



Preschool Parent Handbook 2026/2027

Contact Information

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Head of School

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School Philosophy

At Tucker Maxon School there is an intentional focus on listening and spoken language. A language-rich environment is created with many opportunities for open-ended discussion, hypothesis, and critical thinking. Vocabulary, abstract language and question comprehension are also critical to a child's success in school and occupy a prominent place in our curriculum.

A unique part of our philosophy is the co-enrollment of typically hearing students and students who are deaf or hard of hearing. Learning alongside students who are deaf or hard of hearing, our hearing students learn to value differences and communicate clearly. Likewise, learning alongside typically hearing students, our students who are deaf or hard of hearing improve their listening and spoken language skills. Any decisions involving the school are made based on what is best for all our families and their children.

Mission

To teach deaf and hearing children to listen, talk, learn, and achieve excellence together.

Goal

To help every child reach their full potential in school and life.

Core Values

Confidence Creativity Conversation Community

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GENERAL INFORMATION AND POLICIES

Hours of Operation

Tucker Maxon's hours of operation are 7:30 am – 5:30 pm Monday through Friday.

- The Preschool school day is from 8:30am - 2:30 pm Monday through Friday.
- The Explorer's before school program is offered from 7:30 am - 8:30 am.
- The Explorer's after school program is offered from 2:30 pm - 5:30 pm.

School closures include but are not limited to: Labor Day, Thanksgiving break, Veteran's Day, Winter Break (two weeks), New Year's Day, Martin Luther King Jr. Day, President's Day, Spring Break (one week), and Memorial Day. Please see the attached school year calendar.

First Day Checklist

On the first day of school, please make sure your child has the following items:

- A change of clothes—bottom, top, underpants, socks (these will need to be updated throughout the year to ensure the change of clothes on hand is appropriate for the season)
- Water bottle—one that your child can open and close without assistance
- Preschool nappers—small pillow, stuffed animal friend, mat sheet, and blanket
- Sunscreen
- Seasonal footwear and outerwear— throughout the school year, please be sure to send appropriate outerwear and footwear for the season. Rain boots can be left at the school.
- A family photo or family photo collage no bigger than 8 ½ x 11.

Daily Procedures

Drop Off – If your child is enrolled in the Explorers before school program please bring your child through the west gate and ring the doorbell on the preschool building to drop off your child. Regular drop off is at 8:30 am and teachers will receive you at their exterior classroom doors. If you are dropping off after 8:30 am please ring the elementary school building door bell and check in at the main office. No pets on the playground please.

Pick Up – The preschool day ends at 2:30 pm. Please gather on the playground outside the exterior preschool classroom door and your child will be dismissed from those exterior doors. Please exit the playground by 3:00pm, so the Explorers program can safely come outside. If your child is enrolled in the Explorers program after school program, please enter the campus through the west gate and ring the preschool building doorbell and a staff member will meet you there. On days that the Explorers are playing outdoors, please check in with a staff member outdoors before leaving with your child and exit the playground within 15 minutes of your pick-up time for safety and security. No pets on the playground please.

Parents/legal guardians will indicate the adults who are authorized to pick up the child on the child's paperwork. All adults picking up children must be prepared to show photo ID as often as requested by Tucker Maxon staff. Adults who are not authorized to pick up in writing will not be allowed to pick up the child.

Daily Schedule

- 7:30 am - 8:30 am – Explorers before school program
- 8:30 am - Preschool drop off
- 9:00 am – Transition to classrooms and visit the bathrooms
- 9:20 am – Specials (art, music, library, & PE rotation)
- 10:00 am – Morning Circle
- 10:10 am – Morning Snack
- 10:30 am -12:30 pm – Outdoor Exploration/Free Choice
- 12:30 pm - Lunch
- 1:00-2:00 pm - Quiet resting/nap time
- 2:30 pm - Preschool end of day/pick up
- 2:30 pm - 5:30 pm – Explorers afternoon program, snack served at 2:30 pm

Meals & Mealtimes

We provide two healthy snack times: one in the morning and one at 2:30 pm if your child stays for the Explorers after school program. A catered lunch program is offered for free to Preschool for All Families. Families that are not enrolled in Preschool for All must send a snack(s) & lunch from home for their child each day.

All snacks include a minimum of two food groups (protein, a fresh fruit or vegetable, and a whole grain) as well as 1% milk. Children will be encouraged to try new foods but are not required to eat specified foods or amounts. Children and teachers work together to both set and clear the meal tables. At mealtimes, teachers and students sit together in small groups. Socializing is encouraged, table manners are modeled, good nutrition and eating habits are encouraged, and self-help skills are increased.

Tucker Maxon strives to meet all food accommodations and to also keep children with allergies safe. We are NOT a nut free facility. Please check the bulletin boards for information regarding meals served.

Sunscreen

Tucker Maxon requires parents to provide sunscreen for their child. We ask that on days when sunscreen is necessary that you apply it to your child before or upon arrival. Teachers will reapply during the day as needed. Sunscreen must be in its original container and labeled with your child's name and you will be required to sign a prescription permission form, which will be stored at the school for you.

Support Services

We collaborate with health and related service professionals (e.g. MECP) to address the individual health needs of children as applicable. We welcome and invite health and related service professionals to visit our classrooms and/or provide support during the school day. We adjust our daily procedures and/or policies to include children with special health needs (temporary or ongoing). For example, we include Individual Family Service Plan (IFSP) goals for individual children

when planning our daily activities.

Medications

If your child requires medication during the day, you must complete and sign a medication form that includes the name of the medication and specific dosage information. All medicines must be in their original container. All medications are kept in the main office with the exception of any necessary rescue medications for specific children, which are securely stored in the classroom. All medications must be administered by a trained adult.

Immunizations

Tucker Maxon supports the collective health and safety of families, staff, and is a pro-vaccination community.

Students at Tucker Maxon must have complete and current vaccinations prior to the start of school or must complete the nonmedical vaccination exemption form.

Toileting Policy

Tucker Maxon prefers that all children enrolled in our preschool program be toilet trained upon enrollment. We ask that families begin working with their child on toileting skills prior to starting school to help support a successful transition into the classroom. Consistency between home and school is important, and we encourage families to mirror the toileting practices and expectations used at school whenever possible.

We understand that children who are newly transitioned from diapers to using the toilet may occasionally need assistance and support in the bathroom. Our teachers are prepared to support children using respectful, encouraging, and age-appropriate language. During naturally occurring opportunities, teachers will provide positive verbal coaching to help children learn and practice the steps necessary for a successful toileting experience. When needed, teachers may provide physical assistance to help children complete toileting tasks safely and successfully.

Our goal is to help children develop independence and confidence in their toileting skills. We believe that mastering self-help skills in the bathroom contributes to a child's self-esteem, personal growth, and overall sense of competence. Teachers will work collaboratively with families to support each child's progress toward becoming fully self-sufficient in the bathroom.

Tuition & Finances

Please see the school administrator for information regarding tuition and finance information or email info@tuckermaxon.org.

Explorers Program

Our Explorers before and after school programs are open to all Tucker Maxon families for monthly pre-purchase for private pay families and free of charge for PFA families. For information about the program please email explorers@tuckermaxon.org This program has a space limit and is filled on a first come first serve basis—the Explorers before school program begins at 7:30 am and Explorers after school program operates from 2:30 pm - 5:30 pm.

Late Pick Up Fees

The afterschool program ends at 5:30 pm. Please do not be late to pick up. Families picking children up after 5:30 pm **will be charged a late fee of \$50.**

Withdrawal Policy

If you need to withdraw your child from school, please contact the main office for information regarding this process and associated money due upon withdrawal, info@tuckermaxon.org.

Increases in Tuition (excluding PFA families)

Tucker Maxon reserves the right to increase tuition.

Health & Illness

We understand that keeping a child home when they are sick can be challenging for families and may require changes to work or caregiving schedules. However, to help maintain a healthy environment for all children and staff, we ask that children who are ill remain at home. If a child arrives at school displaying signs of illness, we may ask that they return home until they are well enough to participate in the school day. You will be called and asked to pick up your child if your child exhibits symptoms or sickness, including but not limited to:

- Illness that prevents your child from participating in activities.
- Illness that results in greater need for care than we can provide.
- Fever (100.4 or higher)
- Diarrhea
- Vomiting
- Redness of throat or swollen glands
- Rash with fever, unless a physician has determined it is not a communicable disease.
- Pink or red conjunctiva (pink eye)
- Strep throat
- Difficulty breathing or abnormal wheezing.
- Head lice, until treatment and all nits are removed.

- Scabies, until 24 hours after treatment.
- Chickenpox, until all lesions have dried and crusted.
- Pertussis (Whooping Cough), until 5 days of antibiotics.
- Hepatitis A virus, until one week after immune globulin has been administered.
- Persistent or severe coughing or excessive sneezing.
- Confirmed or suspected viral infections such as COVID-19, Influenza, Norovirus.

We will do our best to keep your child comfortable, but they will be isolated from all activities until you arrive.

Children who have been ill may return when:

- They are free of fever, vomiting and diarrhea for 24 hours without medication.
- They have been treated with an antibiotic for 24 hours.
- They can participate comfortably in all usual activities.
- They are free of open or oozing skin conditions.

Parents/guardians are required to notify the school promptly if a child is diagnosed with a contagious condition so appropriate health notifications can be made while maintaining confidentiality.

If a child had a reportable communicable disease, a physician's note stating that the child is no longer contagious and may return to school is required.

Screen Time

Computers and electronics are used sparingly and with intention.

SAFETY & COMMUNICATION POLICY

At Tucker Maxon, the safety and well-being of every child is our highest priority. We are committed to providing a secure, nurturing, and responsive environment where children can learn, explore, and thrive.

We believe that a strong partnership between parents and our team is essential to each child's success. By building trust, fostering open communication, and maintaining a shared commitment to each child's well-being, we work together to create a nurturing and safe environment where every child can thrive, grow, and feel a true sense of belonging.

We believe that strong communication between school and home is foundational to safety, trust, and partnership.

Child Supervision and Safety

Children are supervised at all times by qualified staff during classroom activities, outdoor play, transitions, meals, and rest periods.

To maintain a safe environment, Tucker Maxon will:

- Maintain required staff-to-child ratios in accordance with state licensing requirements
- Conduct regular safety checks of classrooms, playgrounds, and learning environments
- Ensure all staff are trained in emergency procedures, first aid, and child safety protocols
- Follow secure arrival, dismissal, and visitor procedures

Children may only be released to parents, legal guardians, or individuals authorized in writing by the family.

Arrival and Dismissal Procedures

Families are expected to follow all arrival and pick-up procedures to ensure smooth and safe transitions.

- Children must be signed in and out each day by an authorized adult
- Staff must be informed directly of a child's arrival and departure
- Any changes to pick-up authorization must be communicated to the school in advance
- Identification may be requested when an unfamiliar authorized adult arrives for pick-up

If a child is not picked up on time and staff are unable to reach a parent or emergency contact, school protocols for late pick-up and child safety will be followed.

Incident, Injury, and Emergency Response

In the event of an injury, incident, or emergency:

- Staff will respond immediately to ensure child safety
- First aid will be administered when appropriate
- Emergency services will be contacted when necessary
- Families will be notified as soon as possible

All significant injuries, incidents, or safety concerns will be documented and shared with families.

In emergency situations requiring evacuation, lockdown, or shelter-in-place, Tucker Maxon will follow established emergency procedures and communicate with families as soon as it is safe to do so.

Communication with Families

We believe communication should be timely, respectful, transparent, and rooted in partnership.

Families can expect communication through:

- Daily and/or weekly classroom updates or reports
- Email or digital communication platforms
- School newsletters and announcements
- Conferences and scheduled meetings
- Direct communication from teachers or leadership when concerns arise

Important safety-related communication will be prioritized and shared promptly.

Family Responsibility in Communication

Families play an important role in supporting a safe school environment. Parents/guardians are expected to:

- Keep emergency contact information current
- Inform the school of changes in family circumstances relevant to child safety
- Communicate absences or schedule changes
- Share important medical, behavioral, or emotional updates that may affect a child's day

Confidentiality and Respect

To protect the dignity and privacy of children, families, and staff, Tucker Maxon maintains confidentiality regarding health, behavioral, and family matters.

Safety concerns involving other children or families will be addressed by school leadership while respecting privacy and legal confidentiality requirements.

Commitment to Partnership

A safe school environment depends on trust, shared responsibility, and open communication. Tucker Maxon is committed to partnering with families to ensure every child feels safe, supported, connected, and ready to learn.

GUIDANCE POLICY

Adult/Child Interactions

Our program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.

The ways in which we engage with children include:

- Use open-ended questions to engage in frequent conversations with children and provide feedback on their ideas, comments, and work.
- Be in close proximity with children.
- Join children's activities using repetition and extension.
- Use positive comments and encouragement with children.
- Acknowledge and validate children's emotions.
- Focus interactions on children's activities and interests using self-talk, parallel talk, and broadcasting.
- Use scaffolding to help children to understand concepts, answer questions, or complete activities.

Conflict Resolution and Discipline

We believe discipline is a learning process rather than a form of punishment. Our role is not to solve conflicts for children, but to provide them with the guidance, language, and tools needed to resolve conflicts and challenges independently. Through proactive and preventative strategies, classroom agreements and expectations are clearly established at the beginning of the year and reinforced consistently by staff. We believe that when children are given the freedom to explore and develop according to their individual needs and interests, they gradually develop an "inner discipline" rooted in self-regulation and responsibility. Until that self-discipline emerges, children benefit from supportive adult guidance. When needed, teachers help children identify more constructive choices, experience natural and logical consequences for their actions when appropriate, and develop the skills necessary to make positive decisions. In more challenging situations, a child may remain close to an adult for support until they are regulated and ready to successfully rejoin the activity. Discipline will be implemented using the following strategies:

- Remain calm, detached, reasonable, and fair.
- Guide the child(ren) who are having problems to another area or activity.
- Encourage children to feel they are needed as helpers
- Avoid power struggles.
- Have the child take responsibility for their actions.
- Make use of logical and natural consequences
- Be a role model.
- Make sure children feel important and respected.
- Meet individual needs.
- Role-play problematic situations as a group.
- Maintain open communications with parents on a positive level

If a child is hurting other children or staff, we will partner up with parents or guardians to address the situation, creating strategies both in the preschool and at home. If mutually agreed upon

strategies are not effective, Tucker Maxon reserves the right to ask a child/family to withdraw from school to preserve the safety of the classroom.

Biting Policy

We recognize that biting can be a normal developmental behavior for young children. However, our top priority is ensuring the safety of all children. If biting becomes frequent, we will meet with parents to create a plan to address the issue. We'll monitor progress closely and provide regular updates.

If, despite these efforts, the behavior persists, we will reconvene with the parents to discuss further steps to ensure the well-being and safety of all the children in our care. Our goal is always to work together in the best interest of the child while maintaining a secure and supportive environment for everyone.

At Tucker Maxon, we believe that a strong partnership between parents and our team is key to each child's success. By building trust, fostering open communication, and adopting a shared approach, we are committed to working together to create a nurturing, safe space where your child can thrive and grow.

TUCKER MAXON STAFF AND VOLUNTEERS

Staffing and Classroom Size

Group size, child-staff ratios, and staffing patterns are appropriate for the children's ages and are established to positively affect the children's emotional development, cognitive development, safety, and health. Moreover, we establish and maintain consistent teachers and substitute teachers throughout the year. The state of Oregon requires ratios of 1 adult to 10 children in every preschool classroom. Our preschool classrooms have a teacher and an educational assistant in each room with two floating staff to support.

Volunteers

All classroom volunteers are required to complete a Central Background Registry background check, must sign in and out in the main office, and wear a visitor badge while on campus.

SCREENINGS, ASSESSMENTS AND PARENT ENGAGEMENT

Screenings & Assessments

It is a school policy to perform a development screening on each student within 45 days of entering the program and on an annual basis, using the Ages & Stages Questionnaire (ASQ). Information from the ASQ screening is used to measure children's learning and development for program planning and to refer children for specialized assessment when indicated. For more information on ASQ, please visit their website at <https://osp.uoregon.edu>.

Teachers regularly observe children, conduct developmental assessments, and collect student work samples throughout the school year to monitor progress and support each child's continued growth and development.

Parent-Teacher Conferences

We hold two parent-teacher conferences over the course of the school year: one in the Fall (October) and one in the Spring (April). We value partnering with families and recognize the important role they play in their child's growth and development. Families will have opportunities to share their child's interests, strengths, and preferences, receive updates on their child's progress, and collaborate with teachers in supporting learning and developmental goals. Conferences are typically scheduled for 30 minutes, providing dedicated time for meaningful conversation and partnership. Sign-up sheets with conference times will be posted prior to conference week. In general, times are set to ensure that the conference time is mutually convenient. Conferences are for parents, guardians, and teachers only (children are not invited to attend) and are held at the preschool or can be virtual if more convenient.

Tucker Maxon does offer Conference Care through the Explorer's program. If you are interested to learn more about Conference Care, please email explorers@tuckermaxon.org.

EMERGENCY PROCEDURES AND UNEXPECTED CLOSURES

Emergency Procedure

In case of an emergency, we will evacuate the school, following our designated evacuation plan. Our designated "safe point" in the event of an evacuation is on the west side of campus, outside the gate, in the bocce ball court. Once all children are safely evacuated and accounted for, we will contact parents and inform them of the situation. We practice evacuations and fire drills with the children monthly.

If the school cannot be entered again after evacuation, parents and guardians will be asked to pick up their children.

Acute Illness of Staff

If multiple teachers develop an acute illness, all efforts will be made to contact other staff or substitutes to take over class for the day. If other staff or substitutes are not able to cover, we will either shorten the class day or close the class for that day. Parents will be notified as soon as possible.

Utility Disruption

If utilities are disrupted at Tucker Maxon, the school will make every effort to remain open. The decision to close the preschool or delay its opening will be based on the following factors:

- The amount of natural light in the preschool

- The temperature of the preschool
- The ability and necessity of heating food or keeping it refrigerated
- The risk to the health and well-being of children and staff
- Lack of running water for washing and toileting

We will begin calling parents/guardians to inform them of the situation as soon as possible after service has been disrupted.

Inclement Weather

Since Tucker Maxon is located within the boundaries of the Portland Public School (PPS) District, we abide by their decisions in regard to delays and closures due to inclement weather. Therefore, if PPS schools close, Tucker Maxon is closed. If PPS has a delay, we have the **same length of delay from our 8:30 am start time. Please note, if there is any delay or closure, there will be no before school program. If there is any early release or closure, there will be no after school program.**

The decision to close the preschool or delay its opening will also be based on:

- Whether or not there is utility disruption
- Damage to the preschool or outside area because of inclement weather and/or natural disaster
- The safety and well-being of the children and families in traveling to the school for drop off and/or pick up

CHILD ABUSE REPORTING

The Tucker Maxon staff are mandatory reporters. Staff and teachers must report all incidents of suspected child abuse and/or neglect. A report is not an already established fact, but rather a request to authorities for assessment into the condition of a child.

PROGRAM GUIDANCE AND DEVELOPMENT

Program Curriculum

Tucker Maxon is a play-based preschool that focuses on the social and emotional growth of children. We integrate programming, such as *Handwriting Without Tears* and *Heggerty* (phonemic awareness lessons), into our daily instruction.

Program Evaluation

Program evaluation will be conducted on an annual basis with the goal of continually improving the program. The evaluation examines the program's policies and procedures, care and educational

environment, curriculum, administration, and business practices. We request families complete the annual survey so that we may use the input and feedback to inform our decision-making about program changes.

Grievance Policy

Purpose

To ensure quality care for your child by encouraging open communication, addressing grievances/concerns promptly, and fostering a positive relationship between Parents and Preschool Program Staff participating in the preschool program at Tucker Maxon.

Reporting Information

If the grievance concerns potential child abuse and/or neglect, you must immediately report to the Oregon Department of Human Services (ODHS) at 1-855-503-7233.

Concerns about health and safety requirements of licensed child care facilities should be reported to the Oregon Department of Early Learning and Care (DELIC), you can call 1-800-556-6616.

Policy Statement

Addressing concerns effectively requires open communication between the Preschool Program and the parents or guardians. In many cases, positive solutions can be found through discussion and collaboration.

As outlined in the preceding sections of this handbook, Tucker Maxon has established program policies that are aligned with applicable state guidelines and Preschool for All contract requirements, including:

- Hiring and supervising preschool staff
- Facility conditions
- Nutrition and meals
- Behavior management
- Curriculum

Engaging in discussions or asking questions that contribute to your child's positive well-being is encouraged. If you encounter any issues with the facility or staff, please follow these steps:

- Discuss the concern with the educator who works with your child immediately.
- Allow time for the educator to follow up with you and resolve the concern.
- If your concerns persist, please take your concerns to the Assistant Head of School as soon as possible.

Most concerns can be addressed informally, through immediate conversation with staff and ongoing relationship building. Unfortunately, there may be times when a concern is not appropriately resolved or is of a more serious nature. Whenever possible, if a serious concern needs to be elevated, it is preferred that concerns are submitted in writing. However, we understand that there may be situations where alternative methods are necessary. These alternatives include:

- Conducting an in-person interview/conversation
- An online-meeting
- A phone conversation
- Recording the concern with written or oral affirmation, as requested by the individual

Process/Procedures

Informal Discussion:

Families are responsible for first discussing concerns directly with the preschool staff involved to try and solve them early.

- Family concerns regarding the facility or staff should be first discussed with the educator/staff member who works directly with the child.
- Allow time for follow-up from the educator regarding the concerns.

If issues persist, they should submit a grievance submission form to the Head of School (a copy of this form is provided at the end of this document).

Head of School Engagement:

Concerns that cannot be resolved through informal discussions with preschool staff will be addressed by the Head of School. Following the receipt of a grievance submission form, the following steps will be taken:

- The Head of School will speak to the educator who works directly with the child to learn more details about the situation.
- The Head of School will collaborate with the family and Executive Director, as necessary, on possible solutions and next steps.

Please allow time for the Head of School to carefully review the situation, gather relevant information, and implement a thoughtful resolution that addresses the main source of the concern.

Preschool & Early Learning Division Involvement:

In the case of exceptional circumstances, families may request a review of the complaint and resolution by the Multnomah County, Preschool and Early Learning (PEL) Division. The Head of School will cooperate and share all documentation and notes related to the complaint and the resolution to the Preschool and Early Learning (PEL) Division. Serious complaints from families may impact the Provider's standing and future contract with Preschool for All.

ACKNOWLEDGMENT FORM

This Parent Handbook has been prepared for your information and to help you understand the policies, philosophies, and practices at Tucker Maxon School. Please read the whole document carefully. Upon completion of your review of this handbook, sign the statement below and return it to your child's teacher.

Statement of Acknowledgment

I have received and read a copy of the Tucker Maxon Preschool Parent Handbook, which outlines the program and enrollment policies as well as the grievance policy and procedures. By signing the below, I acknowledge and agree:

- I have familiarized myself with the contents of this handbook and agree to the policies and requirements of enrollment for my child.
- I have received and read the grievance policy of Tucker Maxon School and I understand that this policy outlines the procedure to address and resolve concerns, complaints, or grievances. I am aware that it is my responsibility to adhere to the outlined steps and procedures should I have any grievances or concerns related to my experience with Tucker Maxon School.

Parent Name

Parent signature

Child's Name

Date

GRIEVANCE SUBMISSION FORM

All families are encouraged to first address their concerns directly with the preschool staff, allowing time for resolution. Addressing concerns effectively requires open communication between staff and the parents or guardians. Most concerns can be addressed informally, through immediate conversation with staff and ongoing relationship building.

If you were not able to resolve the situation through a conversation with the preschool staff, please use this form to submit any concerns or complaints you may have.

Name: _____

Email Address: _____

Contact Number: _____

Preferred Language: _____

Type of Concern (select all that apply):

- ☐ Preschool Staff
- ☐ Safety and Health
- ☐ Policy and Procedure
- ☐ Program
- ☐ Curriculum
- ☐ Building/Facility

Have you already addressed this concern informally, through immediate conversation with preschool staff?

- ☐ No
- ☐ Yes

How much time did you allow for the preschool staff to speak with you and resolve the concern?
_____ Days.

Please provide a detailed description of your concern.

Date of occurrence: _____ Staff Name (if applicable): _____

Please provide the potential resolution or result you would like to see regarding this matter.

Families are vital partners in our preschool community, and we greatly value your input in proposing solutions; however, it's important to acknowledge that our preschool environment caters to diverse needs and multiple moving parts, making it challenging to meet every expectation.

Jennifer Carver oversees the Tucker Maxon preschool program, please submit this form to her:

Head of School

Jennifer Carver, M.Ed.

jennifer.carver@tuckermaxon.org