



# Learning Springs Academy Parent Handbook 2024-2025

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Dear Parents/Guardians:

Welcome to Learning Springs!

We are delighted that you have chosen our program for your child. Our primary goal is to provide a solid educational foundation for your child while ensuring their experience at school is both successful and enjoyable. We hope that you will feel comfortable enough with us to share both your concerns and celebrations as part of the parenting journey.

As a member of the Learning Springs family, we are committed to keeping you informed about your child's experiences, progress, and development. This handbook serves to provide comprehensive information about our procedures and policies to prevent misunderstandings and facilitate effective communication. We encourage you to read it carefully and don't hesitate to ask questions about any information that may not be clear or addressed.

By familiarizing yourself with the handbook and signing the Parent/Guardian Acknowledgment Form, you demonstrate your understanding of our policies and commitment to abiding by them. This ensures that Learning Springs remains a happy, productive, and safe learning environment for all children.

We eagerly anticipate collaborating with you and witnessing the growth and development of your child. Your trust in us to care for your child is deeply appreciated, and we take our role in their life seriously. Your feedback is invaluable to us as we continuously strive to refine and strengthen our program.

Please don't hesitate to reach out to me at any time should you have any questions or concerns.

Warm regards,

Lucia D'Souza M.Ed., M.Sc.  
Executive Director

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## I. PROGRAM INFORMATION

### **Mission Statement:**

Every moment, a learning moment.

We aspire to empower students to reach their highest potential academically, emotionally, and physically. Our mission is to instill in children a belief in themselves, fostering a sense of confidence and resilience that will inspire others. We firmly believe that the children we serve have the capacity to inspire us in return, and that the legacy we pass on will shine even brighter in their capable hands.

### **Philosophy:**

Selecting the right school for your child is one of the most crucial decisions parents face. At Learning Springs, we are committed to providing a safe, therapeutic, nurturing, and stimulating environment where every child can thrive. Our dedicated and experienced staff provide individualized attention to each child, ensuring that their unique needs are met.

We take pride in creating classrooms filled with enriching learning experiences that promote social skills, literacy, and independence. Our inclusive environment celebrates diversity and values of every individual, irrespective of their abilities, cultural background, ethnicity, race, or socio-economic status.

### **Policy of Inclusion**

At Learning Springs, we embrace diversity and welcome children with special needs into our program. We believe in providing developmentally appropriate programming and ensuring that all children have access to interactions with peers and supportive staff. Our inclusive practices promote equality of access and opportunity for all children, regardless of race, ethnic background, or socio-economic status.

### **Key components of our inclusion policy:**

1. **Non-discrimination:** We do not discriminate based on factors such as race, religion, cultural heritage, marital status, national origin, sexual preference or identity, or mental or physical disability. We comply with the Americans with Disabilities Act (ADA) to make reasonable accommodations for children with disabilities.
2. **Inclusive admissions:** Our admissions process ensures that all families are informed and involved at every stage of assessment, planning, provision, and review of their child's education. We aim to provide an environment where all children can thrive and reach their full potential.
3. **Graduated response system:** We employ a graduated response system for identifying, assessing, and responding to a child's special educational needs. This includes providing a broad and balanced curriculum for all children, as well as differentiated instruction to meet individual needs and abilities.
4. **Behavioral Support:** For children with emotional and behavioral challenges, we develop and implement behavioral plans. We involve these children appropriately at all stages of the graduated response, ensuring their needs are met and their abilities are considered.
5. **Record Keeping:** We maintain records of assessment, planning, provision, and review for children with emotional and behavioral challenges, ensuring accountability and continuity of care.

## **Non-Discrimination/Anti-Bias Policy**

In addition to our policy of inclusion, we uphold a non-discrimination and anti-bias policy. This policy ensures that children and families are treated with respect and dignity, regardless of their background or characteristics. We actively promote diversity and challenge biases, encouraging children and adults to explore, celebrate, and understand differences.

### **Key components of our non-discrimination/anti-bias policy:**

1. **Understanding bias:** We recognize that children can absorb societal biases from an early age. Our curriculum and approach support children as they explore and understand differences, empowering them to stand up for their rights and the rights of others.
2. **Promoting fairness:** We encourage children to explore issues of fairness, see conflict as an opportunity for problem-solving, and be open to differing perspectives, ideas, attitudes, and behaviors.
3. **Monitoring words and actions:** We strive to monitor our words and actions for unconscious bias or prejudice, promoting respect for diversity among people.
4. **Empowering advocacy:** We aim to empower children and adults to recognize and question social injustice, promoting respect and understanding in our community.

At Learning Springs, we are committed to creating an inclusive and supportive environment where all children can thrive and reach their full potential, free from discrimination and bias.

### **Hours of Operation:**

#### **Office hours:**

- Monday to Friday 8:00 a.m. to 4:00 p.m.

#### **School and extended care hours:**

- **Morning extended care:** Monday to Friday, 7:30 a.m. – 8:30 a.m.
- **Elementary school hours:** (M/T/Th/F): 8:30 a.m. to 2:00 p.m.; (Wednesday): 8:30 a.m. to 1:00 p.m.
- **Middle school hours:** (M/T/TH/F): 8:30 a.m. – 3:00 p.m.; (W) 8:30 -1:00 p.m.
- **After school extended care:** (Weekdays): EOD. – 5:00 p.m.

**School holidays:** The school observes the following holidays: New Year's Day, President's Day, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day, Day After Thanksgiving, and Christmas Day. It is advised to refer to the school calendar for any additional closures or early dismissals.

## **II. ADMISSIONS**

At Learning Springs, we strive to ensure a smooth and welcoming admissions process for families interested in joining our program. We prioritize the safety, well-being, and readiness for learning of all students in our care. Our admissions process ensure that families are informed and supported every step of the way. Our goal is to determine if our program is the right fit for your child and family through a series of steps outlined below.

## Enrollment Procedures:

1. **Tour and application:** Families are invited to tour our facility and receive the Enrollment and Tuition Contract.
2. **Child visit:** The child visits the school and has the opportunity to meet our staff to determine the appropriateness of the program.
3. **Assessments:** If applicable, assessments are conducted to better understand the child's needs. Parents provide any assessments from OTs, SLPs, Developmental Pediatricians, district/private IEPs, etc.
4. **Enrollment packet:** Upon determining that placement seems appropriate, an enrollment packet is provided to parents/guardians to complete.
5. **Admission:** Once a space is identified in the appropriate classroom, all enrollment paperwork and fees are submitted, the child is admitted to the program.
6. **Classroom placement:** The final decision for classroom placement is made by the School Director, considering input from staff and parents/guardians, ensuring it aligns with the best interest of the child and overall composition of the class.

## Tuition Agreement

Learning Springs is committed to providing a supportive and inclusive environment for all children, and every effort will be made to accommodate diverse abilities and needs. However, in certain situations where a child's needs cannot be met or where continued care may not be in their best interest, termination of enrollment may be necessary for the safety and well-being of all involved parties.

At Learning Springs, we prioritize clear communication and transparency regarding tuition and related fees to ensure a smooth financial process for our families. Below are the terms and conditions related to tuition and enrollment:

1. **Registration fee:** A non-refundable registration fee of two hundred (\$200.00) is required at the time of registration. If a check is returned for non-sufficient funds, the reserved space for the child will be forfeited, and enrollment will be terminated. Re-registration may be possible with a cash payment of the registration fee along with the returned check fee if space allows.
2. **Tuition payments:**
  - Tuition payments are due on the first of each month no later than 4:00 p.m. and is late after the first calendar date of each month regardless of whether the first falls on a holiday/weekend day, with no proration for illness, vacation, or holidays.
  - A late fee of \$45.00 will be assessed automatically each month for late payments, increasing by \$10.00 for every additional two days the payment is late.
  - Children may be excluded from class if tuition is more than two weeks late, and consistent late payments may result in enrollment termination.
  - Behavior Therapist payments are due no later than the 5th of each month, with applicable late fees.
  - A \$50.00 penalty fee will be assessed for any returned checks, and the account may be placed on a cash-only status.
3. **Materials fee:** A materials fee of two hundred dollars (\$200.00) is required at the time of registration, with no refunds or proration.

4. **Sibling discount:** Immediate families with more than one child attending Learning Springs receive a sibling discount on tuition. The youngest child pays full price, the oldest receives a 10% discount, and any other children in between receive a 5% discount.

#### **Enrollment Paperwork:**

#### **Immunizations:**

All children attending Learning Springs must have all required vaccines up to date as per the California School Immunization Law. Children who are not up to date with the required immunizations will not be able to attend school until they provide proof of vaccination.

#### **Required forms:**

The following forms must be completed in full, signed by both parents/legal guardians, and be on file:

- Enrollment and Tuition Contract
- Parent Questionnaire
- Agreement to Handbook Terms and Conditions
- Medication and Supplement List
- Sunscreen Permission Form
- Authorization to Release & Exchange Confidential Information (as needed)
- Earthquake Comfort Care Kit Form
- Identification and Emergency Information
- Consent for Medical Treatment
- Parent Consent for Administration of Medication (for prescription and OTC medications/items)
- CA Immunization Record
- Report of Health Examination for School Entry Report
- TB Risk Assessment for School Entry

### **III. ARRIVAL AND DISMISSAL**

#### **Transition into Learning Springs**

Learning Springs recognizes the transitioning period as a time of concern for families and children. To facilitate a positive experience during this process, families may work with classroom teachers to create a transition plan to ease children into the new environment. We aim to make the school a welcoming place where children settle in quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

#### **First day of school**

We aim to make your child's school experience a positive one. We ask that you anticipate the possibility of spending some of your morning with your child for the first day they attend. We also want you to be aware of our schedule so that you will be able to discuss this with your child. Your child will not be forced to participate in group activities but must stay with the group for safety and supervision reasons.



### **Help with separation/saying good-bye**

We understand some children have difficulty with separation and we will work with you to develop an individualized transition plan. Always say good-bye with a kiss, hug and/or a wave! Be firm, but friendly about leaving. A staff member can assist you by comforting/re-directing your child.

Be consistent and follow the same routine – walk your child to class, greet the teacher, sign in and **always** say good-bye at the door. Your child will pick up on your confidence about having chosen a good place for them to be while you are away. Please let us know if we can be of further help in ensuring a smooth transition.

### **Visitors/Parents on campus**

Parents are always welcome at Learning Springs. Since the safety of our students is our primary concern, we ask that visitors/parents on campus adhere to the following guidelines:

- **Always check in at the office when visiting.** Sign in and out in the school office. Please obtain a VISITOR/PARENT badge when on the school grounds. The office staff will answer any questions and direct visitors/parents to their destination.
- Visitors/Parents interested in observing a specific classroom or learning more about a school program, are asked to contact the school office in advance.
- If you have a last-minute issue, (dropping off a forgotten lunch box, early pick- up, etc.) please go to the office and they will contact the classroom directly.

### **Arrival and Departure Procedures**

At Learning Springs, we prioritize the safety and well-being of all children under our care during arrival and departure times. Below are important guidelines and procedures for families:

1. **Start of school day:** The school day begins promptly at 8:30 a.m. Children arriving after 8:30 a.m. will be considered tardy.
2. **Signing in and out:**
  - Parents or authorized adults must sign children in and out daily using their legal signature and the actual arrival and departure times.
  - Only custodial parents/guardians and authorized adults listed on the emergency card are allowed to sign a child in or out.
  - If a child leaves the premises for appointments or other reasons, they must be signed out in the office. Staff will ensure minimal disruption to the classroom.
  - Children must be accompanied to and from the classroom by an adult during drop-off and pick-up times and must not be left unattended by parent.
3. **Late pick-up policy:**
  - Late pick-up fees apply if a child is not picked up at their designated time.
  - The fee is one dollar (\$1.00) per minute per child, increasing to \$5.00 per minute per child after 15 minutes of lateness. There is no grace period.
  - It is essential to pick up children on time to avoid causing your child to get anxious and additional charges.

**4. Release of children:**

- Children will only be released to parents, guardians, or authorized individuals listed on the child’s records. Current government issues picture identification may be required if staff are unfamiliar with the adult picking up the child.
- Documentation of custody arrangements must be provided if applicable.
- Changes to authorized pick-up individuals must be made in advance in writing.
- If a child is not picked up at closing time, staff will ensure their supervision and attempt to contact parents or authorized individuals. In extreme cases, assistance from the local police department may be sought.

**5. Divorced parents and custody:**

- Both parents/guardians are typically allowed to pick up the child unless a court order indicates otherwise.
- Current court orders regarding custody or visitation must be on file with the school.

**IV. PROGRAM POLICIES**

As part of our commitment to maintaining a safe and healthy learning environment, Learning Springs has established the following program policies:

**Attendance policy:**

- Attendance at school is mandatory and enforced by law. Compulsory Education Law applies to all children between the ages of 6 and 18 years, except those exempted under specific provisions.
- Parents/guardians must notify the school by 8:00 a.m. via phone call or email if their child will be absent. The reason for the absence should be indicated.
- Early checkout refers to when a parent or guardian authorizes a child to leave the facility before the end of the school day.
- Vacations should be scheduled during school breaks as tuition cannot be prorated for vacations taken during school days.

**Excused Absences and Tardiness Policy**

Learning Springs adheres to the guidelines outlined in the California Education Code regarding excused absences and tardiness to ensure the well-being and academic success of our children.

**1. Excused absences:**

- A pupil shall be excused from school when the absence is due to:
  - Personal illness or attendance in school endangers a child’s health or the health of others.
  - Quarantine under the direction of a county or city health officer.
  - Medical appointments.
  - Attending the funeral services of a member of their immediate family.
  - Justifiable personal reasons, including court appearances, observance of religious holidays or ceremonies, attendance at religious retreats, or Take Our Child to Work Day.

- Upon receiving appropriate verification for an absence due to the listed reasons, the absence will be considered excused.

**2. Tardiness:**

- Tardiness disrupts the classroom environment and may impact a child's success by causing them to miss critical instruction.
- Children are considered tardy if they arrive after the designated start time of 8:30 a.m.
- Three unexcused tardies are equivalent to one absence.
- Medical appointments should be scheduled outside of school hours. An excused tardy may be granted for illness or a doctor's visit with a note.

**3. Truancy:**

- As per the California Education Code §48260, a child with three unexcused absences or three tardies of more than thirty minutes in one school year is classified as truant.
- Parents/guardians will be notified when a child becomes truant.

**4. Note submission for tardiness:**

- A phone call or note excusing a tardy, signed by the parent or legal guardian, must be provided to the office.
- Notes must be submitted no later than the following day to be considered excused. Only tardies at the beginning of the day may be excused.

**5. Unexcused absences:**

- Any absence not falling under the categories of excused absences is considered unexcused.

**6. Part of school day:**

- A child is counted as present if they attend any portion of the school day. If a child is absent for part of the day but is physically well, it is encouraged to bring them to school for the remainder of the day.

## **Parent-Teacher Conferences and Homework Policies**

**1. Parent-Teacher conferences:**

- Parent-teacher conferences offer a valuable opportunity to exchange information about a child's academic and behavioral progress.
- Two separate weeks are designated annually for all parents/guardians to meet with their child's teacher. Modified days may be scheduled during these weeks to accommodate meetings.
- Parents/Guardians seeking meetings outside of conference time should schedule an appointment with the teacher.
- Only one parent conference per child is scheduled during parent conference week to ensure equitable communication. Separate conferences to accommodate special circumstances cannot be arranged.
- Holding one conference per child ensures consistency in the information shared and allows teachers to effectively manage the process.

**2. Homework:**

- The following chart outlines the recommended time children should spend on homework per grade level and the percentage of overall parental support required for a successful homework experience:

Grade Level	Time Spent on Homework	Parental Support
Kindergarten	10-15 minutes	20%
1st Grade	15-20 minutes	25%
2nd Grade	20-30 minutes	30%
3rd Grade	30-45 minutes	35%
4th Grade	45-60 minutes	40%
5th Grade	60-75 minutes	45%
6th – 8 <sup>th</sup> Grades	75-90 minutes	50%

- Please note that these guidelines serve as averages and may vary based on individual child abilities.

3. **Reading time and homework support:** We highly encourage parents/guardians to engage in daily reading sessions with their child, allocating 20-30 minutes for this activity. It is beneficial for children to read both independently and with an adult. Additionally, written homework will be assigned weekly as the year progresses, and parents/guardians are urged to collaborate with teachers to support their child's learning. Daily communication logs offer valuable insights and suggestions aligned with classroom activities.
4. **Library check out:** Once routines are established, children will have the opportunity to check out books from the classroom and school libraries. This initiative aims to foster a community of readers. Parents/Guardians are encouraged to read and discuss these books with their child, instilling a love for reading. Families are requested to replace any lost library books to promote responsibility and maintain a well-stocked classroom library.

## V. POSITIVE DISCIPLINE POLICY

This Behavior Management Policy outlines the principles and procedures that Learning Springs follows to create a safe and respectful environment for children to learn, thrive and play, with a focus on positive behavior modeling, conflict resolution, cultural sensitivity, and collaboration with parents.

1. **Positive behavior model:** All staff, volunteers, and children are expected to model positive behavior by treating others with friendliness, care, and courtesy.
2. **Conflict resolution:** Conflict is handled using positive strategies appropriate for child's ages and stages of development.
3. **Training and consistency:** New staff and volunteers are trained in the behavior policy, and consistency in applying the rules is expected from all members of the school community.
4. **Cultural awareness:** Staff are required to be aware of and respect cultural differences in interacting with others.
5. **Unacceptable behavior:** Unacceptable behavior is addressed by helping children cope more appropriately. Physical punishment is never used, and children are never threatened with it.
6. **Family partnership:** Parents/Guardians are regularly informed about their child's behavior, and collaboration between parents/guardians and staff is encouraged to address recurring unacceptable behavior.
7. **Communication and termination:** If the environment is deemed inappropriate for a child and their family, the school will request a parent conference to explain the reasoning. Written notification will

be provided if a face-to-face meeting is not possible. When a child is terminated from the school, the staff will ensure age-appropriate closure.

8. **Termination of services:** The school reserves the right to terminate a child's enrollment under certain circumstances, including ongoing aggressive behavior, safety concerns, non-compliance with school policies, and non-payment or continual late payment of tuition. Termination is a last resort action, taken in the best interest of the child and the school community.

### **Learning Springs Positive Discipline Policy:**

We are committed to nurturing a child's social and emotional development while fostering a positive and inclusive learning environment. Our behavior policy is designed to cultivate social skills that align with our values, such as self-control, respect for others, and positive self-esteem.

Our staff serve as role models for appropriate behavior and actively encourage positive interactions among children and adults. Teaching fundamental social skills is integral to our curriculum, promoting the development of successful, lifelong learners.

We ensure that our curriculum is age-appropriate, placing emphasis on child-focused activities that encourage positive social engagement. Teachers create conducive environments, establish clear behavioral expectations, and may use nonverbal cues or redirection to support children in their behavioral development.

In instances of behavioral challenges, our approach involves modeling appropriate behavior, teaching conflict resolution skills, and using stories or scenarios to reinforce desired conduct. Children are empowered to make suitable choices and learn techniques for regaining self-control during moments of frustration. We employ instructive and individually tailored consequences to bolster self-control and self-esteem.

When a child encounters significant difficulties, collaboration between parents/guardians and teachers is encouraged to develop effective strategies. Our procedures for addressing concerns include:

1. Observation and documentation of the child's behavior by the teacher.
2. Discussion of the behavior with the parent/guardian, sharing learning-based strategies to be implemented by the teacher and exploring options with the school team.
3. Follow-up with the parent to assess the effectiveness of the strategies on the child's behavior.
4. If concerns persist, convening a conference involving the teacher, parent/guardian, and director to explore additional interventions.
5. Making reasonable efforts to collaborate with the child and their family to address behavioral concerns. Depending on the severity of the issue, an individualized action plan may be necessary, potentially involving removal from the classroom or contacting the parent/guardian for early dismissal. Repeated severe issues may lead to exclusion from Learning Springs.

### **Behavior Management Strategies:**

To foster constructive and adaptive expression of emotions, needs, and wants, Learning Springs employs a range of behavior management strategies tailored to individual and group needs.

**Proactive strategies:**

1. Pre-teaching: Clearly articulating expected behaviors and routines while consistently practicing them.
2. Environmental setup: Designing the learning environment to facilitate smooth transitions.
3. Identification of triggers: Recognizing potential triggers and teaching alternative coping skills.
4. Practice methods: Utilizing modeling, social stories, and dramatic play to reinforce desired behaviors.
5. Cueing: Providing verbal and nonverbal cues, such as picture schedules/icons, to support understanding and compliance.

**Intervention strategies:**

1. Cueing and redirection: Prompting redirection of attention or behavior.
2. Temporary distraction: Offering temporary distractions to refocus attention away from the problem situation.
3. Calming techniques: Employing calming strategies like speaking softly to de-escalate situations.
4. Safe separation: Temporarily removing children from the problem situation to a designated "safe space" when necessary.
5. Protection from harm: Ensuring the safety of children and preventing harm to themselves or others.
6. Problem-solving discussion: Engaging children involved in the problem situation to generate and implement solutions collaboratively.

**Post-problem strategies:**

1. Praise and recognition: Offering praise and recognition for appropriate behavior and effective problem-solving.
2. Skill reinforcement: Reinforcing skills learned during problem-solving activities for future application.
3. Redirection: Guiding children back to previous activities or transitioning to new ones to promote positive engagement.

By employing these proactive, responsive, and reflective strategies, Learning Springs aims to cultivate a supportive and nurturing environment where children can develop essential social-emotional skills and thrive academically and socially.

**Aggressive Behavior/Anti-bullying Policy:**

At Learning Springs, we are committed to maintaining a safe and conducive learning environment for all children. Any form of aggressive behavior that poses a threat of physical or psychological harm to others, disrupts the learning process, or encourages such behavior is strictly prohibited.

Aggressive and hurtful behaviors, including but not limited to biting, hitting, kicking, pushing, and pinching, are deemed inappropriate. We employ various methods to assist children in managing their frustrations and anger, including calming times and redirection of behavior. Additionally, we aim to recognize and validate a child's feelings while explaining the consequences of their actions.

We uphold the confidentiality of all behavior-related issues, including the names of children involved in physically aggressive incidents, to safeguard the privacy of the individuals and their families and prevent

biases among program participants. Families are kept informed of the steps taken to address the situation and may receive additional informational resources regarding aggressive behaviors.

**In cases of physical aggression, the following actions will be taken:**

1. Discussion of alternatives: Engaging all children involved in the incident to explore better solutions.
2. Separation: Temporarily separating the involved children to ensure safety and facilitate resolution.
3. Environmental considerations: Providing engaging activities to promote positive interactions and minimize conflicts.
4. Observation and prevention: Carefully monitoring the involved child to identify triggers and prevent future occurrences.
5. Documentation: Maintaining a log to track the frequency and context of aggressive behaviors.
6. Family involvement: Holding conferences with parents/guardians to discuss the child's behavior at home, disciplinary approaches, and seeking external resources if necessary.

Depending on the severity of the aggressive behavior and the circumstances, any or all of these steps may be adjusted or omitted as deemed appropriate.

**Learning Springs's Discipline Procedures and Policies:**

We recognize the importance of helping children develop social skills and responsibility for their actions. Our approach to behavior management and discipline is grounded in care and positivity, aiming to create a safe and nurturing environment conducive to learning.

**Proactive prevention and discipline procedures:**

1. Encouragement of verbal communication: Encouraging children to express themselves verbally and guiding them in resolving conflicts independently.
2. Behavior redirection: Redirecting behavior towards more appropriate alternatives when possible.
3. Break from activities: Allowing children to take breaks from group activities to calm down if they display escalating behavior.
4. Temporary separation: Temporarily removing a child from the group to address disruptive behavior.
5. Individual counseling: Providing individual guidance and counseling to children regarding their behavior.
6. Parental communication: Keeping parents/guardians informed of disciplinary concerns through Incident Reports.

**Definition and response to aggression:**

Aggression is defined as any action intended to harm or perceived as a threat, regardless of resulting injury. It includes throwing objects, physical contact, verbal threats, and threatening body language. We address aggression at any force level and take appropriate action to ensure safety.

**Response to aggressive/disruptive behavior:**

1. Administrator notification: Promptly informing an administrator of the incident.
2. Parent notification: Informing the parents/guardians of all involved children about the incident.
3. Incident Reports: Documenting inappropriate/unsafe behaviors or injuries, explaining the behavior's impact, resolution, and sharing it with parents/guardians for signature.
4. Follow-up meetings: Discussing recurring behavior issues with parents/guardians and assessing the child's placement appropriateness.
5. Termination of placement: If behavior persists and poses a consistent risk, termination of school placement may be necessary.

**Communication:**

Administrator and parent notification are essential components of our communication process, ensuring transparency and collaboration in addressing behavioral concerns. We are committed to fostering a supportive environment where children can learn and thrive while cultivating positive social interactions and responsible behavior.

**VI HEALTH AND SAFETY POLICIES AND PROCEDURES**

At Learning Springs, we prioritize the health and safety of all individuals within our care, including children, parents, guardians, staff, and volunteers. We maintain rigorous protocols and procedures to create a safe and healthy environment for everyone involved.

**Staff training and risk assessment:**

1. All staff members undergo comprehensive health and safety training and regularly update their training to ensure compliance with safety protocols.
2. Our risk assessment process includes thorough checks for hazards and risks indoors, outdoors, and within activities and procedures. Action plans are developed to address identified risks promptly.

**Awareness and prevention:**

1. Children, parents, guardians, and staff are educated about health and safety issues through discussions, drills, planned activities, and daily routines.
2. Visitor registration ensures accountabilities for all individuals entering the premises, with visitors required to wear identification badges.

**Accident and emergency procedures:**

1. In medical or dental emergencies, 911 is called first, followed by immediate notification of parents or guardians. Staff members always stay with the child.
2. Necessary measures are taken for a child's welfare if parental contact is not possible, with every effort made to inform parents immediately of any emergency.



**Illness policy:**

1. Parents are required to keep ill children at home, and children must be symptom-free to participate fully in the daily schedule.
2. Children must be fever free without fever-reducing medications for a minimum of 24 hours to return to school.
3. Children must be symptom free for a minimum of 24 hours for any gastrointestinal illnesses without the aid of medications to return to school.
4. Prompt notification is provided to parents if a child becomes ill, with immediate pickup required for contagious illnesses. Physician's forms are required for children returning after extended illness or hospitalization.
5. Learning Springs Academy follows the policies, procedures, and recommendations of the Santa Clara County Department of Public Health, state health department, and CDC.

**Basic first aid and medication administration:**

1. Staff administer medication only with written consent from parents or guardians and in appropriately labeled containers.
2. Training covers medication administration, safety procedures, disposal of used devices, and storage requirements.
3. Detailed protocols are in place for various medical events, including asthma attacks and allergic reactions.
4. Epi-pens and other medications are stored securely and administered as prescribed, with immediate notification of parents and proper record-keeping.

**Compliance and record keeping:**

1. The school ensures compliance with medical orders and maintains records of medication administration, parental authorization, and physician's orders.
2. Proper safety precautions are followed during medical procedures, and staff members receive training as required by a child's physician.

**Nut free policy:**

Learning Springs implements a strict "Nut Free" policy to ensure the safety of all children, particularly those with nut allergies. Parents are urged to carefully monitor the foods packed in their child's lunch boxes, avoiding peanuts, peanut oils, and other nut products. Coconuts are an exception, as they are considered fruits. It is essential to read food labels regularly as ingredients may change over time. Products labeled with statements such as "May contain traces of peanuts/nuts" should be avoided. In classrooms with children having severe nut allergies, additional safety measures may be considered on a case-by-case basis. Store-bought foods and baked goods are preferred, and parents are advised to avoid products made in facilities that process nuts. Children are instructed not to share food, and handwashing practices are reinforced to minimize allergy exposure.

**Head lice/nit free policy:**

Learning Springs acknowledges head lice as a common occurrence among young children and takes proactive measures to address infestations promptly. If head lice are discovered on a child, parents are immediately

notified, and the child must be picked up from school. Treatment with a suitable product is required, and the child must be nit-free before returning to school. State health laws mandate a scalp examination by office personnel upon the child's return. Parents, staff, and volunteers are informed of the exposure to take preventive measures. The school follows sanitization guidelines to prevent the spread of lice to other children.

**Sunscreen policy:**

Parents are encouraged to apply sunscreen to their child in the morning before school. For a second application in the afternoon, parents must complete a Sunscreen Authorization Form and provide labeled sunscreen. Children apply their sunscreen under supervision, and application dates/times are recorded.

**Potty training:**

Children are expected to be fully potty trained before starting school. However, if a child has an accident, parents will be notified to come and change their child within a reasonable time

**Playground activities and safety**

The playground serves as an integral educational environment where children engage in physical activities and develop social skills through play. To ensure a safe and enriching experience, all staff members at Learning Springs adhere to the following rules:

1. Supervision: Staff members will actively engage in supervising children during playground activities, remaining vigilant to always ensure safety.
2. Equipment Usage: Children will be reminded to use playground equipment as intended, emphasizing safe practices such as climbing on climbing equipment rather than gates or fences.
3. Positive Discipline: Hazardous, violent, or destructive play will not be permitted. Staff will employ positive discipline techniques such as redirection, distraction, and praise to discourage negative behaviors.
4. Pebble Management: Pebbles will be confined to designated areas to prevent potential hazards and ensure a safe play environment.
5. Visibility: Children will be kept within sight of staff members on the playground, and measures will be taken to prevent children from wandering out of sight.
6. Attention: Staff members will give their undivided attention to the children under their care, prioritizing their safety and well-being during playground activities.

**Emergency Preparedness Plan**

Learning Springs prioritizes the safety and well-being of its children, staff, and visitors by implementing comprehensive emergency preparedness protocols. The following plan outlines procedures for various emergency scenarios:

**1. Fire:**

- Fire drills are conducted monthly, with records maintained for each drill.
- All staff members are trained in fire procedures, and formal risk management assessments are performed annually.
- Fire exits are clearly marked, unobstructed, and easily opened from the inside.
- Smoke detectors and firefighting appliances are installed in high-risk areas and regularly checked for safety.
- In the event of a fire:
  - A staff member will dial 911 and provide necessary details.

- Evacuation will commence immediately using the nearest available exit to assemble at designated assembly points.
- Personal possessions should not be collected during evacuation.
- The Director or lead teacher will retrieve the emergency contact binder if safe to do so.
- Staff will ensure all individuals are accounted for at the assembly point, and fire department personnel will be informed of any missing persons.
- No one will re-enter the building until authorized by the fire department.

**2. Bomb threat or extended evacuation:**

- Children will be evacuated using the fire evacuation plan.
- Parents /Guardians will be notified to pick up their children if an extended evacuation is necessary.

**3. Staff training:**

- New hires receive orientation on emergency procedures and the location of essential safety equipment.

**4. Emergency binder:**

- Emergency contact forms and current photographs of children are kept in designated binders in each classroom.
- These binders are taken during evacuations and drills to ensure staff have necessary information for contacting parents/guardians or providing medical care.

**Child abuse/neglect reporting:**

- All staff members undergo mandated reporter training every two years.
- Staff are trained to recognize signs of abuse and report concerns to local authorities.
- Suspicions of abuse are investigated sensitively and reported to Child Protective Services.

**Missing child procedure:**

- Immediate search and notification procedures are initiated if a child goes missing while in the school's care.
- Parents /Guardians and authorities are notified promptly, and care for other children is maintained during the search.

**Sexual harassment policy:**

- Learning Springs maintains a zero-tolerance policy for sexual harassment.
- Victims of sexual harassment are encouraged to seek confidential help from the Executive Director.

By implementing these measures, Learning Springs aims to create a safe and supportive environment for all members of its community.

**VII FAMILY INVOLVEMENT**

Learning Springs recognizes the importance of collaboration between parents /guardians and school staff in fostering child's education and development. We strive to create a supportive environment where parents are actively engaged in their child's learning journey. Our commitment to family involvement is reflected in the following principles:

1. **Supporting parents/guardians:** We view parents/guardians as their child's primary educators and aim to support them in their educational endeavors and personal growth. We encourage ongoing dialogue with parents/guardians to understand their child's needs better and offer opportunities for parents/guardians to contribute their skills and interests to classroom activities.
2. **Confidentiality:** Respecting privacy and maintaining confidentiality are fundamental values at Learning Springs. We ensure that all communication regarding children, behavior, or incidents remains confidential. Discussions about sensitive matters are conducted in private, away from the child and other community members.
3. **Family-School communication:** Open and frequent communication between home and school is essential for a successful educational experience. We employ various communication channels, including daily logs, announcements, emails, parent-teacher conferences, the school website, and social media platforms, to keep parents/guardians informed and engaged.
4. **Parent /Guardian conduct:** We promote positive communication, mutual respect, and orderly conduct among all members of the school community. Disruptive behavior and harassment are not tolerated, and we provide avenues for addressing grievances or concerns.
5. **Family education and community partnership:** Learning Springs offers opportunities for parents/guardians to receive information and training on child-related issues, parenting, and family life. We encourage parents/guardians to share their expertise with the community and participate in workshops and events.
6. **Volunteers:** Parent/Guardian participation is highly valued, and opportunities for volunteering both inside and outside the classroom are available. Parents/Guardians can contribute to various activities such as room parenting, fundraising, school maintenance, library support, and technology assistance.
7. **Fundraising and support:** We organize one fundraising event and offer alternative ways for families to support the school financially. Additionally, we maintain a wish list of needed supplies and appreciate donations from parents.
8. **Complaint procedures:** Learning Springs has established a transparent complaints procedure to address concerns or grievances promptly and effectively. Parents/Guardians are encouraged to communicate any issues with the classroom teacher first.

## VIII. POLICIES AND INFORMATION

**Parking:** The parking lot at Learning Springs is a shared space and can be busy during certain times of the day. To ensure a safe environment, please adhere to the following rules:

- Hold your child's hand in the parking lot.
- Drive slowly.
- Ensure children do not run ahead or lag.
- Never leave younger children unattended in the car.
- Always check behind when slowly backing out.
- Close and latch the entry gate each time.
- Do not leave valuables in parked cars.

**Holiday celebrations:** We embrace the diversity of our community by honoring various traditions and customs during holiday celebrations. Families are encouraged to share their traditions, and children may bring items from home to discuss their family's celebrations. Our focus is on the values of love, family, and meaningful traditions, while avoiding stereotypes and materialism.

**School supply list:** A school supply list is provided annually or upon enrollment. If financial hardship prevents families from providing supplies, Learning Springs ensures that children have the necessary materials for the first day of school.

**Outdoor Play:** Outdoor play is integral to a child's development, providing opportunities for exploration and physical activity. Children should be dressed appropriately for outdoor activities, and exceptions for not going outside due to health reasons require discussion with the teacher or director.

**Field trips:** Occasional field trips to neighborhood facilities are organized, with advance notice and parental consent. Parents/Guardians are welcome to accompany their children on outings.

**Lost and found:** All personal items brought to school should be labeled. Unclaimed items are placed in the lost and found and donated at the end of each month.

**Food and drink:** Mealtimes are important for socialization and learning about healthy eating habits. Parents/Guardians are responsible for providing nut-free, balanced snacks and lunches for their children, packed in labeled containers with utensils. New foods should be introduced at home before sending them to school.

**Photography** Photographs may be used for class projects, yearbooks, school website, school social media, and school-related materials. Parents/Guardians can opt-out of photography by submitting a written request to the office.

**Dress code:** Children should wear clean, comfortable clothing and closed-toe shoes suitable for indoor and outdoor activities. Weather-appropriate attire is essential, and each child must have an extra set of clothes kept at school.

**Birthday policy:** Parents/Guardians can coordinate with teachers to celebrate birthdays with healthy treats or a book donation to the classroom. Invitations should not be distributed at school unless all children are included.

**Toys from home:** Children are advised not to bring toys from home unless it's their designated sharing day or for a Spirit Day.

**Care of materials and facilities:** Children and parents/guardians share the responsibility for the proper use and care of school resources, including textbooks, materials, equipment, furniture, and facilities. Parents /Guardians will be notified in case of lost or damaged items and will be responsible for covering necessary repairs or replacements.

**Closing Statement:** Learning Springs values the partnership between home and school and strives to keep families informed and involved. Mutual trust and respect are essential, and parents/guardians are encouraged to communicate any changes or concerns. We welcome parent involvement in the school community.

**Disclaimer:** The administrative team reserves the right to change policies or procedures with reasonable notice to parents.





**Learning Springs Parent Handbook Acknowledgement 2024-2025**

I/We hereby acknowledge that I/we have received a copy of the Parent Handbook for Learning Springs. I/We understand that it is my/our responsibility to thoroughly read and comprehend the policies, provisions, and procedures outlined in the Parent Handbook.

I/We understand and acknowledge that the Parent Handbook may be subject to revisions in accordance with the rules or regulations set forth by state, federal, and accrediting entities, as well as the best practices for childcare service providers, or at the discretion of Learning Springs. I/We recognize that any such revisions will take precedence over, modify, or eliminate the existing contents of the Parent Handbook.

Furthermore, I/We understand and acknowledge that it is my/our responsibility to reach out to the Executive Director for clarification on any questions or concerns regarding the contents of the Parent Handbook, both presently and in the future.

I/We hereby certify that I/we have received and thoroughly read the Learning Springs' Parent Handbook and commit to adhering to the policies outlined therein to ensure a healthy and safe educational environment for my child.

**Please print legibly. Both custodial parents/guardians must sign.**

Child's Name \_\_\_\_\_ DOB: \_\_\_\_\_

Parent #1/Guardian #1 Full Legal Name \_\_\_\_\_

Parent #1/Guardian #1 Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent #2/Guardian #2 Full Legal Name \_\_\_\_\_

Parent #2/Guardian #2 Signature \_\_\_\_\_ Date \_\_\_\_\_

Executive Director's Signature: \_\_\_\_\_ Date \_\_\_\_\_