



**Tehama County
Department of Education
State Preschool Program**



**2015-2016 Parent Information
HANDBOOK**

Tehama County Department of Education

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Funded through the California Department of Education
Early Education and Support Division



TEHAMA COUNTY DEPARTMENT OF EDUCATION

Charles Allen, Tehama County Superintendent of Schools
1135 Lincoln Street Red Bluff, CA 96080 - 527-5811 – Fax: 529-4120
www.tehamaschools.org

Dear Parents and Guardians:

We're glad you have chosen to participate in the Tehama County Department of Education (TCDE) State Preschool Program. We look forward to a wonderful partnership as parents and teachers work together to create a successful preschool experience for all.

You and your child's teacher have a special relationship. We maintain an open door policy and encourage you to visit your child's preschool regularly. Feel free to share your questions with the teacher as you both work toward providing the best care for your child.

TCDE follows the California Preschool Learning Foundations as well as the California Preschool Curriculum Framework. We also use the Desired Results Developmental Profile to assess your child's progress. Within this Parent Handbook are ideas for you to help prepare your child for kindergarten and create a lifelong desire for learning.

Should you have any questions or comments, feel free to ask the teacher or contact the State Preschool office at TCDE. We are here to help you and your child have the best early childhood education we can provide.

Sincerely,

A handwritten signature in blue ink that reads 'Renee Davis'. The signature is fluid and cursive, with the first name 'Renee' being more prominent than the last name 'Davis'.

Reneé Davis, M.A.

State Preschool Director

RD/vko

Our Preschool Vision

To provide a safe, nurturing, learning environment that supports the whole child, family and staff.

Our Philosophy

Our philosophy embodies a strong commitment to providing the highest quality program for preschoolers and their families. Our program focuses on each individual child's developmental progress in cognitive, language, physical, and social-emotional growth and well-being.

Our Goals

Goal 1: Parents and/or guardians will become effective partners in their child's development in cognitive, language, social-emotional, and physical domains.

Goal 2: Our preschool classrooms will provide an enriched environment with planned, purposeful and hands-on activities to prepare children for school.

Goal 3: The Tehama County Department of Education will provide incentives to recruit and retain early childhood educators in our preschool programs.

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PROGRAM DESCRIPTION

Enrollment Guidelines

The California State Preschool Program, administered by the Tehama County Department of Education, does not discriminate in any manner and gives equal treatment and access to services without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

The preschool program serves children ages 3-4 and families as follows:

- ◆ Referred by CPS
- ◆ Within income guidelines
- ◆ Have a total gross income of less than 70% of the state median income at the time of the initial application.

Families in the program are placed according to school district boundaries. Exceptions will be considered on a case-by-case basis.

- ◆ Antelope State Preschool
- ◆ Bidwell State Preschool
- ◆ Columbia State Preschool
- ◆ Evergreen State Preschool
- ◆ Gerber State Preschool
- ◆ Jackson Heights State Preschool
- ◆ Lincoln Street State Preschool
- ◆ Los Molinos State Preschool
- ◆ Metteer State Preschool
- ◆ Olive View State Preschool

Eligibility List Criteria

1. Families may request to be on the eligibility list by completing a wait list form.
2. Families are responsible for keeping their wait list form current.
3. When an opening occurs, families will be notified in order of ranking for an enrollment appointment. Ranking is determined by income and family size.

4. The eligibility list is kept in the following order of enrollment priorities:
 - a. CPS referrals
 - b. Four-year-old eligible children (4 by September 2, lowest income first based on family income ranking)
 - c. Three-year old eligible children (3 by September 2, lowest income first based on family income ranking)

Families may be enrolled who meet income guidelines up to 120 days before the first day of school.

CPS Eligibility

CPS placement for the preschool program is based on a referral from Child Protective Services which is defined as follows:

“A child is a CPS child only when the child has been referred by a county welfare department child welfare services worker because the child is receiving family preservation services pursuant to Welfare and Institutions Code Section 16500.5 or family maintenance services pursuant to Section 16506 and the family requires care as part of their family maintenance or family preservation case plan.”

- ◆ The age limits for State Preschool apply.
- ◆ Income is not a factor for CPS referrals.
- ◆ A CPS-referred family becomes first on the eligibility list for the preschool program.

RIGHTS & RESPONSIBILITIES

Parent/Guardian Responsibilities

The parent or guardian will sign an agreement that includes the following:

1. Upon arrival at school, the child and parent/guardian shall have contact with a staff member for their daily health check.
2. An adult 18 or older must sign the child in and out daily with **full parent/guardian signature**, at the place of care, and note the specific reason in case of absence. Only those persons listed on the child's emergency card may drop off or pick up and sign the child in or out. The parent/guardian must provide written permission and notify school personnel when authorizing a person (18 years or older) not identified on the emergency card to drop off or pick up their child from preschool.

For your child's protection, all persons will be asked to show proof of identification when signing out a child from the preschool program.

3. Notify the preschool program immediately of any changes, including address, telephone contact and emergency numbers, etc. Children enrolled in preschool programs, once qualified, are enrolled in the program for the current school year, regardless of changes in family income or physical address.
4. Proof of physical examination and evaluation, age-appropriate immunizations, and dental examination are required.
5. Participate in parent education activities and decisions regarding your child, including:
 - a. Attend parent orientation
 - b. Attend two parent conferences a year
 - c. Attend and participate in parent meeting
 - d. Participate in the preschool classroom to help maintain our 1:8 ratio.

Parent Rights

Parents/guardians who have a current agreement with the preschool program have the right to:

1. A fair hearing process.
2. Receive information about their child's progress and program changes.
3. Be an active participant in decisions affecting their child.
4. File a complaint against the facility with Community Care Licensing or against the program with the California Department of Education.
5. Review, at the facility site, licensing reports or facility visits and substantiated complaints against the facility.
6. Choose to exercise the right to inspect facility or file a complaint against the facility without discrimination or retaliation against any child, parent, or guardian.

The staff may deny access to a parent/guardian if:

1. The parent/guardian is behaving in a way that poses a risk to children in the facility, or
2. The adult is a non-custodial parent, and the custodial parent has provided a certified copy of the court order stating custody guidelines. A copy of the court order is to be kept on file at the site.

Preschool Responsibilities

The basic responsibility of the preschool program staff is to:

1. Provide a safe and secure environment for the children in their care.
2. Maintain the sign-in and sign-out sheet and documentation of absences.
3. Have a written philosophical statement with program goals and objectives available for parents/guardians.

4. Provide a developmental profile on each child's physical, cognitive, social, and emotional development.
5. Provide an educational component that is developmentally, culturally, and linguistically appropriate for the children served.
6. Provide activities that will facilitate a child's physical, cognitive, social and emotional development.
7. Provide a parent involvement and education component for parents/guardians with children enrolled.

ATTENDANCE POLICIES

Excused Absence

Excused absences must be signed by the parent, guardian or designated preschool staff. A full signature is required. Excused absences may include:

1. Court-ordered visitation.

2. Illness of the child.

Licensing requires a health check each day as the child enters school. Illness must be stated for the child's absence, i.e., cold, flu, fever, cough. Common sense is the best guide. If your child is tired, cranky, or generally just does not feel well, please keep him/her home. If your child has had the flu within the past 24 hours, you must keep him/her home. In the best interest of your child, although yellow and green mucus from the nose, throat or eyes may not be an indicator that the illness is contagious, it is recommended that you keep your child home. Communicable diseases such as pinkeye, lice, or chicken pox must be reported immediately to the Preschool staff.

Return to School Policies:

- ◆ Pinkeye: Child on antibiotic for 24 hours and signs of Infection gone.
- ◆ Lice: Treatment of child and removal of all live lice and nits.
- ◆ Chicken pox: Child is home about 7 days; all sores must be crusted over.
- ◆ Other: Viral and infectious illness require at least 24 hours of treatment or more, depending on illness, before the child can return to school.

3. Family Emergency

Parents must clearly state the reason for the absence. Absences of this type include, but are not limited to:

- a. Death or illness of a family member.
- b. Death of a personal friend.
- c. Any accident involving the person or property of a family member.
- d. Court appearance, consultation with an attorney, or restraint by law enforcement of any family member.
- e. Counseling appointment of any family member.
- f. Having no water or shelter.

4. Best Interest of the Child

These absences are not to exceed **ten** days per year except for those families specifically identified by the State Department of Education. Parents must clearly state the reason for the absence. Absences of this type would include, but not be limited to:

- a. Non-court ordered visitation with relatives.
- b. Vacations.
- c. Special enrichment opportunities, i.e., a trip to a museum.
- d. Special developmentally-appropriate activities provided by an agency.
- e. Parent has a day off.
- f. Personal reasons.

Late Policy

Children are to be picked up at the end of class. If children are not picked up on time, all emergency contacts will be called.

If parent is 15 minutes late, a \$5.00 fee will be charged. An additional \$5.00 will be charged for every 10 minutes thereafter.

2. After a significant period of time, if parents are unable to be reached and all emergency contacts have been made to no avail, Tehama County Child Protective Services will be notified and the child will be released to their custody.

Promoting Good Attendance

Getting your child to school on time every day, unless they are sick, is something that you can do to ensure your child has a strong foundation for good attendance habits as they begin their school careers. Regular class attendance allows students to benefit from classroom discussions, social interactions and a variety of classroom activities. These shared academic experiences are essential to the learning process and cannot be recreated or duplicated.

- Establish and stick to the basic routines (going to bed early, waking up on time, etc.) that will help your child develop the habit of on-time attendance.
- Talk to your child about why going to school every day is so important. If your child seems reluctant to go to school, find out why and work with the teacher and/or administrator to get them excited about going to school.
- Think about who can support you (another family member, a neighbor or fellow parents) to help get your child to school if something comes up (for example, another child gets sick, your car breaks down, etc.)
- Reach out for help if you are experiencing tough times (e.g., transportation, unstable housing, loss of a job, health problems) that make it difficult to get your child to school. Other parents, your child's teacher, or community agencies can help you problem-solve or connect you to much-needed resources.
- If your child is absent, please call and inform the preschool staff that your child will be out and why. Our records require that the reason for the absence be stated.

Termination Policy

A family may be dropped from the preschool program for any of the following reasons:

1. The parent knowingly files false or inaccurate information that makes them ineligible for the program.
2. Three consecutive days of non-attendance without notification or a total of three unexcused absences during the school year.
3. The program does not have the funds to continue the service.
4. Abuse of over ten best interest days, your child may be dropped.

We ask parents voluntarily dropping from the preschool program to give two weeks' notice to both the Tehama County Department of Education and the preschool program.

Parent Appeal Process

Parents have the right to appeal termination decisions made by the State Preschool program. The following is the procedure: A Notice of Action (NOA) will be given or mailed to the parent/guardian stating the reason for termination of services. The parent then has the opportunity to file an appeal within 14 days by following the directions stated on the NOA.

Siblings

All children in the classroom must be enrolled. Therefore, siblings who are not currently enrolled may NOT be in the classroom except to drop off and/or pick up enrolled child.

PROGRAM INFORMATION

Parent Involvement

Our staff of early childhood educators believe that parents are their child's first teachers and welcome the opportunity to partner with families on behalf of their child's growth and development throughout the school year. As partners in your child's education, we value and welcome you to be active participants by attending monthly parent meetings, communicate with staff on a daily basis, volunteer in the preschool program, and enrich each child's learning experience by sharing your knowledge, talents and culture.

At the beginning of the school year, parents will nominate and elect four members to serve as a parent advisory committee; this committee advises and supports the preschool program on issues related to children and families.

Discipline

The goal of the State Preschool's discipline policy is to assist children in developing emotional regulation and self-discipline through respectful interactions that support children's emotional growth. Our staff views discipline in a very positive way. We provide a warm, caring environment in which children are allowed to experience all feelings and, at the same time, begin to learn to deal with these feelings in appropriate ways. This leads to the development of self-control. Teachers maintain clear, consistent, fair limits which are age-appropriate. Children are encouraged to "use their words" to express their feelings. Staff members are gentle but firm and do not administer corporal punishment. We have put in place the following system of support to promote the positive success of each child.

- If a discipline problem arises, a parent or guardian will be informed.
- A meeting will be scheduled with the staff and the child's parent or guardian to discuss and create a behavior plan based on the child's individual needs.
- If the behavior does not diminish, a Student Success Team meeting will be held which may consist of the parent or guardian, school staff, and outside resources as needed to create a written behavior plan of action on behalf of the child. This plan will then be implemented by the family and staff and monitored on an ongoing basis through frequent communication and meetings with all parties involved.
- If the child's behavior persists and interferes with the child's ability to make progress in the preschool program, a recommendation will be made that the parent agree to allow staff to make a referral for special education.
- If the child's behavior continues and interferes with the health and safety of the other children, the child and family may be terminated from the preschool program.

Nutrition

As early childhood educators, we have a great opportunity and responsibility to work with families to help preschoolers learn about nutrition and making good food choices. A nutritional component is included in our programs to encourage healthy eating from a young age. Our preschoolers are served a well-balanced breakfast, snack or lunch during their time with us. Staying healthy is important for everyone, especially children.

Food Service Provisions

Meals are prepared by local school district food service personnel under the guidance of the National School Lunch Program and served in school cafeterias or delivered to preschool classrooms. In some classrooms, food is prepared by staff due to inaccessibility of the National School Lunch program. Under NO circumstance may food be taken from the classroom or brought in. (Exceptions: health reasons with doctor note; birthday, store-bought.) Food is for enrolled children only.

Visitors

All parents/guardians are welcome in the classroom at any time. However, all children in the classroom must be enrolled. Therefore, siblings who are not currently enrolled may NOT be in the classroom except to drop off and/or pick up enrolled child, no more than five minutes.

Toys from Home

Toys brought from home are **NOT** permitted. The preschool program has many appropriate materials for the children. It is very difficult for preschoolers to share their personal belongings. At preschool, everything belongs to everyone. If your child has a special toy he/she is attached to, please talk to your child's teacher so that special arrangements can be made for your child.

Birthdays

Each of our preschools celebrates a child's birthday in a unique way. Please talk to the teacher about the way it is celebrated in your child's class.

Clothing

Please send your child to preschool in comfortable play clothes that are appropriate for messy play, outdoor play, and independent toileting. Shoes should be closed-toe and appropriate for outdoor play. Cowboy boots, flip flops, and slick-bottom shoes are discouraged because they may pose a safety risk to children. Each child should have an extra change of clothes and jacket left at preschool.

Religious Statement

The State Department of Education prohibits religious instruction or worship services in the preschool classroom by staff members employed by the preschool program.

Confidentiality Statement

The use or disclosure of financial or other information maintained in the family's file will be limited to purposes directly connected with the administration of State Preschool program. No other use of this information may be made without the parent's prior written consent. Parents of children enrolled in the program shall have access to all information in their family file.

Americans with Disabilities Act

We welcome the enrollment of children with disabilities and understand the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children and implement those accommodations.

Photography in the Classroom

Parents are not allowed to take pictures of any child in the classroom but their own.

Uniform Complaint Procedure

In compliance with the California Code of Regulations, Title 5, Sections 4600-4671, any individual, public agency or organization may file a complaint if they believe the school district is not complying with federal or state laws or regulations pertaining to the Child Care and Development and National School Lunch programs. This procedure also applies to these programs for complaints which allege unlawful discrimination on the basis of actual or perceived sex, race, ancestry, national origin, ethnic group identification, color, religion, age, marital status, sexual orientation, gender, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Complaints may also be filed under this section for alleged violation of federal school safety planning requirements. A complaint must be in writing and all relevant facts must be clearly stated. A complaint should be mailed to: **Tehama County Superintendent of Schools, 1135 Lincoln Street, Red Bluff, CA 96080.**

Mandated Child Abuse and Neglect Reporting

All program employees are mandated reporters and therefore required under California Penal Code 11165.7 to report any suspected cases of child abuse or neglect. The primary purpose of the reporting law is to protect the child.

Field Trip Provisions

Field trips are treated as regular school days and attendance is expected. Dependent on the field trip, a small fee may be charged. Siblings may be permitted to attend with prior approval of the Director of Early Childhood Education. Parents are reminded that California law requires all children who are either 8 years old and under, or who weigh 60 pounds or under, be transported in approved safety seats/belts. Remember to buckle up all family members.

Medication Policy

Medication may be administered to a child under the doctor's prescription by a designated staff member and kept locked in a medicine cabinet and logged on a daily basis. Medicine must be in a prescription bottle.

Services to be Provided in Case of Medical or Dental Emergency

The Teacher/Site Supervisor will contact parents and/or emergency numbers or call 911.

VOLUNTEERING IN YOUR CHILD'S CLASSROOM

Family Participation Guidelines and Responsibilities

These guidelines will help make your participation a valuable and enjoyable experience. We ask that you:

1. Dress in comfortable and modest clothing and shoes.
2. Only consume drinks, water, or food in designated areas.
3. Limit cell phone or other electronic devices to emergency use only.
4. Refrain from smoking at all times.
5. Refrain from cursing or abusive language at all times.
6. Submit TB test and/or x-ray clearance prior to volunteering.
7. Come alone and be prepared to spend time with the children.

Suggestions for Volunteers

1. Upon arrival, check in with your child's teacher to ask how you can best support the children's learning and the teaching staff.
2. Review posted guidelines and suggestions for volunteers for ideas on how to best utilize your time in the classroom.
3. When talking with the children, remember it is important tell children what they can do instead of what they can't do. Use positive statements such as "Use walking feet when we are inside" instead of "Don't run!"
4. Sitting or kneeling at the child's eye level encourages conversation and interaction.
5. When the children are having difficulties with each other, stand back and watch---they may be able to settle it themselves. To avoid finding yourself in a difficult/uncomfortable situation, please alert teaching staff to handle these types of situations between children.
6. If a child is having difficulty with a task, watch and possibly offer a simple suggestion rather than doing it for the child.
7. After giving directions, allow a short time for the child to transition.

Activities for Volunteers

With children:

1. Read stories individually or to a small group of children.
2. Sit down and have a conversation with children.
3. Ask a child to tell you about their drawing or painting and write their words.
4. Enter a child's play -- follow the child's lead.
5. Invite a child to play a game or put together a puzzle with you.
6. Invite a child to write and draw in their personal journal.
7. Invite a child to choose an activity off the shelf and participate in the activity.
8. Encourage children to write their own name on their creations.

Cleaning and housekeeping:

1. Wash easels, sinks and tables.
2. Straighten blocks, playhouse and bookshelves.
3. Check games and puzzles to see if all pieces are there and in place.
4. Put children's work to go home in cubbies.

Help with meals:

1. Assist with children with setting the tables.
2. Engage in conversation while sitting with children during mealtimes.
3. Listen to children and encourage conversation among the children.

When children . . .

When children participate in CIRCLE TIME, they learn:

- to listen, sit and understand spoken words
- that their ideas have value to other children and to the teacher
- to wait their turn when others are talking
- new vocabulary words
- to remember the words of songs and poems they have learned and to put things in proper order (gaining a sense of time)
- the names of others in the group
- to cooperate and be considerate of the needs of others
- to help plan what they will do and when they need to do it

When children LOOK AT OBJECTS at a NATURE TABLE they learn:

- new vocabulary
- concepts of texture, color, weight and size
- to group objects into categories
- to observe likenesses and differences
- to appreciate nature and develop a sense of wonder

When children PASTE, GLUE AND COLLAGE they learn:

- to exercise imagination and creativity
- concepts of shape, size, location and design, which is relevant to reading
- about different textures
- how to create patterns and designs, a math skill
- to distinguish patterns from background, a reading skill

When children FINGERPAINT they learn:

- to exercise imagination and creativity
- about how colors mix to make new colors
- concepts of shape, size and location
- hand-eye coordination
- an acceptable way to make a mess and have fun sharing ideas with others who are near

When children LOOK AT BOOKS and LISTEN TO STORIES, they learn:

- that books are important and enjoyable
- that print is written-down words
- reading left to right
- to express their own thoughts, feelings and ideas
- to exercise imagination
- that pictures tell something, just like words
- to make up their own stories
- to handle books with care
- to recognize certain words when they see them in print
- to use more complex language patterns in their own speech
- to follow the development of thought and ideas in a story plot

When children SCRIBBLE & DRAW they learn:

- to hold the pencil or drawing utensil and to control the pressure
- hand-eye coordination
- to exercise creativity and imagination
- that their ideas have value
- concepts of color, shape, size and location
- to express themselves with words when describing their drawings

When children PAINT ON AN EASEL they learn:

- to exercise imagination and creativity
- to develop their hand-eye coordination
- to distinguish and purposely create shapes/designs
- to express their feelings and ideas
- that their ideas have value
- relationships of space and size
- concepts of symmetry, balance and design

When children play LETTER GAMES they learn:

- to recognize upper and lower case letters
- to associate letters with sounds they represent
- that letters are parts of words they say and that letters make up all those magical words that people read from books
- to recognize their names and some other words, without stress and without fear of failure -- only if they want to and are ready.

When children PLAY WITH PUPPETS they learn:

- to express their ideas with words
- to take on the role of someone else
- to use their voice tones as well as words
- to exercise imagination
- to learn how it feels to be someone else

When children STRING BEADS they learn:

- hand-eye coordination
- concepts of color, shape and location
- number concepts like *more*, *less*, *longer* and *shorter*
- to create and reproduce patterns
- one-to-one correspondence, a math skill
- to make and repeat patterns, a math skill
- possible left to right progression, a reading skill
- concepts of addition, as they add one bead at a time
- colors
- symmetry, shapes, order and design

When children CUT WITH SCISSORS, they learn:

- to control small muscles in their hands
- fine motor skills

When children PLAY ON CLIMBING EQUIPMENT, they learn:

- physical strength, coordination and balance
- to exercise imagination
- to cooperate with others when involved in group play
- to solve problems
- self-confidence, as they develop new skills

When children PLAY WITH BLOCKS, CARS and TRUCKS they learn . .

- concepts of shape, size, length and location, all reading skills
- to create and repeat patterns, a math skill
- to exercise imagination
- to express ideas
- to cooperate with others
- to solve problems
- about the properties of wood
- to see themselves from a different perspective, that of a giant

When children PLAY WITH SAND they learn:

- to exercise imagination
- concepts of size, shape, volume, empty and full
- to use tools
- to solve problems
- concepts of warm and cool, damp and dry, heavy and light
- to play socially with others
- to create systems for classifying, ordering and arranging, which are math skills
- to create their own patterns and symbols, which are reading and writing skills
- to observe changes, a science skill

WHEN CHILDREN SORT THINGS they learn:

- to notice details, likenesses, differences, and to form categories, essential to reading and math skills
- concepts of color, size and shape
- logical reasoning
- numerical concepts of more and less

When children play with PLAYDOUGH OR CLAY they learn:

- to see the shape against the background of the table, a pre-reading skill
- concepts of shape, size, length and height
- to see negative space when cookie cutter shapes are taken away
- to express feelings, especially negative feelings, with squeezing and pounding
- to exercise imagination and creativity
- that the volume of something remains the same even when the shape changes
- to develop fine motor skills

When children do COOKING PROJECTS they learn:

- about nutrition, tastes and food groups
- how heat and cold change things, a science lesson
- whole-part relationships and concepts of volume and measure, a math lesson
- vocabulary -- a language lesson
- awareness of their own and other cultures, a social science lesson

When children PLAY DRESS-UP they learn:

- to be flexible in their thinking
- to express themselves with words
- to try on different adult roles
- to solve social problems through negotiation with friends
- to sort and organize playthings
- to make decisions
- to improvise and use things in a symbolic way, a language skill
- to have an object represent something else, which is abstract thinking
- to carry out their ideas with the cooperation of others
- to exercise their imaginations and creativity

When children PLAY ON RIDING TOYS they learn:

- strength, balance, and large muscle coordination
- to use their energy in a constructive way
- concepts of speed, direction and location
- to use their imaginations as they pretend to be different characters and make different "road" noises
- to negotiate and take turns
- to solve problems
- self-confidence, as they master new skills

When children DANCE, they learn:

- balance and coordination
- to be conscious of moods and rhythms of music
- to express themselves physically

PRESCHOOL SITES

Antelope State Preschool

401 Chestnut Avenue
Red Bluff, CA 96080
530/527-2279
License #525402746
Morning: 8:30 to 11:30 a.m.
Afternoon: 12:30 to 3:30 p.m.

Bidwell State Preschool

1052 Dumosa Drive
Red Bluff, CA 96080
530/529-5867
License #525404771
Morning: 8:15 to 11:15 a.m.
Afternoon: 12:30 to 3:30 p.m.

Columbia State Preschool

1623 Columbia Avenue
Corning, CA 96021
530/824-6528
License #525403214
Morning: 8:00 to 11:00 a.m.
Afternoon: 12:00 to 3:00 p.m.

Evergreen State Preschool

19415 Hooker Creek Road
Cottonwood, CA 96022
T530/347-2027 or 347-3411 x227
Fax: 530/4639
License #525402367
Mornings: 8:01 a.m. to 12:00 p.m.

Gerber State Preschool

23014 Chard Avenue
Gerber, CA 96035
530/385-1537
License #525403200
Morning: 8:30 to 11:30 a.m.

Jackson Heights State Preschool

224 Jackson Street
Red Bluff, CA 96080
530/529-6741
License #525405509
Morning: 8:15 to 11:15 a.m.
Afternoon: 12:15 to 3:15 p.m.

Lincoln Street State Preschool

1265 Lincoln Street
Red Bluff, CA 96080
530/528-7373
License #525406421
Morning: 8:15 to 11:15 a.m.
Afternoon: 12:30 to 3:30 p.m.

Los Molinos State Preschool

7700 Stanford Avenue
Los Molinos, CA 96055
530/384-7903 ext. 3301
License #525405128
Afternoon: 12:30 to 3:30 p.m.

Metteer State Preschool

695 Kimball Road
Red Bluff, CA
License #525403199
Morning: 7:45 to 10:45 a.m.
Midday: 11:00 a.m. to 2:00 p.m.
Afternoon: 2:30 to 5:30 p.m.

Olive View State Preschool

521 Almond Street
Corning, CA 96021
530/824-5319
License #525405507
Morning: 8:00 to 11:00 a.m.
Afternoon: 12:00 to 3:00 p.m.

RESOURCE INFORMATION

Child Care Assistance

Child Care Referral & Education

409 Walnut Street
Red Bluff, CA 96080
530/529-3131

Tehama County Local Child Care Planning Council

1135 Lincoln Street
Red Bluff, CA 96080
530/527-5811

Family Child Care Assn. of Shasta and Tehama Counties

P.O. Box 491633
Redding, CA 96049-1633
530/527-1363

Child Protective Services

Children's Services

Tehama County Dept.
of Social Services
310 South Main Street
Red Bluff, CA 96080
530/527-1911

Family Counseling

Family Service Agency

1347 Grant Street
Red Bluff, CA 96080
530/527-6702

Licensing

California Dept. of Social Services

Community Care Licensing
520 Cohasset Road, Suite 172
Chico, CA 95926
530/895-5033

Mental Health

Tehama Co. Health Agency

Mental Health Division

1860 Walnut Street
Red Bluff, CA 96080
530/527-5631

Public Health

Tehama Co. Health Agency

Public Health Nursing

1860 Walnut Street
Red Bluff, CA 96080
530/527-6824

Public Assistance

Tehama County Dept. of

Social Services

310 South Main Street
Red Bluff, CA 96080
530/527-1911
530/527-5410

Nutrition

Women, Infants & Children (WIC)

1850H Walnut Street
Red Bluff, CA 96080
530/527-8791

CONTACT INFORMATION

The Tehama County Department of Education welcomes any questions or comments regarding these policies. Please feel free to call or write to us.

TEHAMA COUNTY DEPARTMENT OF EDUCATION

State Preschool Program

1135 Lincoln Street - Red Bluff, CA 96080

530/527-5811 - Fax 529-4120

Charles Allen, County Superintendent

Cynthia R. Cook, Director, Early Childhood Education

Reneé Davis, State Preschool Director



Please tear off here and return to teacher. *Por favor corte aquí y regresar a la maestra.*

- Yes, I have received a copy of the State Preschool Parent Handbook.
- Si, he recibido un copia del Manual de Información para Padres Preescolares.

Signature (Firma): _____

Date (Fecha): _____