/she begins to explore. Soon she'll be ready for you to leave for part of, and then finally all, of the day. You must maintain your bond of trust by first telling him/her when you leave and when you'll return, and then returning on time. Crying hard until you're out of sight, even tantrums and hitting, are often part of the normal separation process. Your teacher will be there to support you through this separation process and protests should diminish rapidly.

Note: Parents when leaving your child with us in the morning please do not stay longer than necessary. Staying too long may become disruptive to your child and the other children. Once you say you are leaving, it is important to follow through without lingering. Please remember that bringing your child to class on time will assist your child in feeling a part of the group.

SIBLINGS

It is the intent of this class that you and your toddler have some special, concentrated, one-on-one time away from the distractions of jobs, errands, household chores, phone calls and competing siblings. For that reason, siblings and other non-registered children are not permitted to attend class.

POTTY TRAINING

We do not require that children be potty trained to attend preschool classes. We do ask that you send them to school in training pants or pull-ups and leave several dry pairs in the cubby each day. This way they can copy the behavior of potty-trained friends, if they like, and can help make any necessary changes themselves. Due to our short class time and facility, we will be unable to assist your child should an accident occur involving a bowel movement. If this happens, we will contact you so you may come to the class and change your child.

SNACKS

Every parent is responsible for providing juice and snack, including napkins and 5 oz. cups, for the class once each session. All snacks provided should be nutritious and low in sugar. We enjoy trying chunks of cheese, fresh fruit or vegetables on occasion, as well as the standard crackers and juice. Please bring 100% real fruit juice only. If you bring juice, we recommend watering it down a bit. We will need about one gallon for a class of 12. Unless children are to be involved in preparation, any cutting, mixing or assembling should be done before class begins. The parent who brings snacks is also responsible for washing, drying and putting away pitchers, etc., and leaving the kitchen/counter area in good order.

If you like, talk to the teacher about combining snack with the lesson plan. The children love to cook. Making pumpkin around the time of the pumpkin field trip or apple crisp if we are studying apples is a good way to extend the lesson.



Ideas to “spice” up snack time (Please check with your teacher to make sure there are no food allergies in your class). Due to so many children with nut allergies, our classroom is a nut-free environment. Please read labels carefully to make sure that there are no nut products in foods brought to school.

- Bagel halves with cream cheese (the children can spread the cheese, etc.)
- Fruit and cheese kabobs
- Pancakes (Make at home and warm in the oven)
- Muffins
- Mini-pizzas made with English Muffin halves
- Quesadillas or burritos (use kid-size tortillas)
- Juice Popsicles made in paper cups
- Apple slices with honey
- Celery with cheese spread
- Pigs-in-a-blanket (made with Little Smokies)
- Graham Crackers
- Raw vegetables and dip
- Crackers with cheese spread
- Soft pretzels
- Trail mix, snack mix or granola
- Pieces of quiche
- Fruit salad
- Bean dip and crackers
- Macaroni and cheese or other pastas (make at home and warm up)
- Frozen banana bites
- Fish sticks or chicken nuggets
- Biscuits with jelly or honey
- Dry cereals
- Yogurt Popsicle – place any flavor yogurt in
- 3 oz. cups – place Popsicle stick in middle and freeze overnight

TOYS FROM HOME

Please do not allow your child to bring toys from home to class unless it is your child’s sharing day. Toys for sharing days must be kept in a bag or backpack and are only to be removed during sharing time.

SPECIAL OCCASIONS

In an effort to promote high self-esteem and avoid hurt feelings, please leave the exchange of special gifts outside our classroom. We also ask that if you pass out party invitations at school, please bring one for everyone. Otherwise, please mail party invitations. We are happy to provide addresses upon request.

PARENT/STAFF MEETINGS

Preschool parents are required to attend a one hour “in-service training” meeting with staff scheduled during class. This usually takes place during the third week of the session. (See calendar for dates) During these meetings, we will share information and discuss guidance and supervision methods that will enable us to work as an effective classroom team and may also be helpful at home.

One meeting absence is allowed each year without a makeup. Any other missed meetings must be made up within the next session by working an extra day in class. EXCEPTION: Twice during the year each parent may be excused from meetings to work in class.

WORKSHOPS “FOR PARENTS ONLY”

Guest speakers and/or staff will present topics of special interest to parents during the school year. Dates and topics will be announced well in advance of each meeting. Guests may attend.



PLAY DOUGH RECIPE

2 cups flour
1 cup salt
4 tsp. cream of tartar
3 tbs. salad oil
2 cups water
food coloring

Mix all ingredients well (except coloring). Cook at medium/ high heat, stirring constantly. Remove from heat as soon as a ball forms and can be touched without sticking to your hand. Knead well. Invite your children to help mix in food coloring. Store in zip lock bag or an other air tight container.



PATTERNS

Too soon
The patterns
Tell us how
To move

Too soon

Leave your dreams
Outside the door
All sit!
All stand!
Listen now!

The sky is blue
Cut the line
Make a star
Stop!
Story time

Too soon
And soon
The patterns
Tell us how
To think
To feel

Too soon

The originals are gone
And in their place
The pattern of a single face



Preschool Parent Contract

(Please sign and return to your child's teacher
by the first day of class. Thank you.)

PARENT PARTICIPATION AGREEMENT

1. The parent agrees to attend all parent meetings, which are held approximately the third week of each session during class time at the Scout House (for Kruger House) or at your Preschool Community Center site. One meeting absence is allowed each year without a makeup. Any other missed meetings must be made up within the next session by working an extra day in class, or you may attend the Parent meeting that is not during your class time...Monday or Tuesday (Kruger House) or another Parent meeting at another facility. EXCEPTION: Twice during the year each parent may be excused from meetings to work in class.
2. The parent agrees to serve as an assistant to the teacher on scheduled days for which he/she signs up, 2 to 3 days per session.
3. The parent agrees to obtain her own substitute if he/she is unable to work on the scheduled day.
4. The parent agrees not to bring other children not enrolled in Preschool on the days he/she assists at school.
5. The parent agrees to arrive 15 minutes early on working days and stay after class to clean up at the end of class if necessary.
6. The parent agrees to keep his/her child from attending Preschool if the child has a cold, fever, unexplained skin rash, or has been exposed to the communicable and contagious diseases.
7. Any violation of the above agreements shall be reviewed by the Recreation Department and, if advisable, the parent may be asked to withdraw her child from Preschool or a just penalty imposed.
8. The parent agrees to attend two Saturday clean-up days per year or accept a special class assignment (Kruger House.)

Parent's Signature _____

Please Note: If the parent has any special talents or qualifications he/she would like to share with the class, please attach a note to page to explain. Thank you!



Preschool/Toddler Parent Participation Program

CODE OF CONDUCT

I hereby pledge to provide positive support, care and encouragement for the children participating in the City of Carlsbad Recreation Department's Preschool and/or Toddler Parent Participation program by following this Parent's Code of Conduct below. Besides the Code of Conduct, I understand and support the Preschool and Toddler Programs values and endeavors to develop the 5 "C's", creating a fair, secure and friendly place to learn through:

- | | |
|---|--|
| <p>1. CARE
Caring for self.
Caring for others.
Caring for the environment.</p> | <p>4. COOPERATION
Contributing to a positive school tone/image.
Accepting consequences when rules are broken.
Working, studying, playing cooperatively</p> |
| <p>2. COURTESY
Speaking and behaving politely.
Speaking and behaving kindly.
Showing excellence in manners.</p> | <p>5. COMMON SENSE
Use common sense by stopping and thinking carefully before doing anything.</p> |
| <p>3. CONSIDERATION
Showing respect.
Tolerating others.
Thinking of the feelings/circumstances of others.</p> | |

PARENTS CODE OF CONDUCT

- I will encourage good sportsmanship by demonstrating positive support for all children, parent and instructors participating in the program.
- I will support parents and teachers working with my child in order to encourage a positive, safe, and enjoyable experience for all.
- I will help maintain a school environment for my child that is free from drugs, tobacco, and intimidation and will refrain from their use while at the school.
- I will remember the activities are for children—not adults.
- I will do my best to make attending the program a fun experience for my child and all who participate in it.
- I will treat and encourage my child to treat other children, parents and staff with respect regardless of race, gender, creed or ability.
- I will refrain from using my cell phone while participating in class with my child.

I acknowledge that failure to abide by the Code of Conduct or the 5 "C's" may result in the cancellation of my child's and my participation in this program, and the inability of my child and me to participate in other Recreation Department programs.

I HAVE CAREFULLY READ THIS CODE OF CONDUCT, AND FULLY UNDERSTAND IT'S CONTENTS

Signature

Date

Notes

