

Parent Handbook



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Updated February 2013

WELCOME TO MAC

MAC Preschool and Childcare is a nurturing environment where children's lives are enriched emotionally, socially and intellectually by using a music and movement, arts and crafts framework. It is within this framework that we teach children how to use all of their senses for learning. Through a positive group experience, At MAC, we emphasize the processes by which children learn, not the products they create. By valuing human beings and modeling respect for others, our experienced staff sets limits and uses consistent discipline techniques.

MAC has served this community for over 35 years and has established a reputation for providing a homelike atmosphere for its children. Our teachers are "teacher mommies and daddies", providing the love and nurturing every child needs for learning and growing.

OUR STAFF

Working with young children can be both rewarding and challenging. It takes the right combination of qualities to make a great teacher, first and foremost, dedication.

Our teaching staff is dedicated to nurturing children as individuals and helping them learn to be loving, caring members of the classroom and the world around them. They strive to provide children with a developmentally appropriate, stimulating environment in which they can learn and grow to their fullest potential. Our teachers ensure that every child feels safe, welcome, and surrounded by love and acceptance.

MAC's staff is comprised of fully qualified caregivers. Every teacher meets or exceeds the licensing requirements set forth by the state of Oregon. All teachers are provided with CPR/First Aid training which is updated every two years. In addition, our staff has various opportunities for professional development and takes 15 continuing education hours throughout the year.

Our diverse staff of teachers comes with extensive backgrounds in Early Childhood Development. They provide a wonderful blend of experience and knowledge which they bring into MAC each and every day.

OUR PROGRAMS

Three Year Olds

Our 3's program provides a fun and positive "first school" experience. Some of the basics taught daily include:

- Character building.
- Taking turns.
- Sharing with others.
- Listening and following directions.
- Respect for others and ourselves.
- Developing their attention span.
- Respecting and enjoying the world around us.

Theme units are reinforced through stories, songs and a daily project. Letter and number recognition and colors and shapes are taught through play on a daily basis. Many pre-math, pre-language, pre-writing and pre-reading activities are available everyday during free play. This program offers plenty of indoor and outdoor play, as well as short periods of circle time or listening time where children practice sitting quietly and listening as a group. Also included are morning snack, lunch, stories, songs and large motor activities daily. Themes for the 3's class may include but are not limited to: Colors and Shapes, Farm, Cooking, Zoo, Community Helpers, Transportation, Rainforest and Ocean.

Four Year Olds

Our 4 year old program is scheduled much like the 3's class. Each day begins with free play in the front of the school followed by outside time. Sharing Room time is where the class shares stories, has sharing (show-and-tell), go over the calendar and weather and sing the "Days of the Week" song. After the project of the day, which co-sides with their theme unit, they move on to a free choice activity as well as organized play which include opportunities for pre-writing, language, reading and math. Through music and movement and

outdoor play the 4's classes get plenty of opportunity for large motor skill development.

Units of study include but are not limited to: Rocks, Dinosaurs, Multicultural, Space, Me Book , Earth Day, Insects and Ocean. All of these activities work toward kindergarten readiness. Creative expression through songs and movement, as well as stories centering on the various themes will be an expressive part of the 4's days as well as enjoying a nutritious snack and lunch.

Summer Camps

MAC may offer Summer Camps between June and August. Information about camps will be available for families by February of each year.

OUR TEACHING PHILOSOPHY

"If it hasn't been in the hand... and the body... it can't be in the brain!"
- Bev Bos

"MAC's definition of belonging, is a place where children feel comfortable enough to play without having to look over their shoulders seeking approval or dodging disapproval, to explore without fear, to redefine their space, to use materials to create a personal sense of order, patterns and structure."

Michelle Kuepker, Owner/Director/Teacher
M.A.C. Preschool and Childcare

What do Children Learn at MAC?

Our basic goal as MAC teachers is to help each student develop a healthy self-image and confidence in their abilities while exploring their responsibility within a group. We provide students with the approval and acceptance they thrive on. Our learning is focused on the following eight content areas:

*** Approaches to learning, * Social and emotional development, *Physical development and health, * Language, * Literacy and communication, *Mathematics, * Creative arts, *Science, and *Social studies.**

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.” ~ Fred Rogers

Regarding ABCs and 123s

We don't drill the children and there are no worksheets. Our days are full of rhymes, chants, language, and conversation. To sit children down and "teach" language and math takes those things out of the context of everyday life and of how young children learn - by doing. A study showed that only 7% of what you convey using verbal communication only, sticks.

Music /Creative Movement/Circle Time

Children enjoy both listening to music and making their own. Whether it's a group sing-along, marching in a percussion band, playing a triangle, or making up new lyrics to old favorite tunes, music is the universal language. Creative movement, learning to move their body through space, in time to the music or while pretending to be a falling leaf, is a creative way to tap into a child's imagination and artistic side.

In circle time during music, the teacher may begin with a specific topic for discussion. It may be a topic related to the theme the class is studying, or it may focus on a specific skill. For example, in the beginning of the year, the music teacher may "get to know you" games to help the children learn the names their classmates.

What's Learned~ Music helps children connect the outer world of movement and sound with the inner world of feelings and observations. Playing games or moving to music is a powerful first experience in the artistic process. Children learn music the same way they learn language--by listening and imitating.

Listening to music also teaches important pre-reading skills. As youngsters use small drums or other percussion instruments and play the rhythmic pattern of words, they learn to hear the differences between fast and slow, loud and soft, one at a time and together, etc. When they try new instruments, they notice how each variation changes the music.

Creative movement expands a child's imagination. It's also a fun method of physical fitness--an important goal of child development.

Finger play promotes language development, fine-motor skills, and coordination, as well as self-esteem. Young children are proud when they sing a song and can do the accompanying finger movements.

Art Projects

Most of MAC's art projects are another way by which children learn in our thematic teaching program. For example, as part of the seasons' curriculum, the children might gather pine cones, leaves, and acorns during a fall nature walk. They will later use them in art projects, such as to make leaf rubbings, to assemble in collages, or to use as decorations for picture frames.

What's Learned~ A good art project teaches a child that his creativity is limited only by his own imagination. By transforming everyday objects, such as empty paper towel rolls and egg cartons into sculptures, imaginary bugs, or spyglasses, a child discovers that he can create a world of play.

Using materials in an art project reinforces and expands on the information a child has already learned in other contexts. For example, let's assume that the art project of the day is to make rubbings of leaves collected during a nature walk the day before. If from a pile on the table, the child selects a dry leaf that crumbles easily, the youngster learns, in a concrete way, about life cycles in nature. Through trial and error, just like the scientist in a lab, the student might find that green leaves or shiny leaves hold up better for this art project.

Another art project might have the youngsters create a fall mural by pasting leaves, pine cones, and acorns on a large roll of paper. They might organize the project by sorting and classifying the leaves, by color, shape, and size. These are pre-reading and pre-math skills--as well as fun! In this same project, the group also learns social skills such as cooperative and group dynamics. Do the three-year-olds know this as they happily create a fall mural--probably not, but our teachers certainly do.

Art projects are also excellent for developing a child's fine-motor skills. It takes small-muscle control in order to manipulate clay, cut

with scissors, paint with a brush, and color with markers or crayons. As these skills are practiced, they help a child gain mastery to cut with a knife, button their own shirt, and print their name.

Art projects build a child's self-esteem. The finished product, on display on the refrigerator, validates a child's sense of worth. It's another opportunity for a child to say "I can do it!"

The process, not the product, is the most important element of the children's art projects at MAC.

Outdoor Play

Running, swinging, climbing, jumping, hopping, biking, digging in the sand; outdoor fun is one of the favorite parts of any young child's day. Our playground has enough space and sturdy equipment for children use their imaginations while exercising. For example, the dome structure has connecting bars in the shape of triangles which make it look like a spider's web. Children pretend to be spiders catching their prey. We also have tunnels to crawl through, swings to swing on, slides to slide down and bikes to ride. Children use multiple skills and create dozens of scenarios as they play in our back yard. We also have toys for digging, hauling and building.

What's Learned~ Outdoor play refines a child's gross-motor (large-muscle) skills. The cross-lateral movement (right arm/left leg and vice versa) involved is critical to a child's later success in reading and writing. Playground time is also an opportunity to explore and manipulate a different environment.

Youngsters also love outdoor play because they can let loose their imaginations while getting physical. They can turn the jungle gym into a rocket ship, a castle, a firehouse--anything they choose.

Cooking

Children enjoy cooking. Sometimes they like the product, but even if they don't, they always appreciate the process. It's fun to do something that is a grown-up activity and discover that they can do it too!

At MAC, we tie cooking projects into our themes. For example, in the fall, a class may take a pumpkin and use it in a variety of ways. For a

large pumpkin, the class may first decorate it with markers and use it as a centerpiece on the table. Later, the teacher will cut open the pumpkin and the students can see and feel all the seeds. The class can also roast the pumpkin seeds for snack, and finally bake pumpkin bread.

What's Learned~ Since cooking is a basic life skill; it fosters a sense of competence and independence when a child can do it. Math skills are also an important part of the process as cooking required counting and measuring ingredients. Cooking also refines small-motor skills as a child stirs, dices, and adds ingredients. Another attribute is that cooking can teach a child about nutrition. Science is also taught with cooking. A child will discover how things change if you alter the environment: liquid batter becomes a cake when baked; juice cups become popsicles when frozen. Cooking also helps a child's reasoning ability. The learn cause and effect. "If I don't put the juice cups in the freezer, they won't become popsicles."

Snack and Lunch Time

What do you remember as the highlight of your own school day; lunch time and recess? Snack times and lunch times are important parts of the preschool experience. It is a time to share and communicate. It can also be an opportunity for children to try new foods.

What's Learned~ Snack time is an opportunity for a child to learn social skills as she chats with her friend in the seat next to her. Passing out the snack and distributing a napkin and cup to each child teaches one-to-one correspondence and counting skills. Pouring milk or water from a small pitcher to an individual cup requires small-motor control. Cleanup time after snack is another educational opportunity. Again, a child's sense of competence and independence are reinforced. Snack time is also an opportunity for a child to associate mealtime with pleasant feelings.

Free-Play Activities

Free play sounds vague, but is very much a planned activity. At MAC, children have the freedom to choose among many different activities. Free play is not time off for our teachers. On the contrary, they are paying close attention to the children, interacting with them, offering guidance and help when necessary, noting progress and difficulties.

Building with Blocks

Building with blocks is lots of fun--and it teaches many skills that children will use later. One study indicates that many of the concepts learned from block building are the foundation for more advanced science comprehension. For example, children learn about gravity, stability, weight, balance, and systems from building with blocks. Through trial and error, they learn inductive thinking, discovery, the properties of matter, and the interaction of forces.

What's Learned~ Blocks help children learn scientific, mathematical, art, social studies, and language concepts; use small-motor skills; and foster competence and self-esteem. Building with blocks also teaches life skills. Just putting away your groceries in the cupboard is using the same concepts of spatial relations, stability, and balance that is learned in the block corner.

Besides the scientific concepts, blocks also are important in developing math skills. A child learns about depth, width, height, length, measurement, volume, area, classification, shape, symmetry, mapping, equality (same as), and inequality (more than, less than)--all from building with blocks.

Building with blocks also teaches art concepts such as patterns, symmetry, and balance. A child learns about symbolic representation, mapping, grids and patterns. A child gains pre-reading skills such as shape recognition and differentiation of shapes and size relations. Language is enhanced as children talk about how to build, what they built, what is its function or ask questions about concepts or directions. And dramatic play is also a part of block building as children create stories to go along with their constructions.

Finally, building with blocks fosters a feeling of competence, teaches cooperation and respect for the work of others, and encourages autonomy and initiative.

It's not just building with blocks that are educational; so is cleanup. Sorting and storing blocks teaches classification and one-to-one correspondence, which are important math skills.

Dramatic Play

The housekeeping/dress-up area in the M&M Room is stocked with play items and props that encourage children to play make-believe. While items are rotated in and out throughout the year, an example of what might be found are: pots and pans, stuffed animals, dolls (soft, unbreakable, washable, and multiethnic), toy telephones, hats, purses and tote bags, unbreakable tea sets, doll beds and carriages.

What's Learned~ Playing make-believe lets a child bring the complicated grown-up world down to size. Research demonstrates that children who are active in pretend play are usually more joyful and cooperative, more willing to share and take turns, and have larger vocabularies than children who are less imaginative.

Imaginative play helps youngsters to concentrate, to be attentive, and to use self-control. Think about how a child develops a game of supermarket. She must first set up the counter, put out the pretend cans of food, invite friends to shop, use the "cash register," and bag the groceries. All of these actions help a child to learn about sequential acts. She also has a story or script in mind that helps her to perform each of these steps in a logical and orderly way.

When children pretend they also learn to be flexible, substituting objects for those they do not have. For example, a child will use an empty paper towel roll for a telescope.

Through imaginative play, children learn empathy for others. Children will often act out a whole range of emotions when playing pretend, offering sympathy for a stuffed doggie that is hurt or for a doll that fell off a chair. We watch them scold a puppet for being naughty or tell a doll how proud they are because she used the potty.

Dramatic play encourages children to think abstractly, which is an important pre-reading skill. Children come to understand that words represent ideas.

Manipulative Toys

Children enjoy playing with a variety of toys that help develop their fine-motor control. These toys include Legos, Duplos, Play-Dough, Pegboards, large beads to thread, and stacking and nesting materials.

What's Learned~Manipulative toys help develop a child's fine-motor skills, which is a precursor to being able to write. Often these toys are also used in fantasy play. The beads that are strung become the necklace for the "queen" to wear. The Play-Dough creations include cookies for the impromptu "tea party."

Cooperative Play

During the preschool day, you will see children who are playing by themselves, but you will also see cooperative play, small groups or even the class as a whole working on a project. The amount of cooperative play increases as children grow older. Some of this play may be child initiated, and some may be teacher directed.

What's Learned~ Working together, whether it's on a block building or planning a tea party, helps children to learn to respect the ideas of others. They develop their social skills, and social competence is an underlying goal of early childhood education. Children in cooperative play learn to contribute to joint efforts. They also learn how to problem solve by working together.

Touch Table

A touch table is almost an indoor mini playground. Even children who don't ordinarily dig in the sand at the beach will find it fun to measure, sift, and pour the sand, bean, rice, etc. from one container to another.

What's Learned~ Children have a practical math lesson in fractions when they pour a cup full of sand into a two-cup container. It explains the concept faster and more clearly than a detailed discussion or drawing. Their fine-motor skills are also being developed as they maneuver a cup full of sand into a sifter. This is great for their eye-hand coordination as well.

As anyone who has sat on a beach knows, sand and water play are soothing. It encourages children to explore and learn about cause and effect. (For example, what happens if I put a sponge in the water? What happens if I then squeeze the sponge?).

There is no right or wrong way to play with the contents of the touch table (except to throw it out of the table), so each child experiences success.

Puzzles

MAC's rooms have puzzles that vary in complexity; five-piece puzzles, as well as 12-piece puzzles, and puzzles made of different materials. You will find puzzles that interlock and those that have individual slots for pieces (for example, a five-piece puzzle of five individual animals).

What's Learned~ Puzzles require abstract thinking: the ability to see a space and envision what belongs there. Puzzles also require fine-motor control in order to place the pieces into place. Having puzzles for varied skill levels permits children at all stages of development to experience success.

Books

Our book corners have books reflecting a range of levels. We have simple board books, as well as picture books for story time with the entire class.

What's Learned~ Children learn language skills from books. Whether they are looking at a book individually or being read to as part of a group, when you make books a part of a young child's day you set the stage for a lifelong interest in reading.

Cleanup

Preschoolers don't yet know that many grown-ups consider cleaning a nuisance. For them, it's another fun activity. It's not a question of efficiency. Allowing the children to clean up before the next transition is another learning opportunity for them.

What's Learned~ Preschoolers learn to sort, classify, match, and organize when they put the toys back on the shelf. You'll notice our rooms have low shelves so that children can easily see where objects belong.

Preschoolers learn that helping behaviors and orderliness are valued. They see that it's important to take care of their environment and that it's easier to find what you want when you put it back in its designated place. Cleaning up teaches self-discipline. Children learn how to follow simple directions. Working together as a class to clean up the room is another exercise in cooperation. As they work alongside their teacher and classmates, chatting and discussing the best way to approach the

cleanup effort, language and social skills are being practiced. Preschoolers also enjoy feeling competent, independent, and responsible. With the instant feedback of a clean room and a job well done, a youngster's self-esteem is enhanced.

FACILITIES

M.A.C.'s physical setting includes a large indoor Music and Movement Room, a Welcome Room, a Creative Arts Room, a Discovery Room, a Sharing Room, a Toy Nook, a Reading Area, three bathrooms, and a spacious fenced yard with a large covered deck. This one-time family home is nestled in a cul-de-sac in a quiet residential neighborhood, and has functioned as a preschool and childcare center over 30 years.

AGES

The center welcomes children who turn 3 by September 1st to 5 years old. All children must be potty trained.

HOURS OF OPERATION

M.A.C. is open Monday through Friday from 7:00 AM to 6:00PM.

Our Preschool program begins at 8:30am. Kids in the 3's classes are picked up at 12:30pm. Children in the 4's class are picked up at 12:50pm. We stagger pick up times to avoid traffic congestion in front of the school.

ZONING RESTRICTIONS

M.A.C. is authorized to operate under a conditional use permit from the city of West Linn. One of the restrictions states "traffic shall not proceed past M.A.C. up the cul-de-sac", so please MAC's driveway area to turn around. *Do not travel further up Century Lane.* Failure to comply with this restriction may result in the loss of our permit.

MAC EMERGENCY PROCEDURES

A.) Fire

- Upon hearing the smoke detector, each teacher directs children to nearest exit.
- A member of staff will be last to leave checking that no one has been left in the building.
- 911 is called.
- If exiting to the back yard, children will be led out the gate and meet up with the group that exited the front doors on Lowry Drive in front of the apartment complex. Teachers and children will continue to walk to Hammerly Park located next to Bolton Primary School.
- Fire drills will be carried out every month and recorded in the fire log.

B.) Illness or accident

- Teacher or available staff stays with child.
- If an emergency 911 then parents are called.

C.) Teacher Down

- Available staff stays with teacher.
- If an emergency 911 then emergency contacts are called.
- Another teacher is called in to take over class.

D.) Shelter-in-Place

- School will close and follow reverse evacuation procedures to bring students, and staff indoors.
- We will stay inside until we are told all is safe, or are told to evacuate by the proper authorities.

E.) Earthquake

- The teacher will instruct the children to “drop, cover and hold”. When possible teachers and children will seek shelter under tables in a crouch position. We will wait 10 minutes for after shocks before leaving the safety of the tables.
- We will evacuate the centre if there is any evidence of fire, gas leak or water leak.
- If the power is out or the building is unsafe, the children will be escorted to the front yard to await parents' arrival. Attempts will be made to locate parent/guardian or other emergency contacts by phone.
- If it is deemed necessary to evacuate farther from the centre, we will walk to Hammerly Park next to Bolton Primary School.

F.) Gas leak

- "Smell, get out, shout out".
- Once a smell is detected, we will vacate the building then call the NW Natural Gas emergency line at 1-800-882-3377.

Classes will resume when the building is deemed safe by the proper authorities.

MAC Closures

MAC will be closed during the summer and on the following days each year:

- *MAC In-Service Day in October*
- *Veteran's Day in November*
- **Wed-Fri. Thanksgiving Break in November**
- **Holiday Break from mid December to the first week of January**
- **MLK Jr. Day in January**
- *Presidents Day in February*
- *MAC In-Service Day in March*
- *Spring Break in late March*
- *Memorial Day in late May*

Parents/Guardians are required to fulfill their tuition contract, despite legal holidays, inclement weather, family vacations or illness.

MAC will close for the day if:

- **The power goes out and resuming operation poses a health risk to children and staff such as:**
 1. **Darkness.**
 2. **Food contamination risk.**
 3. **Inside temperature is lower than 58 degrees.**
- **If the West Linn-Wilsonville School District closes because of inclement weather, MAC will close too.**

MAC has an "open door" policy and is open to all custodial parents and legal guardians during hours of operation without advanced notice.

MAC's Discipline Steps

- A. **We try to be proactive and/or interrupt any unsafe situation.**
- B. **Redirection is next. We focus on helping the victim instead of punishing the perpetrator. We then ask the perpetrator, "Can you show me how to do it?" (Give the child a chance to do it correctly, safely or in a kinder way.)**
- C. **Without humiliating the child, we may remove them from area or items. Child may not play in that area or with specific toys for a period of time.**

- D. Separate from group for some "space". We recognize self-regulation is a long process and that growth happens bit by bit.
- E. If behavior is re-occurring and teacher is not successful in redirecting, a note is written to parents for input.
- F. If behavior causes a safety issue for students and/or staff parents are called and child is picked up for the day.
- G. A meeting with the Director, teacher and parents is called to discuss a behavior plan.
- H. If the behavior plan is not supported by parents at home and the concerning behavior continues, student may not attend MAC.

Birthday Celebrations

On your child's birthday, he/she can share a special treat with the class. Treats must be small and store bought, such as popsicles or cupcakes. (Light on the icing and no goodie bags, please) Always check with your child's teacher to agree on a celebration date.

*Note: Please refrain from delivering birthday party invitations at school unless the **WHOLE CLASS** is invited.*

ENROLLMENT PROCESS

A registration form is accepted, along with a non-refundable registration/supply fee of \$125.00 per child, to secure their placement at M.A.C.

The following forms and payments are required to be paid, completed, signed, and on file at M.A.C. before a child can begin his/her first day:

- Enrollment Form
- Preschool and Child Care Contract
- Oregon Certificate of Immunization
- \$125 registration fee
- 1/2 of next June's tuition (Due August 8th) is a good-faith deposit and is applied to June's full-month tuition) In other words, you will only pay the equivalent of 1/2 a month when June arrives next year.

M.A.C. Monthly Tuition Costs

(Latest tuition increase was July 1, 2017)

A nonrefundable \$125 registration-supply fee is required.

- Fulltime hours = 7:00am to 6:00pm
- Preschool hours only = 8:30am to 12:30pm

3's and 4's Preschool (must have birthday on or before Sept 1st)

5 days Mon-Fri Fulltime \$1125/month (\$50 a day)

5 days Mon-Fri preschool hours only \$910/month (\$40 a day)

3 days M-W-F Fulltime \$755/month (\$64 a day)

3 days M-W-F preschool hours only \$575/month (\$43 a day)

2 days TU-THUR Fulltime \$575/month (\$64 a day)

2 days TU-THUR preschool hours only \$425/month (\$47 a day)

If your child needs to stay an extra day or extra afternoon now and then, just let us know.

- Extra afternoons are \$45 per day.
- Extra full days are \$95 per day.

The additional fees will be added to the following month's bill. All payments are non-refundable. No credit is given for vacation or sick days.

PAYMENT PROCEDURES

A 1/2month tuition deposit payment is due August 8th and will be credited to June 2019's tuition. Your next payment will be due on the 1st day of school, which is Monday, August 26th, 2019.

YOUR CHILD'S/CHILDREN'S TUITION IS 10 *EQUAL* PAYMENTS, EVEN THOUGH THEY DO NOT ATTEND A FULL MONTH IN, DECEMBER, MARCH AND JUNE.

Monthly tuition is calculated based on the total number of school days in the school year. You will receive an invoice on the first of each month, attached to your child's sign-in sheet. Monthly tuition is due by the 5th of each month. A \$25 late charge will be added for payments received after the 8th.

SIGN-IN / SIGN-OUT PROCEDURE

- Upon arrival, your child must be accompanied through the door and signed in.
- Let the staff know of any special instructions for the day.
- Sign your child out at the end of the day.
- Please notify us if your child will not be at school.

We strongly suggest that all environment changes be brought to the director's attention such as: long absences, death, separation, divorce, layoffs, moves, etc. This knowledge will allow us to ease the transition for your child.

LATE PICK-UP

Our staff has families they need to get home to. After 6:00pm, there is a \$2.00 per minute late charge.

MEDICATION POLICY

1. A signed and dated authorization by the parent must be written on a medication form upon dropping child off.
2. All medication will be in the original container and labeled with the child's name, name of drug and dosage for administering. Prescription medication must also include the date and physician's name.

HEALTH POLICY

It is inevitable that children will get sick, no matter where they are. As children begin to have contact with the world outside of their own families, they come into contact with germs and bacteria that are foreign to their bodies. This is the way they build immunities. We cannot, nor would we want to shield a child completely from the outside world. If we did, the natural immunities a child gains through contact with others would not develop and a simple cold would become a serious illness. We do, however, want to protect a child from an unusually high exposure to germs all at once. If your child shows any of the symptoms listed below while at school, you will be called and asked to come immediately. If a child displays any of them at home, please keep them home until the symptoms are gone. **Always call if your child will not be at M.A.C. for the day. 503-656-5705**

FEVER: Defined as a temperature over 100.0° F. A child must be free of fever for 24 hours before returning to school.

CONSTANT COUGHING: A child who is coughing continuously and constantly needs to stay home until his cough subsides.

EYE / NOSE DRAINAGE: Green or yellow discharge from the nose or eyes is a sign that your child must stay home

RASH: Skin rashes, undiagnosed or contagious.

FIFTH DISEASE – Symptoms: Non-itching rash on thighs and arms in a lacy pattern, slightly raised bright red cheeks (as if slapped), slight fever, no sore throat. Rash can last two or more days. Incubation period is 7-14 days. Although it is contagious, isolation is not usually recommended.

SORE OR STREP THROAT: A child is excluded until 24 hours after initial antibiotic treatment and cessation of fever.

VOMITING: A child must be free of vomiting for 24 hours before returning to school.

CONJUNCTIVITIS: Children with infectious conjunctivitis ("pink eye") with white or yellow eye discharge can return after they have used antibiotic treatment for 24 hours.

DIARRHEA: An increased number of abnormally loose stools in a 24-hour period. A child must be free of diarrhea for 24 hours before returning to school.

CHICKEN POX: A child is excluded for 6 days after the onset of rash or until all sores have dried and crusted.

LICE OR NITS DETECTED: Child will be sent home

PIN WORMS: Child will be sent home and you will need to make an appointment with your child's doctor.

If your child has even been exposed to any of these diseases listed above, we ask that you notify us of the exposure so we may be alerted to symptoms. The school will notify parents any time children have been exposed to Pink Eye, Chicken Pox, Lice or Pin Worms. **Please call if your child will not be at M.A.C. for the day. 503-656-5705.**

NONAGGRESSION POLICY

As preschool educators, the M.A.C. staff takes a stand against aggression (acts of hostile physical behavior) and violence (a desire to inflict harm) in children's play. Children are being desensitized to aggression, violence, and bad language through various media. We strongly feel that children are capable, lovable, and valuable human beings. That being said, more and more studies show that children understand the power of play therapy and naturally use it. Incorporating the most scary, confusing and taboo topics like hero-bad guy confrontations and war, is often a misunderstood need among children. While we want to enhance qualities of peace in our students, we don't want to ignore natural play therapy needs. Here are our nonaggression rules as well as our thoughts on pretend weapon play.

1. Hitting, biting, pushing, scratching are not allowed at preschool.
2. Bad language ("potty talk") may not be used.

PRETEND WEAPON PLAY

It has been our experience that banning all pretend weapons actually makes this play more intriguing to children. They often have such a burning need to resolve their mixed-up feelings about violence, that they will get sneaky if it is not allowed. As early childhood practitioners, we have learned that completely banning gun play is a losing battle no matter how much we try to re-enforce the rule. While we certainly don't encourage weapon play, if it arises, the staff sets clear safety boundaries, communicates in a calm manner, and focuses what the children CAN do. As always, the children are under close supervision and the play will be terminated if they cannot follow the safety rules and rules related to respect.

TO REGISTER A COMPLAINT

1. Please discuss your concern with your child's teacher.
2. If the problem is not resolved, contact the Director.
3. If you still feel that your concerns aren't being met, or you are uncomfortable discussing the issues with M.A.C. staff, contact the state certifier, Selena Mitchell, by email at selena.mitchell@state.or.us or by phone at 503-280-6046.

NONDISCRIMINATION POLICY

M.A.C. is operated in accordance with the U.S. policy that prohibits discrimination on the basis of race, color, sex, age, handicap, religion, or national origin.

NAP TIME AND REST TIME

Full time children are offered a naptime or a rest time from 12:55pm to 2:45pm. We have plenty of comfy blankets at MAC.

CLOTHING

A change of clothing including socks and underwear should be kept at M.A.C. for each child. Daily activities often include painting, pasting and outdoor play. For your child's comfort, please dress him/her casually. The staff encourages the children to accept responsibility for zipping, snapping, buttoning and hanging up coats without assistance in order to aid in the development of the child's independence and self-confidence. Of course, M.A.C. staff will always assist a child who needs help with these things. Shoes must be worn at all times and should be comfortable and secure. Thongs, clogs and jellies are not appropriate for our wood chip and bark dust covered play area.

ITEMS FROM HOME (TOYS, CANDY, MONEY, LIP STICK)

We request that individual toys remain at home. If a toy is accidentally brought to school, the teacher will give it back to the parent. Educational items such as books, science items, etc. are welcome upon teacher approval. (no batteries, please) Please mark your child's name clearly on items.

COMMUNICATION

M.A.C.'s communications to parents are handled in the following ways:

1. Emails, special notices, and individual handwritten notes.
2. Phone.
3. The school website at www.macpreschool.com & our face book page at <https://www.facebook.com/macpreschool>

NUTRITION

Lunches and snacks are provided by M.A.C. and meet USDA guidelines. We try to use as many organic products as possible.

During all snacks and meals children are invited to choose from the following:

- Tray with 3 vegetable choices
- Tray with 3 fresh fruit choices
- Peanut butter, sliced turkey, ham or other protein
- Cereal or whole grain bread product
- Milk or water

MEALS AND SNACK SCHEDULE

- Morning snack: 9:15 AM
- Lunch: 11:30 AM to 12:00 PM
- Afternoon Snack: 3:00 PM

SPECIAL DIETS

Please make sure the M.A.C. staff is aware if your child has special dietary needs. All food allergy and special diet information is posted in the kitchen. **While we support your choice to provide your child's food due to special dietary needs, we cannot offer a tuition discount due to the extra effort and time necessary for the accommodation.**

M.A.C. strives to offer the finest preschool and after kindergarten enrichment programs available. We look forward to having your child in our program and being a part of your child's life during these early years. Please feel free to call anytime with questions you may have regarding our program or your child's experience here.

Thank you for entrusting us with your little ones. It is our delight!

**Michelle Kuepker
Owner/Director
MAC Preschool and Childcare
2300 Century Lane
West Linn, OR 97068**