

Pre-Kindergarten Laboratory School

Est. 1973

Family Handbook 2025-2026

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Linfield University Pre-K Laboratory School

Play is a child's work!

Linfield University Pre-Kindergarten is a child-centered, family friendly program that supports developmentally appropriate practices. We received accreditation from the National Association for the Education of Young Children (NAEYC), a voluntary accreditation system that sets rigorous standards for early childhood education.

The Linfield University program provides a welcoming environment and promotes the physical, social, emotional, and intellectual development of young children. As a parent you can expect:

- Frequent and positive interaction between adults and children
- Learning activities that are age and developmentally appropriate
- Educated and responsive teachers
- A high adult to child ratio
- Varied age-appropriate materials
- A healthy and safe environment for children
- Nutritious snacks
- Parents to be welcomed at any time and supported by the Pre-K staff
- Effective administration
- Ongoing assessments of children in a wide range of areas

You and your child are now part of the Linfield Pre-Kindergarten Program. We know we will have a great year working together.

Sincerely,

Angie Gurley, M.Ed, Director

Linfield Pre-Kindergarten, 3's Tu/Th Teacher

Brenda Flanders, CDA, Assistant Director

Linfield Pre-Kindergarten, 4's MWF Teacher

Street Address: 1045 SE Davis Street
Mailing Address: 900 SE Baker St, #474 McMinnville, OR 97128
Phone: 503 883-2268 Please call or email for absences
Email: prek@linfield.edu (general) agurley@linfield.edu (Ms. Gurley) bflanders2@linfield.edu (Mrs. Flanders)

MISSION STATEMENT |

Linfield Pre-Kindergarten believes that children thrive when they are allowed to learn actively in meaningful, relevant ways. Children are wonderfully curious and imaginative. Teachers receive their inspiration from the children and families. Our environment is one that fosters kindness, intellectual growth, and the joy of discovery. Linfield Pre-Kindergarten strives to make a positive difference in the lives of our young students and their families, as well as the college students who are an integral and crucial part of our lab school. We do this by being a leader in the early childhood field and modeling high-quality, innovative, and creative early childhood practices.

HANDBOOK POLICY |

Every effort has been made to ensure the accuracy and completeness of this handbook. However, policies, laws, and rules are changed from time to time and may not be reflected in this version of the handbook. Every effort will be made to notify parents of any changes that could alter or affect their children's experience in the program. This handbook does not constitute a contract between Linfield University Pre-Kindergarten and students' families.

TUITION |

Due by the 5th day of each month; late fee of \$50 for tuition turned in after the 15th. **Tuition is based on the cost to operate the school averaged over nine months.** Children are not allowed to continue into the next month of school if the previous month has not been paid. There is a one-time, non-refundable registration fee due at registration, as well as the last month's tuition. No scholarships are available at this time.

MWF: \$190/mo

TTH: \$150/mo

We do not refund tuition for school days not attended (illness or vacation), and there are no refunds for registration fees. There is a charge for returned checks. Please see Ms. Gurley or Mrs. Flanders if you have concerns with the tuition, due date, or extenuating circumstances. Late payments could lead to your child being excluded from the program. We require one-month's written notice if you decide to take your child out of the program.

REGISTRATION |

Enrollment is on a first-come, first-served basis with preference given to Linfield staff, and returning families. We often have a waiting list. To place your child on the enrollment list, email: agurley@linfield.edu.

HOURS |

Please do not arrive before 8:40AM for the morning classes or **12:25PM for afternoon classes.**
Teachers use time before and after classes to prepare the environment for the day.

MWF and TTH 8:45-11:15 a.m. and 12:30-3 p.m.

Please call in advance if you will arrive late.

Call or email the school if your child will be absent and give advance notice of planned absences.

INCLEMENT WEATHER |

If McMinnville School District closes due to bad weather, we will close as well. Listen to the local radio station for information on school closures. Delays and closures are also posted on the McMinnville School District's web site: www.msd.k12.or.us.

If McMinnville opens two hours late, our morning session will be canceled. Afternoon sessions will begin at regular times on late start days.

DAILY OPERATIONS |

ARRIVAL |

Early or late arrival is not comfortable for your child.

Please be on time

When children are late, they do not get time to settle in or play before circle time, and arriving during circle time is distracting for other children and the teacher.

Build independence

Show your child where coats are stored and allow him/her to hang up the coat or to place it in a cubby.

Help find the cubby with your child's name then encourage your child to put school items in the cubby by him/herself and to wash her/his hands. Watch as your child finds his/her name tag (just for the first several weeks of each semester) and help only if needed.

OUR DAY |

Guide your child to an activity you know will be enjoyed and then say a confident goodbye and quietly leave. If you are hesitant, your child will be, too. Please feel free to ask a teacher for assistance if extra support is needed.

To reduce confusion and to help with students' ability to learn where items are kept, classroom shelves are not overloaded with materials. This also helps children learn how to care for

materials and where toys, puzzles, and books are stored. New items are added as children become used to the classroom and centers.

You will see clearly defined areas designated by tables, carpets, taped lines, closed signs, or shapes on the floor. These areas give a visual reference and help children learn classroom spaces. We might say, “Trucks need to stay behind the green tape, so they don’t trip someone.” Or, “We play with puzzles at the puzzle table, so we don’t lose the pieces.”

Labels on shelves show where something belongs, helping children associate pictures with words, develop matching skills, and learn organizational skills.

DEPARTURE |

Children become worried if they are not picked up on time. Please arrive within five minutes of the end of class. If being late is unavoidable, please notify us as soon as possible so that we may reassure your child.

Teachers spend time after class preparing for the next class, and often have program errands or meetings during this time. The program may apply a late pick up fee of \$1 per minute or choose to unenroll a child if late pick up is ongoing. We appreciate your understanding and support on this matter!

GUIDANCE PHILOSOPHY |

We believe that in appropriate environments with knowledgeable adults, children will feel good about themselves and will learn the skills necessary to get along with others. Emotional regulation is a large part of what young children are working on, especially as they are interacting with other children or learning to go with the flow of the classroom routine. It is expected that children will struggle as they learn to cope appropriately with many strong emotions in the classroom (excitement, joy, fear, jealousy, anger, fatigue, etc). Teachers will nurture the children and teach strategies for coping with strong emotions in a socially acceptable way.

Children are taught they have choices in their actions and that they are responsible for their choices, as well as the resulting consequences. The role of the adult is to maintain consistent limits, watch for potential problems, and calmly guide children toward acceptable choices and solutions. Adults function as models for children and strive to instill a sense of caring and sensitivity. It is essential to be understanding and respectful of the child’s feelings, while also communicating that some behaviors are unacceptable. If a child is unable to calm him/herself after guidance from the teachers, a child may be encouraged to go to the quiet area to calm her/his body. If a child is hurting him/herself, others, or the environment, a teacher will accompany the child to the calming area and offer support and assurance until he or she is able to calm her/his body and be safe on his/her own.

Teachers observe the children and their interactions and make adjustments in the classroom materials or routines to avoid challenging behaviors. The classroom is set up specifically, to help avoid challenging behaviors and to encourage children's success. Teachers are attentive in preparing children for transitions to help avoid challenging behaviors.

We do not use, nor allow anyone to use, physical punishment (e.g. shaking, hitting, spanking, etc.), psychological abuse (e.g. humiliation, threats, intimidation, seclusion etc.), or Coercion (e.g. withholding of food as discipline, rough handling, etc.). There is no circumstance when staff are allowed to use physical discipline, psychological abuse, or coercion when disciplining a child. Appropriate use of restraint for safety reasons is permissible.

Guidance goals:

The focus of guidance at Linfield Pre-K is to help children learn ways to control their own behaviors, to help children learn that everyone in the group has rights, and to help children learn ways to assert their rights as members of the group. Children will have many opportunities to problem solve, negotiate and communicate successfully with their peers and the adults in the classroom. Children will also have the opportunity to practice recognizing emotions in themselves and in others. We want children to leave the program with tools to cope with emotions in a healthy way and to feel comfortable expressing feelings and needs in a healthy way.

Guidance expectations:

- Children can learn at a young age to be responsible for themselves and their actions.
- Children learn what is acceptable by exploring limits, trying out behaviors, and observing consequences.
- Children may need many consistent and patient reminders of appropriate behavior as they grow and develop. (Emotional co-regulation)
- Because each individual child and each situation is unique, our intervention strategies must be adaptable and flexible.

Inappropriate behaviors:

Typically, our first response is a gentle reminder of acceptable behavior: "Remember to walk in our room," or "Gentle touch, please."

If a child grabs toys away from another and/or perhaps hits, teachers often say, "Use your words to tell her what you want" or "I understand that you are angry, but I cannot allow you to hurt anyone or anyone to hurt you." We encourage children to acknowledge and express their feelings and needs in a non-destructive manner through the use of language.

It is also important to recognize the rights of the injured child in the situation. That child may also need help in expressing his/her feelings and needs. After comforting the injured child, the

teacher will often help him/her to tell the child who did the hurting, "I don't like it when you hit me!" Additionally, the hurting child may be asked to help provide comfort to the injured friend by bringing a tissue or ice. However, we do not insist that the children apologize. Saying "Sorry" can lead a child to feel that the behavior is now forgiven and that s/he is no longer responsible for it. Also, if the child is not "sorry" at all, we are encouraging him or her to express a feeling that is not genuine.

If necessary, a child may be removed from his/her activity to regain self-control. We wait for the child to show she/he is ready to re-enter the activity and help him/her to re-enter successfully. There are times when a child becomes so angry or frustrated that an adult needs to provide some physical contact to help the child regain control. Most children become calmer while being gently held and spoken to in a soothing voice.

Parents/guardians are included in problem-solving discussions when unacceptable behaviors continue for an unusually long period. These behaviors may include biting, hitting, kicking, spitting, or making threats to children and staff. On rare occasions, a child's behavior may happen so frequently or be severely inappropriate or disruptive that our usual methods become ineffective. Most problems can be successfully resolved when teachers and families work together. As a team we assess the function of the behavior and develop an individualized plan to address the behavior that includes positive behavior support strategies. After meeting with parents/guardians, consultation with an outside professional may be requested. It is our intent to limit or eliminate the use of suspension, expulsion and other exclusionary measures. However, in extreme situations, staff and family may decide that a child's best interests, or the best interests of the program as a whole, are not being served by continuing enrollment. The family will then be asked to withdraw. Staff with outside professionals will work with the family to access services and an alternative placement.

PROGRAM GOALS AND CURRICULUM |

WHOLE CHILD PHILOSOPHY |

Based on established models

The Linfield Pre-K program is developmentally appropriate and supports a "whole child" philosophy. Activities are at the child's age and ability level. This approach is eclectic, combining developmental experiences from many early childhood models.

These models are based on research information from well-known authorities, such as Jean Piaget, who have given us critical knowledge on how young children develop and learn.

Development of higher-level thinking skills

In our Pre-Kindergarten, children are involved in their own learning, so that they develop beyond the basic level of memorization skills to higher level thinking skills such as critical thinking,

concept formation, and creative thinking. Children will be given time to play and explore in the classroom environment and have real-world experiences through field trips, books, and guests. Specific goals include developing responsibility, self-direction, socialization skills, self-confidence, as well as an "I Can" attitude and the joy of discovery.

Builds a strong foundation for elementary school success

Developmentally appropriate activities that foster the “whole child” acquisition of skills: large and fine-motor, social, emotional, language, cognitive and adaptive skills. These skills are facilitated through hands-on, meaningful and concrete activities.

The Linfield Pre-Kindergarten builds a strong foundation for children’s continuing development. The pre-kindergarten years provide opportunities to establish a cooperative family-teacher involvement, which will help to fulfill the child's need for love and respect, belonging, success, and accomplishment. Our program prepares children for the degree of independence and responsibility needed during the next stage of childhood—the early school years.

CURRICULUM |

Curriculum is a plan for learning and development based on children’s age and developmental level, the needs of families and individual children, cultural awareness, and established learning practices like block and dramatic play.

Curriculum should involve children in ways that use as many senses as possible, immersing the children in the experience.

Activities are designed to help children make sense of their world and are based on a well-planned classroom environment with activities and materials that encourage interaction with classmates, materials, and adults. You will know if the curriculum is developmentally appropriate and fits the child’s age and individual needs if the child is happily involved in the experience.

An “inflexible curriculum” can label a child as slow, just because he/she is not developmentally ready for this kind of instruction. This can lead to low self-esteem because a child feels unable to do things. Children can lose motivation now and later as they begin elementary school.

A “flexible curriculum” allows for varying attention spans and developmental differences. Children stay interested because activities are open-ended, individualized and at their developmental level.

A flexible curriculum emphasizes what a child can do versus what he/she can’t do that creates success, self-esteem building, and an “I Can Do It” attitude.

CENTERS |

Centers facilitate activities for curriculum support. The Pre-Kindergarten environment is designed to promote social and developmental learning and growth in children. Everything is at a child's eye-level and easy to look at or reach into, in order for children to feel that this is their own special place.

House Area: Promotes social skills including teamwork. Allows adult modeling and self-expression, opportunity to role-play/dramatize real life.

Library: A place to look at books, relax and feel enjoyment of written words. Listening to stories builds interest in ideas and life understandings, as well as reading readiness skills. It promotes social-emotional development exploring themes in books, as well as connecting and sharing the experience with others. It enhances identification of letters and words.

Large Motor Areas: Large-muscle development with the use of mini-trampolines, sit-and spins, balance boards, etc. Enhances active play, coordination skills, and social skill development.

Block Center/Trucks/Cars: Building with various block toys will encourage understanding of balance, cause and effect, size relationships, shapes, and design. Promotes creativity, classification, eye/hand coordination, working with others on a plan (teamwork), **and it's lots of fun!**

Table Activities/Puzzles: Small muscle development occurs with use of various manipulatives. Perception, eye-hand coordination, and pre-reading visual skills develop with use of patterning toys and puzzles. Number readiness develops with use of geo-boards, Unifix cubes, and grouping activities. Extends knowledge on matching, sorting and classifying items, and guides children in learning how to complete a task.

Cornmeal Table: Fun with many purposes—eye-hand coordination, development of social skills, such as turn taking and playing with others. Specific items such as shapes, dinosaurs, zoo animals, farm animals, cooking and measuring tools, cars, and trucks that dig and scoop all encourage developmental understanding and follow our classroom activity themes.

Art/Craft/Creative Center: Provides media and materials for self-expression, creativity, fine-motor development, and emotional outlets. Encourages awareness of position and space, to make representations, and to recognize how materials change.

Writing Table: Children develop fine-motor and language skills using drawing, printing, coloring, tracing, cutting, and dictating ideas and /or words.

Listening Center: Listening skills/attention span and music appreciation with use of audio materials and earphones. Develops the love of stories.

Snack Time: Cooking experiences, trying new foods, relaxed conversation. Supports adaptive skills such as hand washing, serving oneself, cleaning up after oneself as well as, promoting prosocial skills like helping and using manners.

Play Dough/Floam Table: A fun way to develop small muscles, socialization and language development. Through exploration with form, color, and creativity.

Science Area: Class and guest pets, insects, collections from our world, books, plants, magnets, magnifying glasses and items stimulate children's curiosity and encourage discovery learning through all of the senses. In addition, children observe, hypothesize and experiment.

Mini-Centers: Small group activities with a teacher available to encourage development. These centers are usually changed each day to provide experiences in certain areas such as thinking (pre-academics), fine-motor, art activities with a specific media, cooking, science discovery, and games with turn taking.

Large Group Activities: Mainly circle times, that includes memorizing rhymes, songs and fingerplays. Also includes calendar, noting the weather, music and movement, playing games to reinforce various concepts, and story time at day's end. Opportunity to discuss plans, develop rules as a group, and review.

Outside Play: Time to socialize, relax, and exercise large muscles and social skills. Outdoor play equipment includes a crawl tube, climber, teeter-totter, and sensory table. Items brought out to use are varied and may include beanbag toss, can stilts, balls, and hoops.

Puppets: Creativity, self-expression, and self-confidence all grow through puppet fun. Children who hesitate to talk will often do so through a puppet. Promotes interaction skills and social-emotional processing.

Water Play: Discoveries about water, pouring for eye-hand coordination, and fine-motor skills—ALL FUN!

PRE-KINDERGARTEN POLICIES |

COMING AND GOING |

Safety First!

Children must be brought inside the school and **signed in** before we can be responsible for them. Please access the Pre-K from the back door off the playground. That door will be unlocked during drop-off and pick-up. Otherwise, it will be locked. Other entrances are locked and only accessible with a staff key or code. **Every person entering the classroom must first wash hands or use hand sanitizer upon arrival.** After class, teachers will not allow a child to leave unless a parent or an authorized person (named on the emergency form) comes to get them **and signs them out.** If you need to send someone to pick up your child, please speak to us personally

or send written permission. The individual picking up your child must show photo identification and be at least 18 years old before we will release your child. You are welcome to add or delete any authorized persons for pick up throughout the school year. Please see the class teacher to update this form as needed. We will not release children to other minors.

Please do not allow children (including siblings or other children in your care) to use the outdoor play area unaccompanied by an adult or to play in the flowerbeds or on the wheelchair ramp at the front of the Education building. Siblings should not be left alone in cars during pick-up and departure times. **The classroom is not developmentally appropriate for children under the age of three and may contain choking hazards. In addition, older children may be too big for some Pre-K materials.**

During the school year parking can be a challenge at times and Davis St. can be quite busy. Please keep safety as your priority when coming to or leaving the Pre-K. There are fifteen-minute parking spots in front of Potter Hall on Davis St as well as on College St on the South side of Potter Hall. If you cannot find parking in one of these spots, please take the extra time to park in a spot that is safer for loading and unloading. Please keep your child(ren) in arm's length at all times and preferably holding hands. Do not let your child run ahead of you towards your car. You are welcome to hang out on the playground before or after school in the safety of the fenced playground to have conversations with other pre-k families. **Please do not park in the driveway as there is a potential of hitting a child as you back up.** When parking near Potter Hall, please do not idle your vehicle unless you need to do so in extreme heat or cold.

Smoking is not allowed in or near Potter Hall.

ABSENCES & HEALTH |

If your child has been running a fever any time within the last 24 hours, has diarrhea or is vomiting, is coughing a lot, or has stated or is acting like she/he is really not feeling well, please keep your child home. Children may come back to school after they are free from symptoms for 24 hours. Sending your child to school ill may lead to teachers and other children getting and continuing to share illnesses. If your child displays any of the previously mentioned symptoms, we will contact you to pick up your child. Children who become sick at school will be separated from the other children and comforted under teacher supervision. If your child is going to be absent, please let us know by calling in for illnesses or sending a note ahead of time for planned absences.

We will be tracking illnesses so that we can protect everyone's health. If your child has a communicable disease such as the chicken pox or head lice, we need to know so that we can inform other parents, as well as take appropriate measures in the classroom. We will notify you if Linfield University prepares policies or materials regarding specific outbreaks (such as COVID-19 or H1N1).

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Please, if possible, avoid the need for medication to be administered at school. However, if needed, it is required that a parent/legal guardian provide written permission (Pre-K form) for over-the-counter and prescription medicine before the school can administer it. All medications are required to be kept in a lock container or cabinet. Non-prescription skin protectants such as lotion, lip balm, etc. require parental/guardian consent as well.

EMERGENCY PLANS |

Earthquake/Fire/Lockdown

In case of an earthquake, fire, or other emergency situation, you may be assured that we will exit the building immediately according to our practiced plan. If it is not possible to safely re-enter the building, your children will be walked to the small parking lot on the corner of South Davis and Linfield Avenue where you may pick them up as soon as you are able. A lockdown plan is in place to keep the children securely in the building until it is safe to release them. If needed, children may be picked up at the S. Davis and Linfield Avenue parking lot.

SCHOOL DRESS |

Label all outerwear with your child's name.

Children need to dress comfortably and in clothing that can be easily washed. We are careful to wear painting shirts when doing messy things, but children find ways to get paint on their clothing even with this protection. Clothing like sandals, cowboy boots, long dresses, and shoes without rubber soles can cause accidents.

Rubber soled shoes or tennis shoes are the safest for running and climbing at school. We go outside unless it is raining or very cold, so please send a jacket or sweater each day.

NUTRITIONAL POLICY AND SNACKS |

Juice and crackers need to be replenished throughout the year.

Everyone brings snacks during the year.

Watch for notices in the family newsletter or look for a snack reminder by the sign in book.

Juice should be “100% juice,” such as apple, cranberry, grape, or Orange, and come in the 46 oz. size. Suggested crackers are Ritz, Wheat Thins, Gold Fish, Cheez-Its, or Triscuits. Unsweetened dry cereal such as Cherrios, Chex, Kix, etc., works as well. Children are offered one two-ounce serving of juice and a second serving, if desired.

All snacks must be store-bought – NOT homemade.

If you would like to bring a treat such as fresh or dried fruit, vegetables, (or any other nutritional food your family enjoys), talk with a teacher ahead of time, so we can schedule a “special snack.”

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Foods need to be store bought. We cannot have homemade food at the school. If your snack requires preparation, bring the ingredients in and we will prepare the snack at the school—just let us know in advance!

BIRTHDAYS |

Birthdays are fun at Pre-Kindergarten. Children enjoy bringing a “special snack” (not homemade). Many families prefer to limit high sugar treats. Some of the favorite birthday snacks in the past have been fresh fruits, Go-gurts, and string cheese. Rather than bringing snack items, you might consider bringing something for the classroom, such as a package of stickers to add to our classroom writing table. We will still sing Happy Birthday, etc., to make the day special. Please schedule birthday activities ahead of time, so we don’t have two birthdays on the same day (unless parents have preplanned together).

If your child has a summer birthday, you may choose to celebrate his or her “half-birthday,” or we can schedule a “Happy Summer Birthday” in April or May.

PARENT/GUARDIAN COMMUNICATION |

Informal conversations: Occur at arrival and departure time.

Family bulletin board: Located just to the left as you enter the school. Please check the board often.

Special notes: Sent home as needed. You will find these on your child’s sign-in page.

Open communication is important.

Newsletters: Give updates on upcoming activities and events and are available at the Pre-K website: <https://www.linfield.edu/pre-k/> . Hard copies are posted on the family bulletin board and are available on request.

Monthly calendar: Include learning themes, special dates, and snack information and are available at the Pre-K website: <https://www.linfield.edu/pre-k/> . Hard copies are posted on the family bulletin board and are available on request.

Activity plans: Posted on the family bulletin board each week, so that you can see what we are doing at school.

Parent information area: Located near the parent bulletin board. Contains helpful resources about family concerns, play dough recipes, etc. You may take publications home for your own use. Information regarding community events can be found in this area as well.

We strive to work as a team with families in the best interest of their child. If issues do arise, we encourage families to work with Pre-K staff to engage in active listening, and brainstorming for solutions. If necessary, meetings can be initiated with the Pre-K assistant director and/or director.

CONFERENCES |

We have scheduled student conferences twice this year: in October and in April. Conferences provide an opportunity for teachers to share what we observe at school, as well as learning more about parent/guardian goals for their children.

VIEWING ROOM |

The Linfield Pre-Kindergarten is an educational lab school which provides a child development program for the preschool child and an educational learning experience for Linfield University students.

The viewing room gives university students the chance to watch children in action. During the school year, there will be students in the viewing room as part of their university course work. They will be observing preschool interactions, teaching techniques, and general classroom functioning.

Only pertinent people are allowed in the viewing room with the university students receiving priority. We are asking families to only use the viewing room if there is a pressing need. Then, families can check with a lead teacher to determine availability and set up an appointment. Due to the size of the room and lack of ventilation, we are limiting the space to three people at a time.

While using the viewing room, be mindful that anything you say in the viewing room can be heard in the classroom. To avoid distractions, please do not bring babies or other children into the viewing room and please silence cell phones. If university students are present, please do not ask them questions. They do not represent the program. Instead, direct questions to Ms. Gurley or Mrs. Flanders.

A code is required to gain access to the viewing room. Education faculty and staff are instructed to **not** open the door or give the code out.

CONFIDENTIALITY |

We maintain confidentiality a variety of ways. Children's records are placed in a locking file cabinet. We require all staff, interns and student teachers to submit a signed confidentiality statement. Documents are shredded when no longer needed. Records are only available to teaching staff, legal guardians and regulatory authorities. In addition, when taking photos or videos in the classroom or during any class activity that you intend to share on social media sites, please only take photos of your child or crop out faces of classmates and their families. The only exception is if you have explicit consent from a parent or legal guardian. For various reasons, this is a safety and privacy issue to protect our Pre-K children.

VOLUNTEERING |

Parents and guardians are always welcome!

We love having parents in the classroom. Volunteers are especially needed during January, since many college students are gone. We will send around a volunteer sign-up sheet for the month of January before winter break.

Parents are needed to drive on our field trips; sign-ups are posted ahead of time, so you may arrange your schedule accordingly.

Please turn cell phones off or put them into silent mode whenever entering the classroom or playground. Please wash your hands as soon as you arrive (and when you leave, if you want to prevent illness for yourself!).

Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers/interns/volunteers check frequently on children who are out of sight.

Important considerations:

- Be aware when children leave the classroom to use the restroom independently and check on them frequently.
- If a child needs help toileting, please get a paid staff person to assist him/her. Pre-K students must be toilet trained.
- There must be an adult in the art room if children are in that room.
- Children should be in the hallway only to get a quick drink of water.
- Practice safety with blood-borne pathogens. If you receive a cut, immediately apply first aid and ensure that any affected areas of the classroom are sanitized. Notify a teacher. If a child receives a cut, do not touch the blood or affected area. Use the gloves provided in the first aid kit or ask a teacher to attend to the situation. Again, ensure that any affected areas of the classroom are sanitized and let a teacher know what has happened.
- **In order to protect each child's privacy, the Linfield Pre-K follows the federal mandate known as FERPA (Federal Educational Rights and Privacy Act). We ask that volunteers do not discuss children or incidents at the Pre-K with others.**
- When in doubt, ask us. We are happy to help and glad you are here!

No adult shall ever be alone with a child at the Linfield Pre-K.

GUIDANCE |

Basic guidelines we use with the children:

- Walking feet are for inside
- Running feet are for outside
- Quiet voices are for inside
- Noisy voices are for outside
- Be kind to each other

There are three “red flags” that need immediate intervention:

1. If a child is hurting him or herself
2. If a child is hurting others
3. If a child is hurting school property

All other issues are resolved by the children—with a teacher, assistant, intern, or volunteer helping, if needed.

BACKGROUND CHECKS |

Any adult who will be spending time in the classroom as a volunteer will be required to complete a background check through CRIS. Please pick up a Criminal History Verification of Applicants/Volunteers form inside the classroom. If you have concerns, please talk to Ms. Gurley or Mrs. Flanders. At this time it is of no cost to families to process the form.

MANDATORY REPORTERS |

Preschool staff members are mandated by Oregon law to report any suspected child abuse or neglect, following the state guidelines. Please visit the following website for additional information: https://www.oregon.gov/dhs/abuse/pages/mandatory_report.aspx

If a teacher is accused of child abuse or neglect, the Linfield University policy of immediately removing the teacher and placing her/him on paid leave will be followed. An investigation will be initiated by Human Resources. The accusation must be reported to Child Protective Services.

FIELD TRIPS |

Field trips will be planned throughout the year according to interest. Parent/guardian drivers are required unless it is a walking field trip. Parent/guardians are required to attend most field trips. We will notify parent/guardians as soon as possible about field trip dates with information to follow.

We will use the permission slip you sign on the registration form each time we go on an on-campus walking field trip. We will never take children on an **off-campus** field trip without

Linfield University Pre-K Laboratory School

parent involvement. Sometimes, we do take on-campus walking excursions without advance notice. Parents drive on field trips and are required to read and sign our field trip guidelines. All children must be in a car or booster seat during field trips.

UNENROLLMENT |

A family may be asked to unenroll if:

- Tuition is regularly received late
- Child is not attending regularly
- Child is regularly late being picked up
- Unresolved behavior issues
- Child is regularly being sent to school sick

LINFIELD PRE-KINDERGARTEN STAFF |

ANGIE GURLEY, DIRECTOR

Angie graduated from Kansas State University with a Bachelor of Science in Family Studies, Human Services, and from University of Kansas with a Master of Science Degree in Early Childhood Special Education. Angie has been working with children and their families for over twenty years. In addition to being director of the laboratory school program, Angie is the lead teacher in the Tuesday/Thursday classrooms.

BRENDA FLANDERS, ASSISTANT DIRECTOR

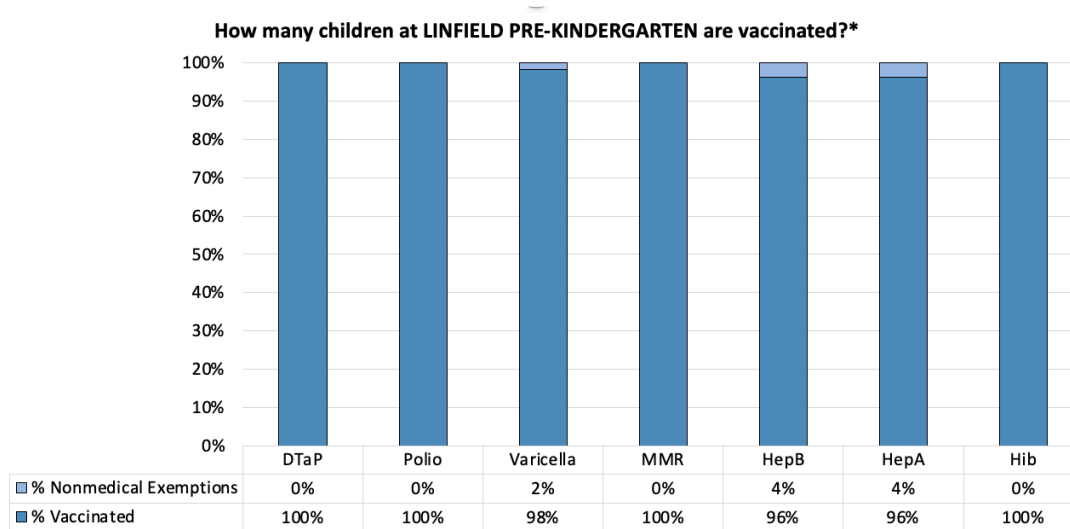
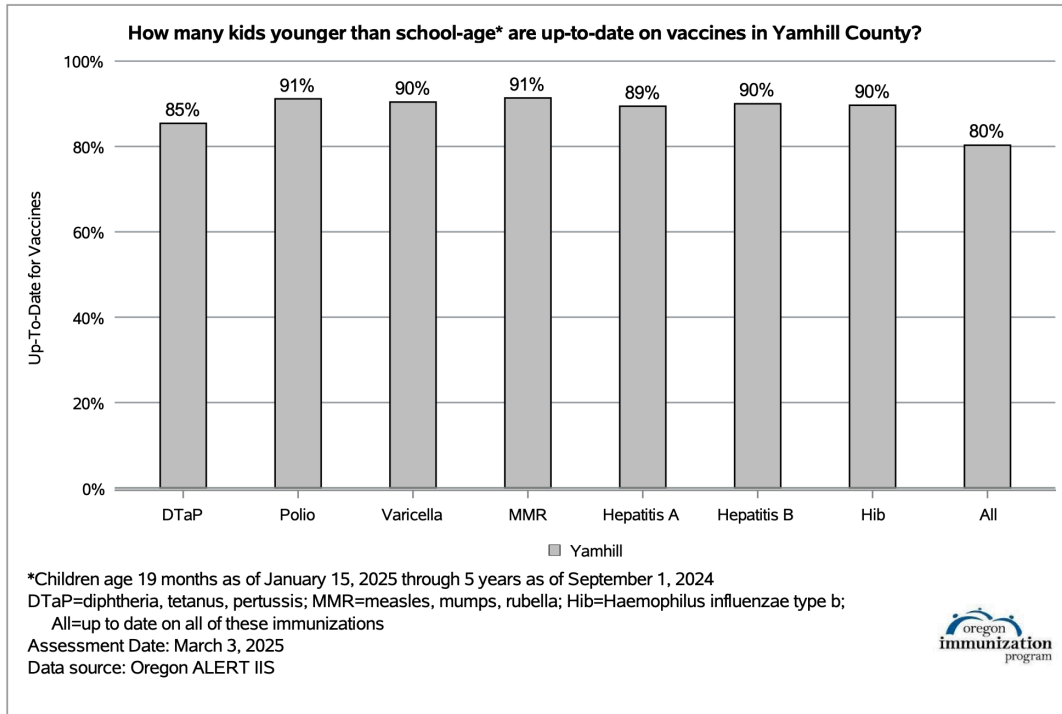
Brenda has more than 20 years working with children and their families. She has a Child Development Associate credential (CDA), and numerous trainings and certifications related to working with children and their families. Her most recent jobs include being a lead teacher for preschool classes at St. James Catholic School and Head Start. Brenda has a passion for teaching and connecting with families. Brenda is the lead teacher in the MWF classrooms.

STAFF |

The Linfield Pre-Kindergarten is staffed by dedicated faculty who value children and their development. University students serve as interns within the classrooms. University student experience varies from beginning interest in working with young children to those who have spent many hours in classrooms as part of their university experience. All of these interns and teachers allow us to provide a very high teacher-child ratio.

Linfield University does not discriminate in its educational and activities programs, or in admissions or access as required by Title IX of the Education Amendments of 1973, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the American With Disabilities Act of 1990 and their implementing regulations.

Most recent data from the state on Yamhill County vaccination rates



Number of children at the school**: 54
 Percent of children with no immunization or exemption record: 0%
 Percent of children with a medical exemption for one or more vaccine(s): 0%

March 2025

* Not all immunizations are required for all grades. These numbers may not total 100% if some children have medical exemptions, or are incomplete or in process with immunizations but do not need an exemption because they are on schedule.

**There is/are also 0 child(ren) enrolled for whom immunizations are not required to be reported because their records are tracked by another site or they attend fewer than 5 days per year.

**There is/are also 0 child(ren) 18 months of age or younger who are not required to be finished with their pre-school vaccines because of their age.

LINFIELD PRE-KINDERGARTEN 2025-26 SCHOOL CALENDAR |

September 1	NO SCHOOL: Labor Day
September 2-5	First week of preschool: each child attends one designated day, 8:45-10:00 or 12:30-1:45
September 8-12	Shortened days: 8:45-10:30 or 12:30– 2:15
September 15-19	Regular class times: 8:45-11:15 or 12:30-3:00
October 10	NO SCHOOL: Staff in-service
October 23-24	NO SCHOOL: Parent Teacher Conferences
November 11	NO SCHOOL: Veterans Day
November 12-13	School photo day
November 24-28	NO SCHOOL: Thanksgiving/Linfield fall break
December 8	Last day for M/W/F classes
December 9	Last day for Tu/Th classes
Dec. 10-Jan. 2	NO SCHOOL: Winter break
January 5	School resumes
January 19	NO SCHOOL: Martin Luther King, Jr. Holiday
January 30	NO SCHOOL: Staff in-service
February 16	NO SCHOOL: Presidents Day
March 23-27	NO SCHOOL: Spring break
April 9-10	NO SCHOOL: Parent Teacher Conferences
May 21	Last day for Tu/Th classes
May 22	Last day for M/W/F classes