



Trust Children's Center Handbook

**A high quality, play based school for
children 6 weeks- Kindergarten eligible**

**Infant License #406215156
Preschool License #406215155**



Dear Parents,

Trudie and I have been fortunate to bring our two sons to Trust Automation since they were just weeks old, giving us the unique opportunity to witness firsthand the value of having our children close by. Being actively involved in their earliest growth—watching them explore, learn, and thrive—has deepened our appreciation for the profound impact of accessible, high-quality childcare.

That experience inspired us to create a childcare program designed to support working parents. What began as a way to provide our own employees with convenient, nearby care has grown into a vibrant, engaging space for the broader community. Here, families can share the peace of mind we cherish—knowing their children are safe, happy, and thriving, all while staying connected to the rhythm of daily life.

Building this program has not been without its challenges. From navigating obstacles to managing the significant costs, the journey has required dedication, persistence, and a steadfast belief in its importance. Yet day after day, we remain committed to providing a place that nurtures children and serves families—both those connected to Trust and those from the wider community.

At the heart of our program is a thoughtfully designed curriculum, enriched by our outdoor classroom. This space allows children to engage in meaningful, hands-on experiences that foster social and emotional growth, language and communication skills, and motor development—all while exploring and connecting with the natural world. Through these experiences, children cultivate curiosity, problem-solving abilities, and a love for science, math, and nature, learning to explore and respect the world around them.

Providing this level of care requires significant investment. At Trust Children's Center, we are committed to exceptional facilities, highly skilled caregivers, and child-to-teacher ratios that exceed state standards. To make this possible, Trust Automation sponsors and subsidizes the majority of costs, with parent tuition covering roughly half, depending on enrollment. This model allows us to maintain excellence while easing the financial impact on families.

It is our honor to share this space and program with your children. Every day, we are inspired by their curiosity, growth, and joy—and we remain deeply committed to supporting them in every way we can.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ty & Trudie Safreno'.

Ty & Trudie Safreno



OUR PHILOSOPHY

The purpose of the Trust Children's Center is to provide high-quality employer sponsored care and education to our community. At our school, we embrace a Reggio-inspired, nature-based approach where children are active participants in their own learning. Our environment is designed not just for function, but as a dynamic learning landscape. Furniture, materials, and outdoor spaces are intentionally chosen to invite exploration, foster autonomy, and cultivate awareness of safety. Every interaction with the environment is an opportunity for discovery and growth. We value risk-taking and messy exploration as essential components of childhood development. These experiences build confidence, resilience, creativity, and problem-solving skills. Our role as educators is not to eliminate risk or mess, but to guide children in managing both safely and respectfully. By supporting children's comfort, body awareness, and agency, we create a home-like atmosphere where they can explore freely and stay regulated in both indoor and outdoor settings.

Our curriculum is both intentional and flexible. While we use core frameworks to ensure consistency and developmental grounding, educators are empowered to adapt lessons to reflect children's interests and experiences. This emergent approach honors each child as a capable, curious learner.

Social-emotional growth is at the heart of all we do. Teachers act as guides and facilitators, helping children navigate relationships with empathy, respect, and problem-solving skills. By prioritizing emotional well-being alongside cognitive and physical development, we nurture the whole child in a supportive and enriching environment.

At Trust Children's Center, we believe:

- The word 'education' is derived from the Latin root 'educare'. Educare means to bring out from within.
- Young children develop—mentally, socially, emotionally, physically—through their own explorations and active participation in playful learning experiences guided by responsive adults, through indoor and outdoor play.
- Children learn best about the world around them when provided with extended amounts of time to play freely. Our teachers are skilled play facilitators who provide enriching activities for children that engage their senses, social skills and personal interests.
- Academic memorization and worksheets are not the best form of learning for this specific age group and are not part of our TCC Preschool program. Our goal as teachers and caregivers is to provide a sensory-rich and play-centered environment for our children to explore and thrive in.
- Following an "Emergent Curriculum" based on the children's own interests and play themes creates an exciting and engaging environment in which the children are using their problem solving and communication skills to guide their own learning.
- Young children feel comfortable in care settings when their parents and teachers work together in a partnership through ongoing communication with one another.
- The environment should invite exploration while setting clear, consistent boundaries. Instead of blanket "no's," we observe, assess risk, and offer guidance to support developmental learning. Use each moment as a chance to support body awareness, problem-solving, and respect for shared spaces.
- Young children need to create trusting relationships with adults.

TRUST AUTOMATION EMPLOYEES

Trust Automation employees are provided with priority enrollment. The employees can enjoy the benefits of an employer-sponsored early care and education center which include:

- Close access to your child in case of illness or emergency.
- More exposure to your child's development.
- Reduced daily travel costs.
- More opportunities to spend quality time with your child.
- Discount tuition



RATIOS

Teacher/child ratios are an essential factor in providing a high-quality program. More teachers help ensure adequate supervision and allows for more individualized care.

| Age | TCC Ratios | State Requirements |
|--|------------|--------------------|
| Infants (6 weeks – 24 months) | 1:3 | 1:4 |
| Preschool (24 month – Kindergarten eligible) | 1:6 | 1:12 |

OUR GOALS FOR CHILDREN

- *Attachment*
- *Development*
- *Growth*
- *Encouraging children's natural curiosity and interest in learning to build new knowledge and skills.*
- *Providing opportunities for children to learn how to manage their own behavior and how to positively interact with peers.*
- *Promote awareness and knowledge of the outdoors.*

PROGRAM METHOD

The center provides a child-centered, project-based learning environment where children are supported in their natural interests and curiosity through guided play and interactions with peers and caregivers.

The center uses a primary caregiving approach, which promotes trusting relationships and confidence. All teachers will interact with the children, but one to two teachers have primary responsibility for each child. Primary teachers will maintain open communication with children's families, keep their team informed of children's needs and developmental goals, as well as manage children's portfolios which document their growth and development. The center incorporates STEAM (science, technology, engineering, art & math) into the everyday "learn through play" environments and activities. Young children have a natural instinct to investigate, explore, and invent. Encouraging this natural desire can have lasting effects.

DAYS AND HOURS OF OPERATION

Trust Children's Center is open Monday through Friday from 8:00 am to 5:00 pm, excluding holidays and staff training/workdays. Hours are 9:30am-5:00pm on the first Monday of each month. This allows for teacher staff meetings, planning and training.

AGES OF CHILDREN ACCEPTED FOR CARE

We accept children who are ages 6 weeks – Kindergarten eligible

FOOD SERVICE PROVISIONS AND MEALTIME GUIDELINES

The individual feeding plan for infants will include:

- *Instructions from the infant's physician relating to any special diet or feeding.*
- *Feeding schedule*
- *Breast milk or type of formula.*
- *Schedule for introduction of solid and new foods.*
- *Food consistency.*
- *Food likes and dislikes.*



- Schedule for introduction of cups and utensils.

Trust Children's Center currently provides afternoon snack daily. We also provide a cooking activity once a week, where children will get to help prepare and taste a variety of healthy foods. Monthly menus will be made available to all families (and posted in each classroom) so that you are able to plan accordingly for your child's meals. All AM snacks and lunch food for infants (over the age of one) and preschoolers must be brought in each day by the child's parent. Due to introduction of new foods, potential allergies, food restrictions, and choking hazards, no child under one year of age will be given food provided by TCC. All drinks of water will be provided daily by the Children's Center. Please do not send juice, we provide fresh water at each meal and throughout the day.

Breakfast should be served before coming to the center each day. The 9:00/9:30 am snack is meant to be a snack, not a meal.

- The Children's Center cannot store any of the children's food in the fridge, brought from home.
- All food must be brought in each day, fully cut, prepared and ready to be served. Please include an ice pack daily.
- The food shall be packed in a lunch box, with an ice pack, and stored in the child's cubby.
- The only food we can store is prepared formula or breast milk.
- These bottles must be fully prepared and labeled (name and date) each day.
- All food must be ready to eat without being microwaved.

At TCC we use neutral, respectful language around food—avoid labeling foods as “good” or “bad.” Emphasize enjoyment, listening to the body, and curiosity such as “That orange looks juicy! How does it taste today?”, “It's okay if you're still hungry after your sandwich. Let's see what else you packed.” We avoid pressuring children to eat. Rather we model positive food culture by normalizing a variety of foods, tastes, and experiences—supporting cultural food differences with curiosity and openness.

Please refrain from sending sweet treats in snacks and lunches. We ask that these items be saved for after school or at home. Our goal is to help children stay regulated and focused during mealtimes, so we encourage families to pack nutrient-dense foods such as fruits, vegetables, and proteins. If a treat is sent, please ensure it is very small and low in sugar. When a visible treat makes it hard for a child to focus on their meal, teachers may temporarily remove it and return it after they have eaten their main foods. This helps prevent power struggles and supports healthy eating habits.

We support self-help skills and independence (opening containers, pouring water) while being available for help when needed.

Bottle Feeding in Early Care and Education Setting

As part of the transition phase from home to an early care and education setting, we ask that parents start giving their infant child a bottle at least 4-5 weeks prior to their start date. This means that the child is offered a bottle several times throughout the day. The goal is for the child to feel comfortable taking a bottle in different settings and with different people that are not the parents/ guardians. We highly recommend that other family members, close relatives, or friends participate in this process. This helps give parents a break and will help the child get used to a school environment where different teachers or assistants may give them a bottle. A school setting can be very different than the home environment and there are often many things happening, this can sometimes be a distraction for infants that are used to a quiet home environment. In addition, we recommend giving your child bottles in different environments such as parks, restaurants, and outside.

During the first initial visit we will ask parents to bring in a bottle and demonstrate how they feed their child at home. This will help the child become familiar with the school environment and it gives the teacher an opportunity to observe and familiarize themselves with preferences the infant child may have. Then during the second visit a teacher will give the infant child the bottle.



RISKY and MESSY PLAY

At our school, we value risk-taking and messy exploration as important for children's growth, building confidence, problem-solving skills, resilience, and creativity. Bikes, scooters, crate climbing, and other physical challenges offer opportunities for safe, guided risk. Helmet use on Bike Day is guided by family choice, and staff support safe practices while respecting those decisions. Messy play is encouraged when it is safe, respectful, and contained, with clean-up framed as part of the learning process. Educators observe, guide, and step in only when necessary, helping children assess risk, make safe choices, and take responsibility for their actions—all while supporting independence, agency, and social-emotional development.

CLOTHING GUIDELINES

At our school, children's comfort, body awareness, and agency are central to our Reggio-inspired, outdoor program. We support a home-like, respectful environment where children can explore freely while staying safe and well-regulated. Barefoot play is allowed in most settings including bike riding, compost work, and rain play, while shoes are required for nature walks and off-site transitions. Wet clothing will be changed promptly, and families are encouraged to provide extra clothes. Children may spend time in underwear as part of our body-positive approach, with appropriate supervision and sunscreen applied. Clothing routines are guided by weather, body cues, and safety, with teachers helping children regulate warmth, cold, and comfort. End-of-day transitions (4:00pm) and outdoor outings require children to be fully dressed. All family preferences, including cultural, modesty, or medical considerations, are respected, and teachers communicate closely with families to honor these boundaries.

CURRICULUM and TEACHING PHILOSOPHY

At our school, curriculum is both intentional and flexible, guided by children's interests and experiences within a Reggio-inspired, nature-based approach. Core frameworks, including the Teaching Pyramid for social-emotional learning, provide consistency, while educators adapt content to support emergent, child-centered learning. We provide weekly cooking activities based on approved resources that promote healthy eating, literacy, math skills, and community. We also provide children with opportunities to make meaningful choices whenever possible. All children are included, with accommodations as needed, and participation is encouraged but never forced. Educators use curriculum tools as springboards, integrating children's ideas, questions, and observed interests to create a dynamic, engaging, and developmentally supportive learning environment.

SOCIAL-EMOTIONAL LEARNING

At our school, social-emotional development is central to all learning. Teachers guide children in navigating relationships with empathy, respect, and problem-solving skills. Sharing and inclusion are encouraged through intentional strategies and guided questions, helping children resolve conflicts and engage meaningfully with peers. Teachers provide opportunities for cooperative play, especially when a child is being excluded, fostering collaboration and inclusion. Developmentally appropriate rough-and-tumble and some versions of weapon play are supported within safety and consent guidelines, using these experiences to teach respect, responsibility, and self-regulation. Social-emotional learning is embedded throughout daily interactions, small-group activities, and curriculum experiences to help children develop confidence, empathy, and strong social skills.

CHILDREN'S AND PARENT'S RIGHTS

Parents are required to read and sign the Parent's Rights (State LIC995) and Personal Rights (State LIC 613A) forms located in the registration packet.

MANDATED REPORTING

As Early Childhood educators, we all fall under the qualification of being legal Mandated Reporters. Mandated Reporters are individuals who are mandated by law to report known or suspected child maltreatment. They are primarily people who have contact with children through their employment. Mandated reporters are required by the State of California to report any known or suspected instances of child abuse, child endangerment or neglect to the County Child Welfare Department or to a local law enforcement agency. Teachers do not need to have proof of



abuse or neglect. They are required to report reasonable suspicions of child abuse or neglect. The State trusts Mandated Reporters to have good judgement.

As we are constantly discussing ways to improve our center and stay current with laws and requirements, we want to educate you on the mandated reporter laws. Intervening effectively in the lives of children and their families is our legal responsibility and is also ingrained in each of us as Early Childhood professionals. The State of California Community Care Licensing Division has been very intentional about shedding more light on this subject recently. All teachers are required to take training every two years. We will also be supplementing throughout the year with ongoing conversations and articles related to the topic. The responsibilities for childcare centers and employees are very important.

Consequences of failing to report suspected abuse, neglect or maltreatment of a child can be quite severe. Individual teachers, the Center Director and the Center owners can all be subject to consequences such as:

6 months in jail and a \$1,000 fine for an individual teacher, fines or lawsuits, loss of license and Center closure. In situations where it is determined that a child should not be picked up, and depending on the situation, we might assist in finding an authorized alternate pickup person in lieu of filing a report. This would be at the teacher's discretion. Examples of these situations when a TCC staff person may not release your child at pick up, request alternate pick up or may file a report could be:

- A child without a car seat or improper use of a car seat with the vehicle running, in extreme temperature, or the vehicle is out of sight of a parent.
- Children left unattended in a vehicle in an unsafe situation such as engine running, in extreme temperatures or the vehicle is out of sight of the parent.
- An adult picking up a child under the influence of drugs or alcohol.
- An adult picking up a child, exhibiting behavior that seems hostile, unhealthy or incapable of safely caring for a child.

*If there are court orders in place regarding potential drop off or pick up people, we must have that court order on file to follow.

VEHICLE & CAR SEAT SAFETY POLICY

Purpose: Trust Children's Center is committed to keeping children safe at all times, including during arrival and pick-up. This policy is based on current California child passenger safety laws, Community Care Licensing regulations, Kaitlyn's Law (Unattended Child in Motor Vehicle Act), and mandated reporter requirements.

1. Parent Responsibilities: Car Seats & Seat Belts

Parents/guardians are responsible for transporting children to and from the program in a safe and legal manner. In accordance with California law regarding child passenger restraints.

- Rear-facing Car Seats: Children under 2 years must ride in a rear-facing car seat in the back seat, unless they weigh 40 pounds or more or are 40 inches or taller.
- Car Seats & Booster Seats: Children under 8 years must be properly buckled into an appropriate car seat or booster seat in the back seat.
- Seat Belt Alone: Children 8 years and older may use the vehicle's seat belt only if it fits properly (lap belt low on the hips, touching the upper thighs, and shoulder belt crossing the center of the chest). If the belt does not fit correctly, the child must continue to use a booster or child safety seat.

Parents/guardians agree to:

- Use a car seat, booster, or seat belt that is appropriate for their child's age, height, and weight, and installed



according to the manufacturer's instructions.

- Ensure that every child is buckled properly before the vehicle moves.
- Maintain car seats in safe working condition and replace seats that are expired or have been in a moderate to severe crash (per manufacturer's guidelines).
- Trust Children's staff may remind families of these laws and best practices but cannot install or adjust car seats in a way that could be interpreted as providing professional car seat inspection services.

2. No Child Left Unattended in Vehicles (Kaitlyn's Law & Center Policy)

California Vehicle Code section 15620 ("Kaitlyn's Law") makes it illegal for a parent, guardian, or other person responsible for a child 6 years of age or younger to leave that child unattended in a motor vehicle under any of the following conditions:

- When conditions present a significant risk to the child's health or safety (e.g., heat, cold, poor air quality, etc.), or
- When the vehicle's engine is running or the keys are in the ignition.

3. Staff Response if a Child Is Observed Alone in a Vehicle

If any staff member sees a child alone in a vehicle on or near program property, the staff member will:

If the child appears to be in distress (crying inconsolably, sweating, lethargic, or unresponsive) or conditions present a significant risk (hot/cold weather, windows closed, engine running, etc.), staff will:

- Call 911 immediately
- Notify the program director/designee.
- Document the incident according to program procedures.

4. Mandated Reporter Obligations

Staff of all licensed childcare facilities in the state of California are mandated reporters under the California Child Abuse and Neglect Reporting Act (CANRA). Mandated reporters are required by law to report any known or reasonably suspected child abuse or neglect to Child Protective Services (CPS) or law enforcement.

Situations that may require a report can include, but are not limited to:

- Repeated instances of a child being left alone in a vehicle in unsafe conditions
- A pattern of behavior that suggests serious neglect or endangerment of the child

Mandated reporters:

- Must report concerns; they are not required to investigate.
- Have immunity from civil or criminal liability when reporting in good faith. If staff reasonably suspect that a child is being abused or neglected, including being placed at substantial risk by unsafe vehicle practices, they are legally obligated to file a report with CPS or law enforcement, regardless of their relationship with the family or any prior conversations.

IMMUNIZATION REQUIREMENTS

Licensing requires that all children enrolled in a childcare center have a Physician's Report (State LIC 701) on file. This report requires up-to-date immunizations, a screening of TB risk factors, and an original signature from the physician indicating that your child is physically and emotionally capable of attending a childcare program. The Children's Center requires that parents update immunization information after every immunization.

MEDICAL ASSESSMENTS AND T.B. REQUIREMENTS

See Immunization requirements.

IDENTIFICATION AND EMERGENCY INFORMATION



Parents are required to fill out Identification and Emergency Information Form (State LIC 700) located in the registration packet. Authorized pick-up people may be asked to show proper Identification when picking up children, until staff becomes familiar with designated pick-up people.

Please be sure that authorized pickup list in ProCare are local and that the list is kept current.

MEDICATION POLICY/PLAN

Any child who requires medications during their time at the center, must have written consent from their parent. Parents are required to fill out a Medication Permission Form each day the medication is to be administered. Parent must review the dosage with the caregiver. Medications must be in the original prescription container, marked with the medication name, physician's name, date, child's name, dosage, and times to administer.

SERVICES PROVIDED DURING A MEDICAL OR DENTAL EMERGENCY

If a child requires medical or dental attention, the center staff will attempt to contact the child's parents first. If the parents are unavailable, the center staff will then follow the emergency plan indicated on the child's Identification and Emergency Information Form (State LIC 700) while continuing to try to reach the child's parents. Persons listed as "additional persons who may be called in an emergency" as well as the child's physician and/or dentist may be contacted during this process. In the case of a life-threatening emergency, the center staff will call 911 and continue to notify the child's parents.

SIGN IN/SIGN OUT PROCEDURES

Trust Children's Center uses the parent kiosk in the Procare App for signing in and out procedures. Every child is required to be signed in upon arrival and signed out upon departure from the center. In order for your child to be released to another person other than a parent or legal guardian, please ensure that: 1) the person is listed on the child's Identification and Emergency Information Form (State Lic 700), 2) you inform the center staff of the change, and 3) the authorized person can provide picture identification.

QR codes will be posted in each classroom so that parents can scan them in their app to electronically sign in their child. There is also a pin number in the Procare App that is unique to every child that parents may enter directly into their teacher's iPad. There are also a few health-related questions in the app that will be required for parents to fill out prior to signing in their child for the day. Parents must visually and verbally confirm that sign in/sign out is correct.

HANDWASHING

All children must wash their hands upon arrival at school. This should be their first task during drop-off transitions. If you have a child in the preschool classroom, please be sure your child washes their hands immediately upon arrival each school day. If you have a child in the infant/toddler classroom teachers will assist children with hand washing.

ILLNESS POLICY

If you have any concerns about your child's health or if your child is showing any symptoms of illness, please notify the Director and Assistant Director directly via email. Director/ Assistant Director, or the Supervisor of the Day, will document the illness and develop a "return to school" plan with you. They will notify your child's teacher of your child's absence as well.

Please note: It is the responsibility of parents to be open and honest about any illness' children or other close family members may be experiencing. Open communication is an important factor in keeping all children, staff, and families safe and healthy.

We will be strictly enforcing our illness policy. If your child shows any symptoms, while at school, you will be notified immediately and be asked to pick up your child from school. It will be a supervisor that will contact you. If called, you must pick up your child within 30 minutes. If we can't contact you, we will start calling persons listed on emergency contact form. It's required that emergency contacts are local and able to pick up your child if you are not able to pick-



up. While waiting your child will be isolated away from his/her peers and wait with a teacher. These symptoms include (but not limited to):

- fever of 100 and above
- vomiting
- diarrhea
- consistent runny nose of any color *
- pink eye (conjunctivitis)
- unexplained rash
- deep, continual cough
- impetigo
- sore throat
- Showing continuous signs of discomfort that prevents the child from participating in their daily routine. In these instances, we are not able to provide one on one care.

Your child must be symptom free for 48 hours, without fever reducing medication, before they may return to school. We will no longer accept a doctor's clearance note for a child to return to school with any of the above symptoms. However, if your child is diagnosed with a communicable illness (ex. pink eye, impetigo, etc.), a doctor's clearance will be required to return to school.

*Allergies or teething symptoms will be addressed on a case-by-case basis

ENRICHMENTS

As part of our curriculum, we currently have 30-minute music sessions in each classroom from a professionally trained music teacher weekly.

For nine months out of each year, we provide the "Raising a Reader" program for all students. This is a nationally recognized literacy program. Through this program, each family is provided with four books per week to enjoy at home.

PARENT/TEACHER PARTNERSHIP

The Preschool Program and Infant/Toddler Program require two parent/teacher conferences throughout the year to maintain open communication about each child. Through these conferences, we are able to create a list of goals between the teachers and parents for each child based on their individual, specific strengths and needs. During this time, each parent is offered a chance to look at their child's ongoing portfolio created by the teachers.

Transition parent/teacher conferences are also required in the Infant Program when children are nearing the age of 2. This helps to prepare the family for transitioning from the Infant/Toddler Room to the Preschool Room. These conferences include both an Infant Teacher and Preschool Teacher.

Trust Children's Center also provides two evening parent education workshops, throughout the year. These will be great opportunities to get to know our program and philosophies, ask questions about children's development and behavior, share developmentally appropriate practices/articles, and connect with teachers and staff.

ADMISSION POLICIES

The center admits children who are ages 6 weeks to kindergarten eligible, without regard to gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability. Additionally, no religious instruction is provided.

Once a child is admitted, the director will go over the enrollment process and schedule two 30-minute visits. Parents are required to spend observation time with their child, in the center prior to enrollment. During your first visit you



should expect to bring all the completed paperwork and talk with one of the teachers. A second visit is a time for your child to play and to get familiar with the space and the teachers.

The center may terminate enrollment on the following grounds:

- Failure to provide the necessary documentation, falsification of documents, or incomplete documents.
- Failure to pay fees in a timely manner (see section on tuition and billing).
- Child is repeatedly picked up later than the scheduled time and adjustments are not made to resolve the problem.
- Failure to follow California Department of Education or California Department of Social Services policies and procedures.
- Difference in expectations (If the center's childcare philosophy differs from a family, that compromise is impossible, the center will suggest a program more in line with the family's philosophy and needs).
- Failure to form a communicative relationship with the staff to meet the child's disciplinary and developmental needs.
- The center cannot meet the expectations or demands of the family.
- The child is emotionally, socially, or physically unprepared to participate in the program.
- Disrespect for the center staff including but not limited to harassment.
- Failure to consistently sign the child in/out of the center.
- Failure to comply with TCC policies and procedures.

RIGHT TO REFUSE SERVICE

Trust Children's Center reserves the right to deny or terminate services to anyone at any time at its sole discretion. The above are examples of situations, but not limited to, for which the center could terminate services.

DISCIPLINE POLICIES

At Trust Children's Center, it is our goal to provide rich opportunities for children to learn and explore through their play and interaction with the environment. We approach discipline in a positive manner through which children will learn social competence and self-regulation. The center does not use corporal punishment. Additionally, the center does not confine children to cribs, highchairs, playpens, or any other equipment as a form of discipline.

We will use a variety of tools such as redirection, positive reinforcement, and natural or logical consequences. These tools are used with each child's developmental and maturity level considered. Children will be given consistent, age-appropriate limits, avenues to express their feelings, a physically and psychologically safe environment, and support from the family. A central component in the success of behavior-management is the cooperation between parents and staff. It is important that children receive consistent messages between home and the center.

If a child's behavior becomes consistently disruptive to the typical flow of the center routine, the following protocol will be used:

- Immediate or natural consequences will occur; including redirection to a different activity.
- Center staff will talk with the child regarding expectations and different "choices" for appropriate behavior.
- If the behavior continues over an extended period of time, is disruptive for the rest of the Center or is not safe for the child or other children, parents will be informed immediately and asked to come observe the situation at that moment.
- Parents will observe their child with a center staff member to provide input and discussion to resolve the issue. A plan of action will be written at this time.
- The parent may be asked to take the child home for the day if their behavior is severe.

If a child needs to be physically restrained from hurting himself/herself or others, parents will be called to pick the child up from the Children's Center. If the behavior continues, termination of enrollment will be discussed. Although



this is a last resort, certain behaviors and issues are beyond the scope of what the Children's Center can provide for children and families.

INVOICING

Invoicing will be sent on the first of each month by email

PAYMENT

All invoicing is due upon receipt. Payments not made by the 15th of the month will be considered late with the following fees:

15 days late = \$50.00 fee per child

30 days late = \$100.00 fee per child

45 days late = suspended childcare until all invoicing and fees are paid in full

OTHER POLICIES

PARENT PARTICIPATION HOURS

Trust Children's Center requires a total of 5 parent participation hours per family each year. Further bridging the gap between home and school environments is beneficial to children's development and we look forward to strengthening this partnership between parents and teachers. Parent participation hour opportunities will be announced throughout the year and tracked through Sign-up.com. These may include activities such as: attending a free parent workshop, helping with TCC repairs or yard clean-up, assisting with scholastic book club catalogs, assisting with setting up for school events, or other teacher-approved involvement. If by the end of the year you have not fulfilled the five hours, then you may pay out any parent participation hours left at the rate of \$25 an hour. If you are a Trust Automation or Trust Children's Center employee, volunteer hours must be done outside of work hours.

EXCURSIONS, WALKS, COMMUNITY VISITORS, AND FIELD TRIPS

Each classroom often takes walks around the property and neighborhood to gather natural materials, observe nature, visit local businesses, visit Avila Ranch Park, and visit friends or parents at Trust Automation. If you are ever available, please join us for our walks. Trust Automation parents, please let us know when times arise that we could visit your work area to observe a special project or meet a new person. This is a great way to participate in your child's day and also helps to create a sense of community.

The field trips and school events are part of our school philosophy. We want to explore the community with the children and field trips are the best way to do that. We have an amazing community with so much to offer. Field trips give the children opportunities to visit places they may not normally visit, get "behind the scenes" experiences, learn about new things and more! As a Family Friendly Workplace, Trust and TCC employees are fortunate to have flexibility in their work schedules to allow for participation in their children's schooling. Field trips are memorable experiences that your child will treasure for years to come. By being present during these excursions, you get to witness their joy, excitement, and growth firsthand. You become a part of their journey, creating lasting memories together. Parent Participation field trip opportunities are also a great opportunity to get to know the other parents in your child's school community.

TCC Field Trips and Special Guest Visitors are planned throughout the year. Our intention is to give children many opportunities to explore and be exposed to all that our community has to offer. Here is an idea of how these are planned and who is included:

- *Special Guest Visitor, bi-monthly, entire school is included *School Day schedule should not be affected. Parents are invited to join but not required.*
- *All School Family Field Trips, two per year; fall and spring, entire school is included *School Day schedule will be affected. Late start or early closure depending on the field trip. All parents are required to join these two times per year, as TCC will be closed during this time. Parents do have the option to not bring their child on the field trip and just drop off or pick up when TCC is open.*



- All Preschool Field Trip (parents provide transportation), two per year *Preschool room only schedule will be affected. Late start or early closure depending on the field trip. The preschool (ages 2-5) parents will have two days per year that this will also be required.
- Older Preschool Field Trips via public bus "Blossom's Bus Trip" (for children ages 3 years old+), two per year *School Day schedule should not be affected. Parents are invited to join but not required.

BIRTHDAY PARTIES AND OTHER INVITATIONS

Invitations for special celebrations outside of school (birthday parties, holiday celebrations, etc.) can be distributed at school if everyone is invited. If inviting a select few this must be done outside of school.

APPROPRIATE DRESS

All children over the age of 12 months are expected to arrive fully dressed and ready for the day. Here at TCC we fully support and encourage sensory play as we believe within our philosophy that it is crucial to a child's development. We also believe in the importance of teaching young children necessary self-help skills as early as possible. In the TCC Preschool program, we try to hold each child accountable for and teach them how to remove or replace their clothing on their own.

Children will have the opportunity to have outdoor play every day (rain or shine, hot or cold). Especially during rainy season, we encourage the exploration and sensory experience of the rain/wet/mud sensations. It is not within our school policy to withhold them from experiencing these feelings on their own volition. Children are allowed to remove their socks and shoes as they please, as long as conditions are safe.

We ask that you label your children's items of clothing appropriately, including socks and underwear. This will help the teachers get your clothing back to you as soon as possible. Please make sure to pack extra, labeled clothing to store in your child's cubby (we suggest filling a gallon size freezer bag with one or two pairs of clothing). All children that are walking must come with an appropriate pair of shoes each day. Be sure your child is dressed appropriately for the weather. i.e.: jackets, shorts, hats and whatever you would like them to have for the day. Be sure to change out your child's clothing in their cubby periodically as their size may change. We also encourage all families to consistently check our "lost and found" box. Clothing items that are not retrieved in a timely manner will be donated to a local organization. Your children will learn, explore and develop through sensory play and experiences with water, mud, paint, gardening, cooking and much more. Please dress your child in clothes appropriate for messy play. We are not responsible for stained or worn clothing.

DROP-OFFS/PICK-UPS

We ask that you enter through your child's designated classroom gate. Those assigned to the Infant/Toddler room will enter through the main gate located by the TCC parking lot. Those assigned to the Preschool room will enter through the side garden gate. If you have children in both classrooms, you may use the shared gate.

Your child's belongings should be placed in the cubby daily. Items must be small and able to fit easily inside the cubby. Any belongings that need to be sent home (dirty clothes, notes, etc.) will be placed in the cubby. Please be sure to check cubby during pick-up. Please note that drop-off times are from 8:00am-9:00 am and pick-up times are 3:30 pm-5:00pm. Please be respectful of these times, as our teachers have schedules to follow. Your child must be at school, signed in, no later than 9:00am. Late fees will be assessed if you sign out your child after 5:00pm.

Late Pick Up:

First 5 Minutes = \$10

6 to 10 Minutes = \$20

11 to 15 Minutes = \$30

After 15 Minutes = \$50

If you have children in both classrooms, you will need to arrive in time to pick BOTH up before 5:00pm. For those of you worried about congestion and business at pickup, it is suggested that you arrive between 3:30-4:00pm. Our

Trust Automation Children's Center
4085 Earthwood Ln., San Luis Obispo, CA 93401
www.trustchildrenscenter.com 805.439.1233



teachers have a small window of time to get all closing duties done, so they can get home to their families. While inside our facility siblings must stay directly with parent and not touch any school items such as toys, books, tables, chairs, etc.

If you have a child in the preschool classroom, please be sure your child washes their hands immediately upon arrival to school each day. If you have a child in the infant/ toddler classroom, teachers will assist children with handwashing, to avoid you having to walk through the classroom.

At drop off, please say goodbye to your child and tell them you will return to pick them up. Although this may produce tears, consistently leaving when you say and letting them know when you will be back helps your child to build a sense of security that you will always come back. Oftentimes, children with tears will calm down within minutes as teachers help engage and comfort them.

NAPPING/RESTING BEDDING

Please provide "Tot Cot" bedding for children over the age of one for nap/rest time. Tot Cot bedding can be purchased online at www.urbaninfant.com, or through Amazon. TCC teachers will wash the children's tot-cot mats at least once per week, more often if soiled. We will wash on a high sanitizing cycle and use fragrance free and dye free laundry soap. We will also disinfect the cot when bedding is being washed.

During nap time the cots will be placed 3 feet apart with the head of each bed alternating to lessen the possible spread of germs.

Preschool children may bring a blanket or lovey if needed during naptime. If a nap item is needed it must be machine washable and be able to stay at school. We ask that you keep all other toys and items at home.

The Infant/Toddler room thoughtfully balances each child's individual needs with the needs of the group. Please know that we do our best every day to follow each baby's unique routine. However, there are times when your child's schedule may vary slightly from what you prefer at home — this helps us ensure that all children receive safe, attentive, and nurturing care. For these same reasons, we're unable to begin new naps after 4:15 p.m. At that time, our teachers begin transitioning children for pick-up, completing cleaning and sanitizing tasks, and preparing the classroom for closing. Late naps would make it difficult for us to maintain the required ratios and complete end-of-day duties safely.

Due to State Licensing regulations and children's rights, we do not force a child awake or keep them awake when their bodies are showing a need for sleep. Further, we are unable to follow what is commonly referred to as a "crying out" method. Trust Children's Center follows Sleep Safe Regulations, governed by Community Care Licensing.

These regulations include:

- Nothing can be attached to the pacifier. (not clips or stuffed animals)
- Infants must not be swaddled while in care. Sleep sacks cannot restrict arms.
- Sleep sacks require medical authorization.
- No blankets on mats, until after the age of 1.
- Not interfering with a child's daily living functions such as waking sleeping children
- Children are always directly supervised during nap and rest

Rest time in the Preschool Room is from 12:30- 2:30 pm. Children are not required to sleep, but they are required to rest peacefully until 1:30. At 1:30, any children that are awake are invited to go outside for reading and activities. All sleeping children have the opportunity to sleep until 2:30 pm. At 2:30 the lights are turned back on, and snack is served. Children typically begin waking up on their own anytime between 2:00 and 2:30.

SELF-TOILETING

Our policy reflects our general philosophy of respect for each child. We encourage and are sensitive to the child's growing sense of autonomy; we encourage the child's active participation in caregiving routines and respect individual styles of pace and learning. Rushing or pushing children to do anything they are not physically or



emotionally capable of usually results in resistance. The same theory follows with being toilet capable. Here are some signs we typically look for when determining if a child is ready to begin self-toileting:

- The child is able to take off and put on its own clothes with little or no assistance
- The child is dry for long periods of time and has an interest in using the toilet
- The child is able to verbalize when they need to urinate or have a bowel movement
- The child is willing to leave an activity to use the toilet.

As a center, we believe self-toileting begins in a non-threatening, no pressure way. On a practical level, toilet learning is encouraged in our preschool room by including the child as much as possible in the process, but only to the extent he or she is willing to participate. For example: Even before self-toileting begins, the child is included in the care giving process by (1) pulling out their own diaper, (2) helping to undress/dress themselves, and (3) washing their hands after their change. Furthermore, while diapers are being changed caregivers will often talk with the children, giving them language they will use in the toileting process ("your diaper is very wet, you have poop in your diaper" etc.).

As we start noticing more signs of toilet readiness, as described above, we will begin asking the child if he or she would like to sit on the toilet before the diaper is changed. We respect his or her decision. Furthermore, if a child shows an interest at other times in using the toilet, that too is facilitated by the caregivers.

For children who are transitioning to underwear, we ask that parents provide easy to dress clothes for the child. The child should be able to dress and undress themselves with little or no assistance. Children in underwear are taken to the bathroom on a regular basis in keeping with the daily routine (as is done for diapering). If we find that the child has two or more accidents within a two-hour time period, diapers will be used for the remaining parts of the day. We do not allow children to be at school without underwear. Although this can be a useful method for potty training at home, it is not permitted at TCC due to health and safety reasons. The thicker training underwear is ideal, but regular thin underwear is ok if you prefer. Toilet trained on the potty by age 3 is the goal to aim for while in the Sprouts. Please note, the school environment has many more distractions than the home environment, and it is not uncommon for children to take longer to self-toilet at school. Furthermore, many children continue to wear diapers for napping and at night after this process begins. Waiting until the child is repeatedly waking up with dry diapers is a general guideline for discontinuing this procedure.

The process of self-toileting is a gradual process, and one that is impacted by developmental issues of autonomy and a continued need for security and nurturance. The greatest tool a parent or teacher has in this process is the child's own strong desire to begin self-toileting. We are willing to work with you during this process, but request that you remember the differences between school and home. Furthermore, we believe that it would be beneficial to both parents and teachers to have a plan in place for how to handle accidents before your child starts toilet learning at TCC so that we are all on the same page. Flexibility and a sense of humor are key to helping children cope with this learning process. If you have any questions, please let us know. We are also happy to share articles about this topic with you if you choose. We would also like you to be aware that we cannot accommodate "toilet learning" in the infant/toddler room, due to sanitation concerns and teacher-child ratios.

NUT POLICY

TCC is a nut free environment. Please do not send in any types of nuts or nut butters of any kind. We are serving sunflower seed butter and the children seem to enjoy it.

STAFF MEETING HOURS

TCC will have shorter hours on the first Monday of each month. The Children's Center will not be open for drop off until 9:30 to 10:00 and children must be picked up between 3:30 and 5:00. This is on the first Monday of each month. This morning time will be used for staff meetings, training and preparation.

HOLIDAYS AND CENTER CLOSURES



The Children's Center will be closed for all Trust Automation scheduled holidays, plus additional December holiday break days. The Children's Center will also be closed for six other days per year, for staff training. These days will be announced in advance each year, as trainings are scheduled.

Payment of tuition guarantees your child's spot at the Center.

There is no credit given or make up days for absences.

Scheduled closures have already been calculated into your tuition fee.

TCC CLOSURES

- Presidents Day (third Monday in February)
- Memorial Day (last Monday in May)
- Trust Automation's Floating Holiday (TBD)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving (fourth Friday in November)
- December Holiday Break: Typically, between December 24-January 1, but will be announced each year with specific dates.

All dates subject to change with notice.

If Trust Automation does close due to health concerns or any emergency in the future, the Children's Center would close as well. This would be communicated with as much notice as possible.

EMERGENCY EVACUATION SITES

In the event of an emergency, we will evacuate the children to a safe space outside along the sidewalk on Earthwood Lane. We will gather the children and walk to the light post that is along Earthwood Lane.

Trust Children's Center Evacuation Sites:

Sidewalk along Earthwood Ln, San Luis Obispo, CA 93401: Used for immediate needs when children need to be taken away from TCC

There Does Not Exist, 4070 Earthwood Ln Suite 110, San Luis Obispo, CA 93401: Used for when we need to be a bit further away from TCC

Trust Automation, 125 Venture Dr #110, San Luis Obispo, CA 93401: This is in an extreme case, if we needed to be the farthest away from TCC

**If we happen to be having an emergency (or drill) at your time of pick up or drop off, you may be asked to wait until the situation has been cleared.*

Our family has read and acknowledges the policies and procedures of this 2026 Parent Handbook.

Sign x _____