



Welcome to the Evergreen Classroom!

We know that this is a critical time of development for your preschooler, and we understand that this transition into a new school or room may be a significant and exciting change for your family. The Evergreen Classroom offers children a warm, nurturing, and stimulating environment. Teachers in the Evergreen Classroom place particular emphasis on assisting children's social and emotional growth while providing support for cognitive, language, and physical development. Your child will be encouraged to use self-help skills to strengthen independence and self-esteem in a safe and compassionate environment.

The Evergreen Classroom is divided into centers, which are open during certain parts of the day. These centers are defined by color and allow a designated number of students in each area. Students may choose their centers during "centers" or "choice time ." Students rotate centers depending on their interests. These activity areas include dramatic play, building, reading, sensory, art, math, and science. Changes to materials and themes happen frequently. The classroom also contains a variety of private spaces that allow children to have a reprieve from the stimulation of the classroom or to engage with one or two friends (with teacher supervision).

Since your child constantly moves, the age-appropriate outside playgrounds are offered as much as possible to provide an outlet for that energy. We will spend at least 30 minutes to 1 hour outside twice daily, regardless of the weather. Please help us ensure that your child wears appropriate clothing for the weather, rain or shine. Please also make sure that there is an extra change of clothing available at the school. In addition to the outdoor areas, the preschool room utilizes an indoor gym for gross motor movement; the indoor gym is an additional way to get the kids moving when the weather is inhospitable and to support those developing gross motor skills.

In the Evergreen Classroom, children will become increasingly independent and communicative, as they can convey what they want, need, and feel; however, they are still learning to cooperate, negotiate, and get along with their peers. Pushing, hitting, and biting can be common and age-expected behaviors in this room. The teachers of the Evergreen Classroom are available to facilitate these interactions between students as they practice their social skills in a safe and positive environment. Parents will be informed if behaviors of concern are persistent, and we will work collaboratively to modify the behavior (Please see the parent handbook for additional information on enrollment and "behaviors of concern").

Drop Off

Unless enrolled in the early drop-off program, student drop-off begins at 8:30 AM. Families not signed up for early drop-off will not be permitted to enter the classroom before this time.

Please use the designated drop-off area to assist your child in placing their belongings in their assigned cubby and, if needed, help them change into their indoor shoes. Take a moment to say goodbye and let your child know you'll see them after school. A teacher will be present to welcome your child and guide them into the classroom, where a morning activity will be ready to help ease the transition.

To minimize congestion and establish a consistent routine, the main classroom area is reserved for children and staff only. This boundary helps set the expectation that the classroom is your child's space to engage and grow—with the support and guidance of their teachers.

When you are ready to leave your child at the center, it's best to be confident and positive, telling them that you love them and will be back soon. Then go. Even though your child may cry and cling, they will feel better about your leaving if you seem like you are sure you're doing the right thing. Allowing us to redirect and soothe your child in your absence will enable us to develop deep connections and build your child's trust. If your child is showing distress and you would like to soothe them, please utilize the hallway or cubby area until you are ready to have your child transition into the classroom independently. Once in our care, our caregivers and instructors will be available to help your child cope with your leaving.

Circle time starts between 9:00 am and 9:15 am. Circle time is an important part of our day, and we ask that children arrive by 9:00 am to participate to the fullest extent in circle time. If you arrive after 10 am or your child will be absent, please inform the classroom via the Brightwheel app. The classroom may be outside at any given time. If the classroom is unoccupied when you drop off, please connect with an administrator so that they can safely unite your child with their classroom.

Parental Involvement

We value home and school collaboration and strive to provide many opportunities for parents to be a part of our school community! Volunteering is one of the easiest opportunities to bridge the home and school connection. Volunteer opportunities are provided in the newsletters. A teacher will work with you directly to establish the best times and methods for volunteering to limit disruption and to best support the classroom. Parents who volunteer in the classroom or on field trips may need to complete a background check through the Department of Children, Youth, and Families (see below).

Background Checks

Our licensing entity, the DCYF, requires background checks on all of our employees, as well as volunteers who have direct access to the children of the center. Per our policy, parents wishing to volunteer or participate in the classroom and/or chaperone children

must submit and clear a background check.

In order to begin the background check process, you will need to first create a STARS ID number with your name, address, etc. Understand the background check process here: <https://www.dcyf.wa.gov/services/early-learning-providers/background-checks>.

We appreciate your efforts to help keep our kids safe!

Expectations for the Evergreen Room

The child shows competence with:

- Following three-part instructions (e.g. Let's take off our coats, grab a book, and have a seat on the rug")
- Negotiates conflicts with words/Asks for help
- Cooperates with other children
- Answers simple questions
- Uses classroom tools appropriately with and without assistance (e.g., picking out a puzzle and attempting to put the pieces together)
- Shows interest in interactive games and activities
- Sits/participates/engages in content learning periods of up to 10 minutes throughout the day
- Sorting/classifying objects
- Counts and understands the concept of counting
- Walks up and down stairs, alternating feet
- Dresses and undresses with help/supervision
- Working on caring independently for bathroom needs

***Please note these expectations are meant to be guidelines for those entering the preschool room, and transition periods are expected.**

Toilet Training Policy

When you feel your child is ready for toilet training, we ask that you begin teaching at home. Toilet training is different for each child and family; there is not one standard method for training. However, we follow the policy guidelines below as we help children to care for their bathroom needs independently. Communication between the parent/family and the classroom is crucial to developing expectations and routines around toilet training. Toilet training children will wear pull-ups to assist in the training process (unless pull-ups are too large, in which case a diaper may be used). Non-training children will wear diapers. We will follow through and encourage your child while in our care.

- The child must be showing signs of readiness and the ability to control their bladder and bowel movements.
- For the safety and sanitation of our classroom environment, the child must be kept in a diaper, pull-ups, or vinyl training pants until the potty has been successfully used without accidents for at least two weeks before switching to underwear exclusively.
- Potty-trained children must wear underwear.
- **Please keep in mind that the high level of activity and stimulation at school**

may make it more challenging for your child to recognize or respond to the urge to use the potty, especially compared to the more individualized attention they may receive at home or in quieter settings.

- Staff will only put a child on the potty if the child is willing, demonstrating a level of developmental appropriateness for using the potty independently.
- Staff must refrain from washing soiled clothing. They are required to put soiled clothing in a plastic bag for you to take home and wash.
- Please send those who are potty training with loose-fitting clothing so that your child can manage independently.
- Try to avoid tight clothing, pants with snaps or buttons, overalls, and tight leggings.
- The child will be encouraged to use the potty every 30 minutes.
- Parents are required to supply extra clothing (including socks) daily. During naptime while in training, a pull-up or diaper will be put on the child.
- We encourage every child to be toilet trained before transitioning into the Canopy Preschool room; the Pre-K room requires those enrolled to be fully potty trained.
- We encourage parents to communicate with their child's teacher throughout the potty-training process.

Lastly, kids crave independence in the preschool rooms. Our goal is to have every child internalize confidence and persistence. To continue to develop these skills, we encourage and help the children to dress themselves, put on their own shoes, clean up after themselves, etc. With potty training, we help and encourage kids to change independently with pull-ups and learn how to clean/wipe after themselves. Not only will we encourage these skills, but we also please ask for consistency at home to encourage a strong home-school connection.

Rest Time

We are required by licensing regulations to offer a supervised daily rest period for all preschool-aged children who are in care for more than six hours per day or who demonstrate a need for rest. Our observations show that most children still benefit from a consistent rest period at school, given the high level of engagement and stimulation throughout the day. A quiet, restful break supports their physical and emotional well-being and helps them stay regulated into the afternoon. Though we completely understand that some children may no longer nap at home, and that a full nap at school can sometimes lead to challenges with bedtime, we are required to offer a period of rest for all children in our care. For families who wish to limit nap duration, we will do our best to gently wake children early. That said, if a child continues to show signs of needing sleep—such as difficulty waking, becoming upset when stirred, or returning to sleep—we will prioritize their rest while gradually increasing natural stimulation in the environment (e.g., opening blinds, adjusting music, or removing blankets) to help them wake more gently and comfortably. Out of respect for each child's individual needs and as a general policy, we do not use force or use disruptive methods to wake a sleeping child.

Playground Access Policy *For All Families and Visitors*

To maintain a safe, focused, and developmentally appropriate environment for all children

in our care, we kindly ask that families and visitors do not enter any playground areas before or during drop-off, pick-up, or other transitions, unless specifically requested by a staff member.

This policy is in place to:

- Ensure the health and safety of all children
- Minimize distractions during active supervision and transitions
- Maintain compliance with licensing regulations and our liability insurance requirements

Playground spaces are designated for the use of enrolled children and staff only. If you need to connect with your child's teacher, please do so through Brightwheel or by requesting a time to speak outside of active play periods.

Please provide us with:

- Any prescription medication in its original container and labeled with your child's first and last name. Medication that needs refrigeration will be kept in our refrigerator. Any medicine sent to school must also be sent with a completed medication form which you can receive by request as needed.
- We provide lunch and snacks for all children in our program, as well as breakfast for those in our care for early drop-off. If you elect to send your child's lunch, please be sure it includes protein, fruit or vegetable, and grain items (please see parent handbook for State requirements).
- A daycare sleeping sack with elastic corners ([example](#)) and a small comfort item for rest time (if needed)
- Weather-appropriate attire. Please label all clothing with your child's name/initials- we are not responsible for lost or damaged items.
- A rain suit or rain pants labeled with your child's name.
- If your child is enrolled April – September, a non- aerosol, non-expired sunscreen that is in a stick form (medication form will be provided to fill out and sign)
- At least one **complete** change of clothes to include pants, shirt, underwear, and socks. A pair of easy-on/off hard-soled or rubber-soled "inside shoes" or slippers (e.g., Crocs) to be worn and left at the school.
- An age-appropriate child water bottle (will be sent home to wash each evening and bring back to school).
- Please provide any information that may help us provide the best possible learning environment for your child. This might include possible allergies, changes in the routine, or any other big changes at home.
- Please leave home all toys, as they can create issues in the classroom. Your child will have the opportunity, once per week, to bring in an item to share during Sharing Time. Children will be provided with a sharing pouch and given a scheduled day to bring an item with them to school. We ask that you please leave home anything valuable, fragile, or that has a toy weapon – we pride ourselves in being a peaceful classroom.

Important Note:

Effective communication between teachers and parents helps to create a strong foundation between a child's home and school. Also, active involvement by parents has been shown to improve behavior, as well as enhance education. Cedar School may be

one of your child's first school experiences. We want to encourage you to talk to us about your child regularly and read the correspondence via the parent app and monthly newsletters. Ask your child questions about the theme and activities. When possible, please inform us of the days off your child will have ahead of time.

We use the Brightwheel app for communication and documentation. In general, families will receive two observations of their child, accompanied by photo and/or video documentation, daily. This may vary depending on the classroom size and the teachers' time availability; however, the teachers' priority remains being fully present for all children in their care.

If you have any concerns about your child's health, allergies, or overall well-being, please discuss them with the teachers directly; we are here to ensure your family's experience at Cedar School is positive, supportive, rewarding, and exceptional!



Volunteer Form

Would you like to be a volunteer for your child's classroom? You may be surprised at the different opportunities available. Please print out this form, check the areas where you'd be able to assist, and return the form to the school. A teacher will work with you directly to establish the best times for volunteering to limit disruption and best support the classroom.

Thank you!

I would like to donate my time in the following ways:

☐ Art prep (off-site)

*Supplies for this will be provided

☐ Chaperone neighborhood walks and/or field trips, or at assigned times in the classroom (background check required)

☐ Share a hobby, interest, skill, or profession with the class for a special event (background check required)

☐ Work on games, displays, or puppets for the classroom (off-site) per teacher instructions

☐ Collect things for classroom use (pictures, paper towel rolls, glass jars, etc.) per the teacher request

☐ Room Representative: Organize communication and meetings for parents (off-site and independently from the school, e.g., parents' night, book club, family activities, and gatherings)

Your name: _____ Child's name: _____