



Child Time INC.

Reggio Inspired Learning Centers

PARENT HANDBOOK

The Avenues Preschool

50 South 900 East SLC, UT 84102

(801)328-4660

avenues@childtimeinc.com

The Second Avenues Preschool

91 North "R" Street SLC UT, 84103

(801)328-4660

secondavenues@childtimeinc.com

The Eastside Preschool

1650 East 3300 South SLC UT, 84106

(801)467-2888

eastside@childtimeinc.com

The Cottonwood Preschool

2890 Cottonwood Parkway Suite 150 SLC UT, 84121

(801) 748-0449

cottonwood@childtimeinc.com

TABLE OF CONTENTS

Welcome!	4
Administrative Structure	5
Federal Tax I.D. Number	5
State Licensing	5
Admissions	6
Class Schedules	6
Class Structure	7
Description of Standards	7
Discharge	8
Enrollment Forms	8
Immunizations	8
Kindergarten and After-School Programs	9
Non-Discrimination Policy	9
Parent/School Communication	9
Parental Anxiety	10
Ratios	10
Separation	11
Waiting List	11
Core Values	12
Mission Statement	12
Vision	12
Anti-Violence Philosophy	12
Biting and Scratching	12
Developmentally Appropriate Practice	12
Discipline/Appropriate Guidance	14
Diversity	16
Emergent Curriculum	16
Goals	16
Program Philosophy	17
Respect for Children	17
Value of Play	17
Assessments	18
Classroom Protocol	18
Conferences	19
Curriculum	19
The Daily Program	20
The First Day	20
Lunch Box Program	20
Nap Time	21
Sleep Recommendations for Infants	21
Snack Program	22
Outside Time	22
Advocacy/Media Presence	23
Alcohol & Firearms	23
Authorization to Pick Up Child	23
Birthdays	23
Child Abuse/Neglect	23
Closures	24
Closed Circuit Cameras and Audio Recordings	24
Clothing	24
Communications	25
Confidentiality	25
Custody Issues	25
Emergency Preparedness	26
Field Trips	26
Fund Raisers	26

Grievance Procedures 26

Holidays 27

Illness..... 27

Infection Control 28

Injuries..... 28

Late Pick- up Fees..... 28

Lost & Found 28

Medications 28

Non-Solicitation of Employees 29

Parking..... 29

Photographs & Video: 29

Questions Regarding Policies 29

Severe Weather 30

Specialist Referrals..... 30

Staff Evaluation and Training 30

Transportation Policy - 32 -

Babysitting - 33 -

Courtesy and Respect..... - 33 -

Parent Enrichment Evenings - 33 -

Parent Participation - 33 -

Parent Responsibility - 34 -

Playground Supervision..... - 34 -

Potty Trained – Definition - 34 -

Security At The Center - 35 -

Toys from Home..... - 35 -

Deposit..... - 36 -

Late Pick-up Fees..... - 36 -

Tuition Policy - 36 -

Welcome!

Dear Parent/Guardian:

Hello and welcome to Child Time Inc!

We would like to thank you for allowing us to participate in your child's early childhood education as well as your family life. We will work diligently to provide your child with a creative and inspiring environment that will value their personal contributions to their developing education.

First and foremost, we will work hard to assure that your child feels loved and nurtured, respected, and valued as a member of the classroom community and as an individual. It is our sincere desire to help your child reach his/her full potential through providing opportunities to:

- Explore fun and creative activities that will motivate as well as educate
- Develop a strong sense of self and self-confidence, enabling them to participate, take calculated risks and share their thoughts and ideas
- Increase social skills and the ability to communicate effectively with others
- Acquire academic fundamentals that will be the basis of all future education
- Cultivate a sense of community and how each of us has a place in the world

Highlights of our program include:

- Low teacher/child ratios
- Developmentally Appropriate Activities – Hands on learning
- Emergent Curriculum based on the interests and the developmental levels of the children in the class
- Educated Teachers

Please share your questions and comments with us as they arise. Open communication is crucial to your child's success at school. We try very hard to ensure that everyone has a complete understanding of our policies and procedures prior to enrollment, however there are bound to be questions as you get into your daily routine. The teachers and office personnel are happy to assist you in any way they can. We are well aware of the great responsibility that you have entrusted to us, we are not just preparing the children for elementary school, and we are helping to prepare them for life.

Thank you for choosing Child Time Inc.

Sincerely,

Veronica Nelson

President, Child Time Inc.



ALL PARENTS ARE EXPECTED TO BE FAMILIAR WITH PROGRAM POLICIES AND ABIDE BY THEM. PLEASE TAKE THE TIME TO READ THIS HANDBOOK THOROUGHLY. CHILD TIME INC, RESERVES THE RIGHT TO EDIT ANY OF THE INFORMATION CONTAINED IN THIS MANUAL AT ANY TIME, AND THE MATERIAL CONTAINED HEREIN SHOULD NOT BE CONSIDERED AS SOLE DETERMINATION OF POLICY.

ADMINISTRATIVE INFORMATION

Administrative Structure

President, CEO of Child Time Inc.: Veronica Nelson

Vice President, CFO of Child Time Inc.: Chris Nelson

Executive Program Director: Tasha Santistevan

In addition, each school has an individual school Director and Assistant Director.

Federal Tax I.D. Number

Our Federal Tax I.D. number is 01-0700407. The Internal Revenue Service requires this number for childcare tax credits.

State Licensing

Each of our centers operates under a DBA for that location. Our company name is Child Time Inc. the DBA's are The Avenues Preschool, The Cottonwood Preschool, The Eastside Preschool and The Second Avenues Preschool each is individually licensed by the State of Utah. Our standards exceed the state requirements in many areas. Licensing requires that we maintain current records on all personnel and children (one of the reasons for so much enrollment paperwork). We must have complete and up to date files on each child. No child may attend preschool without a complete file. These records are necessary and quite helpful for all concerned. A copy of the Child Care Center regulations is available in the director's office. You may request to see a copy at any time. You can also access the regulations online at <http://health.utah.gov/licensing/childcareforms.htm>.

All the dedicated, caring staff at Child Time Inc. want to be certain that your child has the very best early childhood experience possible. We want to thank you for entrusting us with that privilege and responsibility.

ADMISSIONS & ENROLLMENT

Admissions

The enrollment process begins with a tour of our facility and an explanation of our philosophy as well as policies and procedures. We desire to inform all potential clients about every aspect of our program so that they can determine if we are a good fit for their family. We do not wish for any child to go through unnecessary transitions. The reason for the Parent Interview is to determine whether the family and program philosophies support one another and are compatible, not to measure the academic development of the child. Our program does not discriminate based on family type, orientation, race, culture, or religion. Upon admission to our program all that we expect of the children is that they be themselves, have respect for others which includes having manageable behavior and an ability to follow directions that is developmentally appropriate for the age of the child. What we expect of parents and families is that you read the parent handbook and digital communication that we send through email or our parent engagement app. We expect parents and families to be partners with us, working together for the benefit of the children. We hope that you feel welcome and encouraged to become a part of the center. Communication is a critical element of working together, please feel free to offer suggestions, comments, and constructive criticisms as well as moral support. We only ask that communication be delivered in a respectful way and in the right environment (not in front of children).

Placement is dependent upon space available in the appropriate classroom as determined by the child's age. Children may be enrolled at any time during the school year providing there is availability.

Enrollment Priorities are as follows:

- Currently enrolled children graduating to the next class or increasing their schedules
- Full Time enrollments
- Largest schedule requested or availability to fill an opening
- Siblings of currently enrolled children
- Previously enrolled children returning for Summer Session
- General waiting list

Class Schedules

Our hours of operation are 7:30 AM - 6:00 PM, Monday through Friday. You may drop off any time after opening but the preschool program does not start until 9:00 AM. All children must arrive by 9:00 AM in order to have a morning snack at school. If your child is late you will need to ensure that he/she has eaten before arriving at school. We cannot allow children to eat in the classroom when the other children do not have food available. (This applies to children over the age of 18 months) If you arrive with food for your child you will need to sit with the child outside of the room until they have finished. You are welcome to send replacement or supplemental foods to be given to your child when all children are eating.

Full time children may use up to 10 hours per day. Part time, morning children must be picked up at 12:00 noon. Late fees will be charged if AM enrollments are not picked up on time. ALL CHILDREN 2 AND OLDER MUST BE IN CLASS BY 9:00 AM. There may be some flexibility with drop off time if there are extenuating circumstances depending on the impact that the late drop off has on the group.

As we develop our classroom community, we are trying to get the group of children acclimated to one schedule (Does not apply to children under 18 months old). Having a routine with consistent drop off and pick up times provides comfort to the children and enables them to self soothe. The primary reason for the 9:00 AM rule is to insure all children are present for the Morning Meeting where we discuss what activities are available in the classroom for

the day and welcome all children to school. The 9:00 Am rule also facilitates a peaceful naptime for all children, we have found that children that arrive after 9:00AM have slept later and are not ready for nap at the scheduled time. We do not allow children to be dropped off at naptime and pick-ups during this time are discouraged; it is very disrupting to the other children that really need the rest. However, parents and families are always welcome during morning or afternoon sessions.

We are eager to work with families and understand that sometimes late arrival cannot be prevented. In those circumstances we ask that you call the director and notify her that you will be late. If a child arrives after 9:00 AM and causes considerable disruption to the class, we may ask you to keep the child at home or make other arrangements for the day. If continued late drop offs impact our ability to provide a consistent quality care to the group or class a parent meeting will be scheduled to determine if our center is the best fit for a family.

Class Structure

Each location offers a different combination of classes and age groups. Please see the "locations" page on childtimeinc.com for the specific groups offered at each center.

<u>Age</u>	<u>Class Name</u>	<u>Comment</u>
Infant	Ladybugs	Full days only, must be 3 months old
Toddler	Hummingbirds & Guppies	No potty-training Requirement
2- & 3-year-old (2 by 9/1)	Koala & Panda Bears	No potty-training Requirement to enter the group but must begin potty training by age 2.5 and be completely potty trained by June 1, to continue to the next class
3- & 4-year-old (3 by 9/1)	Alligators, Dinosaurs & Polar Bears	Must be potty trained
4- & 5-year-old (4 by 9/1)	Kangaroos	Must be potty trained
5- & 6-year-old (5 by 9/1)	Private Kindergarten Program (This program is offered only if there is sufficient demand to fill the class.)	Full day Kindergarten
5 – 8-year-old (5 by 9/1)	Sunshine Club	Afternoon Extended Care & Summer Program

For a complete definition of Potty Trained please see page 39

Description of Standards

Child Time Inc. Preschool standards have been developed according to industry "best practice as defined by nationally recognized accreditation groups such as The National Association for the Education of Young Children (NAEYC), and The National Accreditation Commission (NAC). These high standards include but are not limited to:

- ★ Low staff - to - child ratios
- ★ Extremely low staff turnover
- ★ Trained, professional teachers and caregivers
- ★ *Developmentally Appropriate curriculum* which provides for independent, hands - on learning

- ★ *Appropriate Guidance* - “discipline” which gently guides children toward self-governing behavior, rather than using punishment. Children are taught positive negotiation skills - to use words to resolve conflict
- ★ *Commitment to the “whole child”*. Attention to individual development in all areas: self-esteem, socialization, creativity, responsibility, independence, fine motor skills and gross motor skills.

We have taken years to carefully develop our philosophy. We believe strongly in the methods and ideas that you will read about in this handbook. Learning through hands-on experiences has been proven to be the best way to help young children develop. We are committed to providing an enriching early childhood education to every child in our care.

While we are confident that our schools provide the best program for the majority of children, we understand that individual parenting styles and attitudes may vary. We encourage each family to make their decision based on the program that best suits the individual needs of their child and the expected outcomes of the family.

Discharge

Parental Withdrawal

If a family chooses to withdrawal from our program, a 30-day notice must be provided. It is the family’s responsibility to deduct the Tuition Prepayment from the last month’s tuition. If 30 days’ notice is not given, the Tuition Prepayment will be applied to the costs incurred from lack of proper notification. Prepayments are useable in childcare services only and will not be refunded.

Termination by Provider

In the rare instance, it becomes necessary to ask a family to find alternate childcare arrangements. We will attempt to provide 2 weeks’ notice. If we choose to end an enrollment. In cases of severe circumstances, we may be forced to terminate an enrollment without prior notice. Care may be terminated without notice for the following, but not limited to:

- Child is increasingly unhappy and unable to be comforted by teachers
- Child consistently physically or verbally abuses other children or staff
- Parent/guardian routinely abuses drop off and pick up times
- Family member has an inappropriate interaction with a staff member
- Nonpayment of Tuition
- Parent/guardian does not work with the staff to remedy concerns addressed with them
- Children that do not meet the potty-training requirement.

Enrollment Forms

State licensing requires that all forms are completed and returned to the office prior to a child being left in our care. THERE ARE NO EXCEPTIONS TO THIS POLICY. We will not allow a child to attend without a complete file. In addition, there are several forms that must be renewed annually. If we do not receive those forms, attendance will be interrupted until the file is current.

Immunizations

All children must be fully immunized for their age level before entering any program to comply with State Licensing requirements. As your child receives more immunizations, please notify the director so that we may document the updated information. If you have reason that your child is not immunized, then you must provide us with a waiver from the State Health Department. If there is an outbreak of an illness (that immunizations cover) all unimmunized children will be excluded from attendance until the outbreak is over as per Health Department regulations.

Kindergarten and After-School Programs

The Sunshine Club offers extended care that supplements the child's Elementary School Education. Before we can pick up a child from elementary school, they must be brought into the center to meet the teacher and to be shown the vehicle that we use to transport the children. To enroll in the Sunshine Club each child must be enrolled in an AM kindergarten at one of the public schools on our pick-up list or attend one of our Private Kindergartens. We do not take the children to school, and we do not provide care during class time that the elementary school is open. We do offer full time care for the days that the children are dismissed from their regular Elementary School programs. This

includes days such as: Career Ladder Days, UEA and some holidays (refer to the school calendar). It is also the parent's responsibility to notify the center director if there is an early dismissal, Snow Day, or closure of the elementary school for any reason. We receive school calendars from each school on our pick-up list; however, the elementary schools do not update us when changes are made.

Non-Discrimination Policy

Child Time Inc. honors the rights of all individuals. All individuals are respected and treated fairly. We do not discriminate based on gender, national origin, age, marital status, disability, sexual orientation, family type, race, culture, or religion.

Parent/School Communication

Understanding our parent's feelings, attitudes, questions, and concerns is *vital* to the effectiveness of our program. Staff members complete a Digital Daily Report for children aged 2 and younger. Digital reports are completed several times a week for children 3 through 5. To receive "real time" updates on your child we ask that you install the parent engagement application on your cell phone. Detailed instructions will be emailed to you with login information. Each child's account can accommodate only 2 separate logins, we can only add the parents listed on the enrollment documents to the digital system. The Parent engagement application is on a closed network and can only be accessed by those linked to the account. While we use the Parent Communication App to communicate to the entire center and individual families, we are unable to monitor incoming messages in a timely manner, when contacting the center for any reason we ask that you call or email the facility. Technology is a wonderful thing, but it is more important to us that the teachers dedicate their time and attention to the children and not feel pressured to prioritize reading messages. The teachers send pictures and messages as much as is reasonable when caring for a group. If you ever have an urgent matter to communicate to the center, a phone call is best.

Staff members are encouraged to converse with parents daily at drop off and pick up times to exchange information about the child and their day. Please do not discuss personal or confidential information regarding your child in the classroom when others are present. We value your confidentiality and would be happy to arrange for a time when the teacher can speak to you privately. To provide the best experience for your children, we must have feedback from you as parents. We encourage each parent to share comments, inquiries, and concerns with the director of the facility. Parents are always invited to call the director to discuss anything that is taking place at the facility. Remember - your input is very important, and it is always welcome.

If your child is experiencing a change in the home environment that may result in changes in his or her behavior, please let the teachers or director know so that we can work together to help the child through the transition.

The teachers will make every effort to work with children having difficulties, in order that they may participate safely and the safety and wellbeing of all the children is protected. If a child displays frequent disruptive behavior which is detrimental to the physical or emotional well-being of other children, the staff and parent will meet to discuss the situation and will develop a plan of action for improving the behavior. For more information see the Discipline/Appropriate Guidance section of this document.

Parental Anxiety

It is not easy to leave your child in childcare, however we know that a good, safe, developmentally appropriate program can enhance the early childhood years.

Try to avoid feeling guilty. Your child is in a happy, stimulating environment with the opportunity to make friends. Although nothing can replace the love and attention of a parent, we want to assure you that the teachers that work with your child are here because they are committed to working with young children. They devote their time and energy to developing a trusting, nurturing relationship with every child.

We support you, parents. And we promise to enrich your child's life with a caring, meaningful program. If you or your child are struggling with the transition into a center environment, PLEASE speak to the director, they can give you ideas that may make things easier for all of you.

Ratios

Age	Our Program	State Ratio
Infants & Young Toddlers	1:4	1:4
18 months & older	1: 4/5 The Guppy class will maintain a ratio of 1:4 until 6 of the 8 children are 2, and then they will go to a 1:5 ratio for the rest of the year.	1:4/7
2 years old	1:6	1:7
2- & 3-year-old	1:7	1:10
3- & 4-year-old	1:9	1:14
4- & 5-year-old	1:10	1:18
5 & older	1:12	1:20

Our program sets ratios based on the youngest ages of the children in the class when they are entering in the Fall. The children then remain in the class at the lower ratio, throughout the school year and the summer, if applicable. We do not support moving children on their birthday, this practice ensures that there will be a constant turnover of children within the group, and it prohibits the children from making lasting friendships and building a classroom community. The practice of moving children on their birthday also impedes the teacher's ability to assess a child's individual needs and development and create a curriculum that will foster growth of both the group and children as individuals. With infants and younger toddlers, we will evaluate when the children are ready to move to the next group based on their mobility and individual needs. When we move those young ones to the next group, we will attempt to move them in pairs or small groups and have one of the teachers graduate to the next group with them; this may not always be possible, but it is our ideal scenario.

The teachers often separate the classes into smaller groups for rotating activities in the gym and/or outside. This facilitates more interaction. During toileting and hand washing a teacher always escorts the child(ren) to the bathroom.

During nap time, our school may double ratios for children 2 years and older. Ratios will be doubled for no more than 2 hours daily, based on the scheduled nap times of each class. This allows for one teacher to have a lunch break while the other supervises the sleeping children. Infants & Toddlers will maintain ratios through nap.

Separation

The process of separating from a parent with a positive note is one of the most important accomplishments of the preschool years. At each age level, a child will react differently. As children mature, they begin to identify themselves as independent personalities. In separating from you your child is learning to develop interests in the activities at school, to feel comfortable with others in the class, to understand that you will always come back, to understand that parents have duties and responsibilities that are different from a child, and to develop an acceptance and a willingness to allow parents some independence for their own interests.

After you have introduced your child to the classroom and spent a few moments getting him settled do not hang around. As harsh as it sounds, lingering over good-byes imparts anxiety to your child and can cause severe

problems for some children transitioning into preschool. Most often, we see a direct link between the length of time a parent lingers and the level of difficulty a child has transitioning into the classroom. Develop a daily routine that you can stick to. Read a story together, do a puzzle, build 1 (and only 1) block tower, etc, then a quick, cheerful good-bye. This gives your child the message that everything is okay and that you are confident that they will have a good time and will be well cared for. And we will call you if we are unable to console them. We want them to have a positive experience so that the next day will be easier.

It is not uncommon for separation anxiety to arise even several weeks after they begin school. But be assured that we will call you if your child is unable to transition into the group, or if he continues to cry. It is better to try again the next day than to give them a horrible experience to relate to preschool. Parents can have a huge impact on how long this stage will last. If your child says that they do not want to go to school, focus on the activities that you know your child enjoys at school rather than what you will be doing. If you have any concerns in this area, please talk to the teacher or director; we have many ideas on easing the children into the classroom.

After your child is settled into a routine, and it does not bother him to see you go, you are invited to come to class and participate as much as you like.

Waiting List

If a class or program is full, we are happy to place your child on our waiting list. Waiting list priorities are given as follows:

- Currently enrolled children graduating to the next class or increasing their schedules
- Full Time enrollments
- Largest schedule requested or availability to fill an opening
- Siblings of currently enrolled children
- Previously enrolled children returning for Summer Session
- General waiting list

Once you are contacted for an opening you will be given 3 days to decide whether you are able to take the opening at that time. If you do not respond during that day, we will move on to the next person on the list. If you refuse a spot twice then your application will be removed from the waiting list unless we receive specific communication otherwise.

OUR PHILOSOPHY

Core Values

At Child Time Inc. our core values guide daily actions and decision making and at every level of our organization.

Inspire creativity and exploration

Be Respectful

Demonstrate Love

Integrity in all we do

Mission Statement

Child Time Inc. is committed to providing exceptional child-centered care and education in a loving and respectful environment that encourages curiosity, creativity, and exploration through emergent curriculum.

Vision

Provide a kind, loving and respectful community of learners where children, staff and families are valued for their contributions. Children's interests guide the curriculum, and they are celebrated as curious and capable partners in education. Inspired teachers provide dynamic, inventive, and challenging activities for children to explore in beautiful environments designed to encourage creative thinking and reflect the children's learning.

Anti-Violence Philosophy

In an effort to cut down on violent or aggressive play, toys, clothing, and paraphernalia that instigate aggressive play may not come to school. We do not allow toy guns or weapon play of any kind at our school. We caution parents to carefully choose their child's television and movie experiences. Role Play is a large part of each child's development and when children see "heroes" use violence to work out conflicts they reenact that behavior. It is never appropriate to pretend to hurt or kill anyone, even the "bad guys". Superheroes may cause aggressive play. Please use your best judgment when dressing children and purchasing lunchboxes and backpacks. We appreciate your cooperation

Biting and Scratching

Very young children (under 30 months) have a natural tendency to bite and scratch. Almost every child seems to give it a try before moving on to more appropriate outlets of anger and frustration. At this young age, the children do not have the verbal skills to express their feelings, so it is developmentally appropriate behavior. While we maintain a watchful eye, the children are quick! If your child is either the biter or the recipient, try to stay calm and understand that we will do everything that we can to prevent the behavior from happening. It is a normal, intrinsic behavior and usually subsides as their verbal skills develop. In the meantime, we will keep all families informed, whether your child is the one biting or the one that occasionally gets bitten. If there is an extreme circumstance such as an older child resorting to biting or a child that bites frequently and very hard, a parent meeting will be scheduled. We want all children to feel safe at school every day.

Developmentally Appropriate Practice

The overall goal for using Developmentally Appropriate Practice (DAP) is to support excellence in early childhood education through decision-making. These decisions are based on knowledge about individual children and child development principles combined with effective early learning practices. There are five essential guidelines for effective teaching in DAP, including:

1. Creating a caring community of learners. This includes making the classroom a safe space for children to express themselves, ask questions, and try out ideas.

- Provide nurturing, loving, responsive, joyous, and safe care.

- Build consistent and caring relationships among children, families, and coworkers.
 - Value and respect all members of the community.
 - Celebrate and embrace diversity, reflecting children’s cultures in the classroom and activities.
 - Develop open communication and positive collaborations with families and colleagues to support children’s learning and development.
 - Focus on building self-confidence, self-regulation, and problem-solving skills.
2. Teaching to enhance development and learning. This includes acknowledging each student's strengths and challenges and helping to support them.
- Offer both child-initiated and teacher-directed learning experiences.
 - Be responsive to children’s ideas by offering materials, documentation (samples of their work, photographs, etc.), and thoughtful conversation that builds on their ideas, skills, and knowledge.
 - Plan for hands on experiences where children learn by doing.
 - Plan enough time for children to explore and fully engage (as well as revisit) their interests.
 - Build children’s learning by adding activities that challenge children and expand on what they can do.
3. Planning curriculum to achieve important goals.
- Develop a curriculum framework based on child development, individual learning, and cultures of the children in your group and that reflects learning goals.
 - Use the framework for planning activities, experiences, and routines.
 - Present rich content, focused work/center areas, and both indoor and outdoor environments that have meaningful connections to children’s interests, curiosities, and development.
 - Allow for flexibility in programming.
4. Assessing children's development and learning.
- Assess what is appropriate for children developmentally, individually, and culturally.
 - Use assessment tools that allow you to assess children in an authentic, ongoing, and intentional manner.
 - Use results for planning, decision-making, communicating with families and other colleagues, and to identify children who may need additional learning support.
 - Gather information from multiple sources, including families, children, and other teachers.
5. And lastly, establishing reciprocal relationships with family.
- Work in partnership with families.
 - Communicate regularly with families in an open, positive, two-way manner.
 - Respect and acknowledge family goals and choices for their child.

The principles of developmentally appropriate practice are applied to our curriculum, adult/child interactions, school/home relationships, and child evaluation. The expected outcome of these principles is as follows:

Curriculum

1. Provides for all areas of a child's development (physical, social, emotional, cognitive) through an integrated approach.
2. Planning is based on the teacher's observation of EACH child's interests and abilities and is individually appropriate.
3. Planning emphasizes learning as an interactive process that includes the active exploration of materials.
4. Learning activities are concrete and real - HANDS ON.
5. Planning provides for a wider range of developmental interests and abilities than chronological age suggests. Teachers provide a variety of materials with increasing complexity and challenge.
6. Teachers provide opportunities to CHOOSE among a variety of activities and TIME to explore through active involvement.
7. Multicultural, nonsexist, non-stereotyping experiences are provided.
8. A balanced program is provided with opportunities for both quiet and active, individual and group activities, indoor and outdoor experiences.

9. Play is considered essential to learning. Play is the medium used by children to translate experience into something internally useful to them. Play clarifies concepts, provides emotional relief, facilitates social development and creates periods of delight.

Adult/Child Interaction

1. Adults respond quickly and directly to children's needs and adapt their responses to individual styles.
2. Adults provide many varied opportunities for children to communicate. Communication skills grow out of the desire to use language to express needs, excitement, and to solve problems.
3. Adults facilitate a child's successful completion of tasks by providing support and focused attention. Children learn from their own mistakes. Teachers provide open-ended activities that have more than one correct answer.
4. Teachers are aware of signs of stress in children and are aware of stress reducing strategies. (Physical comfort, reading a story, time for the child to be alone, etc.)
5. Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.
6. Adults facilitate the development of self-control in children.
7. Adults are responsible for children in their care at all times and plan for increasing independence as children acquire skills.

Relations Between Home and School

1. Parents have both the right and the responsibility to share in decisions about their children's care and education.
2. Teachers share knowledge of child development and insights as a part of regular communication with parents.
3. Teachers and parents work together to provide support for the child's healthy development.

Developmental Evaluation of Children

1. Developmental assessment is used to adapt curriculum to match the developmental needs of children, to communicate with the family and to evaluate the program's effectiveness.
2. Developmental assessments are used to identify children who have special needs and to plan curriculum for them.

Discipline/Appropriate Guidance

Children are always encouraged to resolve conflicts using words. Logical consequences and negotiating are used as a teaching tool. It is our policy to use a variety of techniques to discourage biting or aggressive behavior depending on the age and developmental stage of the child. Only as a last resort a child will be asked to find a place to be alone to "cool down". Teachers and care givers can apply, but are not limited to, the following techniques:

- Redirection
- Giving more opportunities for oral stimulation (for biting)
- Teaching the child how to calm him or herself
- Separation from the group, helping the child communicate their needs/wants
- Shadowing the child
- Logging each aggressive or biting incident.

Teachers and caregivers will often attempt to redirect a child to another activity in the hopes that they will interact in a more appropriate manner. Most children respond to these methods, and with parental support the problem behaviors usually stop there. If the child persists in the aggressive behavior (two or more times a week) the following are steps that may be taken:

- Parents will be notified through a Parent Communication Form.
- Parents may be required to plan for the child to be picked up within 45 minutes from the call.
- A parent/teacher/Director meeting to discuss the problem and possible solutions
- The parent may be required to shadow his or her child

- The parent may be required to remove his or her child from the facility for a pre-determined amount of time (i.e., the remainder of the day, week, etc.)
- The parent may be required to find permanent and alternative care for his or her child.

Occasionally, a child will exhibit a behavior that is aggressive, violent, or otherwise unacceptable; Staff members will intervene immediately should this type of situation occur. Children will be shown positive alternatives (redirection, separation from the group, loss of privileges, negotiating or logical consequences), rather than just being told “no.” If a child does not respond to the usual methods available to the teachers for controlling such behavior, it can cause the following challenges:

- The child may require “one -to-one” supervision.
- The child may be so disruptive to the classroom activities that the teachers are unable to provide the desired environment in the classroom.
- The feeling of safety and security of the other children may be compromised

The removal of a child from the classroom may be necessary to:

- Assure the safety of the other children
- Assure the quality of the environment

It is imperative for every child to feel safe at school, there are acceptable and even tolerable ways for children to show frustration and anger based on their level of development. If at the discretion of Child Time Inc. staff, a child’s behavior is determined to be uncontrollable, extremely disruptive, and/or harmful to themselves or others, the parent will be called to come and remove the child from school for the day. Parents will be required to make arrangements for the child to be picked up within 45 minutes from the call. Failure to do so may result in termination of services. Child Time Inc. reserves the right to terminate enrollment of children who exhibit behavioral patterns, which are deemed to be harmful to themselves or others. The determination of what is harmful and/or inappropriate is at the sole discretion of Child Time Inc. staff. If a child intentionally harms another person in an unprovoked act of aggression, the parents will be notified through a Parent Communication Form. If there is another incident within 1 month (depending on severity) the parent will be called to pick up the child and a parent meeting will be scheduled. If there is a third incident within 3 months, it may result in the loss of enrollment.

Please note that every effort is made to help the child and the family work through behavioral difficulties. However, we must have the support of the parents and be able to work as a team to provide consistent consequences to eliminate the aggressive or violent behavior. We will maintain enrollment as long as the safety and environment of the classroom is not threatened. The enrollment can be terminated upon notice.

The following is considered unacceptable behavior:

- Aggressive behavior
- Hitting a teacher
- Leaving the area or group without permission
- Throwing toys, rocks, sand and resulting in injury to another person
- Being continuously disruptive
- Hurting self or others, such as hitting, biting, spitting, kicking, and pulling hair
- Abusive language
- Excessively arguing with staff members or other children
- Intentionally damaging toys and materials
- Lack of cooperation
- Requiring one on one care
- Refusal to go potty

Discipline measures will not include any of the following:

- Corporal punishment - including hitting, shaking, biting, or spanking
- Binding or tying to restrain a child's movement
- Use of abusive, demeaning, or profane language
- Forcing or withholding of food, rest, or toileting
- Confining a child in a locked closet, room, or similar area

Child Time Inc. reserves the right to deny, cancel, sever, suspend, or terminate the services of any child, without notice, for any reason, so long as the determination is not based in whole or part on the race, color, creed, religion, sexual preference, age, gender, national origin, or disability of the child or child's parents. Any unused tuition will be refunded minus any outstanding charges for late fees.

Diversity

We welcome every opportunity to enrich the children's view of our world as a place rich in cultures, races, religions, and customs. We encourage enrollment of children of all races and religions. We teach the children about accepting the differences of every human being. The children learn that we are all different and we all have the right to make decisions for ourselves. Different does not mean bad. Children learn to respect the individuality of each child and celebrate who they are. We are committed to providing an environment of peaceful acceptance for all children. We apply this philosophy to national origin, age, marital status, disability, sexual orientation, family type, race culture and religion.

Emergent Curriculum

At Child Time Inc. we believe that children learn best when they are involved and interested in the topic. The best cognitive curriculum emerges from the child's interest – it is not solely dictated by teacher interest. Teachers build the curriculum "...experience by experience, idea by idea, as the topic evolves while the teachers and children investigate it together." This does not mean that teachers just wait to see what the children want to do each day. They plan curriculum based on careful observation of what children are interested in and how best to extend their learning. Teachers build curriculum that explores different topics in depth as children's understanding of the topic grows. Teachers set up experiences for children that require questioning, investigation and problem solving. Teachers believe it is valuable for children to be able to generate their own ideas, figure out answers for themselves, and try out a variety of solutions until they find one that works. Teachers act as facilitators of this process, aiding children in their discoveries and providing a wealth of experiences to add to the child's knowledge of the world. Teachers bring the world to children through their planning while allowing children to make discoveries for themselves and to take the project in a new direction as interest dictates.

Goals

The goal of our program is to guide each child in the development of their total personality, or "the whole child". Areas related to physical, mental, social, and emotional development are all addressed when preparing the curriculum. A child's self-expression, creativity, analytical thinking, and social development are all worked out through play. Through observation, the teachers can provide challenges and scaffold learning that will foster the development of each individual child. This observation allows the curriculum to be developed based on the actual needs with the classroom as opposed to a prefabricated curriculum that may or may not address the specific needs of the particular children within the group. The teachers strive to aid each child in developing self-confidence and a positive self-image. The way a child feels about himself is crucial to how he progresses academically. An insecure child rarely shares thoughts and ideas, is hesitant to try new things and is afraid of failure. These are the situations that teach us the most so we will focus a great deal of attention to develop confidence within every child.

Curriculum Goals

- ★ To provide a positive sense of identity and emotional well-being

- ★ To develop age-appropriate social, physical, language and literacy skills
- ★ To encourage independent thought, reasoning, questioning and experimentation
- ★ To provide exposure to the arts and encourage creative expression
- ★ To demonstrate proper health, safety, and self-help practices
- ★ To respect gender, age, and cultural diversity

Program Philosophy

Our program employs developmentally appropriate practice to provide a safe, supportive, and nurturing environment where children can develop physically, socially, emotionally, and cognitively. All learning activities are presented through play. The activities engage the children so they can explore, experiment, create, imitate, ask questions, and be questioned to further their thinking and problem-solving skills. Child Time Inc. preschools provide an innovative curriculum with materials, experiences and teaching methods that are grounded in the criteria nationally accepted as best practice. Young children's developmental tasks are to build trust, learn social skills, begin mastery of academic skills, and develop positive self-esteem.

The philosophy of our program is based on collaboration between families, teachers, and children, all have input in the development of the curriculum. The curriculum is based on the interests and ideas of the children; the curriculum is then developed to provide activities to further the study of the theme through each learning center, immersing the classroom in the theme. There is an emphasis on project work, revisiting prior knowledge and collaboration among the children. The teacher's role is that of a researcher, to provide information to scaffold the children's learning and ideas. The Reggio approach utilizes documentation to understand the children's knowledge and interests as well as to track their progress. The classroom itself becomes a teacher because it is designed and arranged to provoke thought and questions with creative materials that allow the children to express themselves, to experiment, to play, to learn and to live.

Respect for Children

At all times, we maintain a policy of treating each child with respect. We do this by speaking in pleasant tones, responding quickly, communicating at eye level, paying attention to individual needs, and intently listening when a child speaks.

Value of Play

Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul - Fredrick Froebel

Play is the business of young children. It is the primary vehicle through which they learn. Opportunity to play freely is vital to the child's healthy development. Play fosters intellectual development and permits the child to assimilate reality in terms of his own interests and prior knowledge of the world. Through play children are free to experiment, try out possibilities and practice different roles. Play stimulates creativity. It is inherently a self-expressive activity that draws on the child's imagination. Play further develops children's language, physical and social development. Play is critical to all aspects of the child's learning and is an essential part of our program. By being a careful observer of children's play teachers have the opportunity to discover the child's interests and abilities. Beyond all these valuable reasons to support play is the fact that it is highly enjoyable. Children who are deeply involved in play are working at all the appropriate tasks for their development while they are experiencing joy and emotional well-being. What could be better?

DEVELOPMENTAL PROGRAM

Assessments

Our program incorporates assessments as ongoing component of our curriculum. The assessments are a combination of classroom observations, teacher documentation, checklists, work samples, photographs, and input from families. These documents are combined to form a portfolio of each child's development. The continual assessment of the children's developmental levels enables us to adapt the curriculum to fit the needs of the specific group other than tailoring curriculum to the needs of the average group.

The children will be assessed while participating in the normal daily schedule, when it is necessary to give individualized testing to gather information about a child's development it will be done as naturally as possible within the classroom routine. While the assessments are ongoing, we will have a formal review of each child's progress with individual families twice a year. The information will be provided to each family in writing as well as in person. We encourage every family to participate in this process by attending parent teacher conferences, sharing milestones as they occur, participating in the classroom and engaging in communication with the teachers daily. We are always interested in hearing about your child's interests and needs.

In keeping with state and federal confidentiality laws, all assessments are kept strictly confidential. The information will only be shared with family members and those that the family has provided written approval for shared information. All assessments are stored by the class teachers in areas that are not accessible to non-faculty members. Assessments may be shared with administration, faculty, and families only. Occasionally our assessments will indicate a need for further developmental or diagnostic screenings, when this happens families are informed of the recommendations and no action is taken without the family's written consent. If referrals are made the staff will work with the specialists to develop an IEP that will enable us to support the specialist's recommendations in the classroom. * As long as the recommendations do not conflict with our program goals and the best interests of the group of children. Staff and families may decide to alter assessment methods to best meet the child's needs.

Our assessments are individualized to gather information on and set goals for each child. The teachers are trained through an orientation and individual instruction on how the assessment process is to be conducted. Rather than "testing" we gather information while each child engages in classroom activities. The results are documented and used in planning. Families can access the information upon request. Our assessments are not score driven.

Assessment results will be incorporated into improving curriculum, adapting teaching practices, changing the environment, planning program improvement, and communicating with families.

Classroom Protocol

The following rules help to assure a calm environment and maximum involvement for the children in our school:

- ★ Arrive on time. The disruption of late arrivals is difficult for everyone, especially the child who is late. Children tend to feel very embarrassed when late. If you do arrive late, drop off your child quickly and quietly if Circle Time is in progress.
- ★ Have your child wash his/ her hands before entering the classroom.
- ★ Sign in and out every day. We use the computer for check in so please make sure that you are properly clocked in. (If someone else is picking up your child make sure that they bring a photo I.D. and make sure to let the teachers know)
- ★ Take home your child's art - it is important to them.
- ★ Please participate when the teachers request an item or an extra pair of hands.

- ★ Always have a complete medication form with all medications. Never put medicine of any kind in your child's lunch or backpack, always give it to the teacher.
- ★ Turn in your child's Identity Page. It can be a great source of comfort on an emotional day.
- ★ Communicate all concerns or questions to the director so that he/she can assist in a solution.

When it comes to the supervision of the children there are a few crucial policies that every family must uphold; every child must be dropped off directly to their teacher! If the class is on the playground - take the child to the playground. It is imperative that you take the child directly to the teacher, do not leave a child on the playground or in an empty classroom for a teacher to find. You must sign the children in and out daily - this is a licensing requirement, and it helps us know exactly who is in the building. Please make sure that a teacher sees that you are taking your child when you pick him/her up, we have many parents visit during the day and we want to be sure that we know if the child is under your care or ours. Children must be supervised at all times this includes the lobby, playground, and parking lot. Parents are responsible for their child when parents are in the building. Many times, children will be allowed to wander while parents talk with other parents; it is a serious safety concern when no one is supervising a child. If you need to speak with the staff, please do so prior to removing your child from the classroom. It is also important that parents do not allow the children to unlock the gate or disable the magnetic lock on the door. When children are allowed to do this, it gives them the impression that they are permitted to open these areas at any time during the day, which is not the case.

Conferences

Parent/Teacher Conferences are held every Fall and Spring. They involve discussion of the child's strengths and goals, with input from both the parents and the teachers. Conferences provide opportunities for parents to share their assessment of the facilities' performance in meeting the needs of their child and themselves.

In addition to the scheduled conferences, you are welcome to arrange a meeting any time that you have issues to discuss; we have an open-door policy, and we value your input.

Curriculum

Our *learning program* is full of hands-on discovery, creativity and themes that extend to nothing less than the entire world..... even the universe, for subject matter. The classrooms are arranged in "learning centers", which represent math, language, art, music, science, woodworking, dramatic play, social interaction and more. We incorporate the theories of Montessori and Piaget and Project work. In addition, we assure an environment that is nurturing and supportive. The program gives each individual child the opportunity to move through the specially designed learning centers of his own level of interest and ability. Some centers are designed to develop large or small motor skills while others are more academically oriented.

Our school embraces the "Reggio Emilia" philosophy of Early Childhood Education. This exciting concept is taking us to a new, higher level of quality. Reggio Emilia is a method that goes far beyond Montessori; the children learn through hands-on experiences, about a topic that they are interested in. The children and teachers brainstorm to choose the theme and then, together they plan the learning activities that they will explore to fully discover the topic. The theme will last for as long as the children are interested and excited about what they are learning. Once they choose a theme the entire classroom and all its activities will be immersed in the study topic. Because every skill that they are learning is tied to a topic that they chose the children are naturally more excited about each individual area of learning. Often one theme will spill over into another. They may have chosen to learn about tigers and while exploring the topic they decide that they would like to learn about other creatures that live in the jungle. We are proud to incorporate the Reggio Emilia philosophy into our program.

Curriculum sheets are emailed or shared digitally via the parent engagement application by Friday at 6:00PM each week. Please read the curriculum so that you can discuss it with your child and take advantage of opportunities to participate in the classroom.

The Daily Program

When the children enter the center in the morning they are greeted by a teacher and invited into the room to explore various learning centers. As more children and staff arrive the children are taken into their assigned classrooms with their assigned teachers to officially begin the preschool day. In the classrooms, there are enough learning centers and activities occurring that the children are motivated to participate in a variety of activities focusing on a wide array of developmental concepts. This encourages the development of the whole child. New elements are continually introduced to the classroom to keep the children interested and engaged. But there are always enough familiar items to give the children a sense of security and comfort. We support the use of the classroom as a “third teacher”, understanding that the room itself can provide inspiration, reassurance, challenge, and motivation. By creating a beautiful environment, we are showing respect for the children. We honor the work that they do by displaying their creations thoughtfully and documenting the process of the project.

A teacher is always nearby to lend support, to challenge, to nurture and to answer questions. In our Reggio Inspired Program, the teacher is responsible for documenting learning, for making a record of the studies of the group. The teacher is a friend and a co-worker, encouraging experimentation and creativity, drawing out the children’s interest and incorporating them in the classroom so that the children are free to discover and create. Other than being a dictator, developing the curriculum to please herself, the teacher is an observer, filling needs as they arise, scaffolding the children’s learning and building a classroom and a curriculum that reflect the children’s interests and accomplishments, not her own.

The First Day

Prior to the first day of attendance, parents should bring the child in for a visit so that he/she is not left in a totally unfamiliar place.

On the first day, you will need to bring:

- A complete change of clothes, including socks, in a labeled bag
- Bottles, formula or breast milk, any solid foods the child has already tried at home. All foods must be introduced at home to ensure the child tolerates the food well before being offered at the center.
- Diapers and wipes, if needed (we cannot accommodate cloth diapers)
- A nutritious lunch
- Crib sheet and a blanket for nap (All Day children only)
- Complete cold weather gear - in winter
- Complete paperwork - NO CHILD CAN BE ADMITTED WITHOUT A COMPLETE FILE - AS PER STATE LICENSING STANDARDS

Lunch Box Program

Our lunch box program has been a resounding success with parents and children. It is an extremely important element of our program that brings a “touch of home” to the children while they are at school. It is a lovely pick me up in the middle of the day for the children to have their favorite foods and a little reminder from home, it’s like a hug in a lunch box. They can also see what their friends enjoy eating and it gives them a chance to expand their world and build their Reggio Community. It also benefits the children to have wholesome foods, which appeal to them individually. The lunch box program helps us avoid many concerns with allergies and dietary restrictions.

In packing lunches, we have found that it is best to keep it simple, foods that need little preparation are best. Many families send leftovers that are reheated in the microwave. Because refrigeration space is limited to snack foods, we ask that you use an insulated lunch box or an ice pack if you are concerned with items being kept cool. Milk is served to the children with lunch. Please label all containers as well as your child’s lunchbox. Many Tupperware items look alike, and we all tend to use similar containers due to size.

In the case of allergies, please make sure that all the proper documentation is provided to the office so that we can provide a safe environment for each child. If your child is allergic to something on the snack menu, please notify the director and teacher and you may provide an alternate snack. We can make certain accommodations for the children such as placing children at separate tables, but we are unable to accommodate airborne allergy restrictions. We have recently encountered competing allergies and we have had to revisit our allergy protocol. Due to the fact that we have home lunches we do not have ingredient lists on all food items that enter the school for individual consumption. We simply cannot enforce restrictions on what individual children are given for lunch. We are happy to provide separate tables and ensure that a child is not served something that they are allergic to. We have done so successfully for 20 years. However, with the case of airborne allergies we cannot guarantee that another family will not send in an item that could cause problems. This policy is continually changing due to children having conflicting allergies and dietary concerns, there is no way that we can accommodate every allergy restriction and continue our sack lunch program. We will make whatever accommodations are within our control and diligently watch over known allergy restrictions, but we are at a loss as to what we can do to prevent airborne reactions. We have given this matter serious consideration and we hope that you will understand our position.

Nap Time

IF YOUR CHILD IS UNDER 5 AND DOES NOT NAP, OUR PROGRAM WILL NOT BE A GOOD FIT FOR YOUR FAMILY. All children enrolled in the all-day preschool program have a rest period every day. Our program provides children with the opportunity for rest and sleep in an environment that includes subdued lighting, low noise level, and freedom from distractions, as per State Licensing Regulations. Sheets and blankets are brought from home and stored in individual nap bags provided by the center. They must be taken home and laundered weekly. Mats or cots are cleaned and sanitized on a weekly basis and remain at school. Infants and young toddlers are on independent physical needs schedules and nap as needed. Nap is also the time that the teachers take lunch breaks; after most of the children are asleep one teacher will take a break and one will remain with the children. The teachers then switch and are back to full staff by the time the children awaken. Infant and Toddler classes do not increase ratios during nap time.

Sleep Recommendations for Infants

All staff, substitute staff, and volunteers at CTI centers will follow these safe sleep recommendations of the American Academy of Pediatrics (AAP) and the Consumer Product Safety Commission (CPSC) for infants to reduce the risk of sudden infant death syndrome/Sudden Unexpected Infant Death Syndrome (SIDS/SUIDS):

1. Always put infants to sleep on their backs unless the parent provides documentation from the infant's health care professional specifically prohibiting placing the child on their back,
2. Place infants on a firm mattress, with a tight-fitting sheet, in a crib that meets the CPSC federal requirements for full size cribs and for non-full-size cribs.
3. For infants who are younger than 12 months of age, cribs should be bare except for a tight-fitting sheet and a mattress cover or protector. Items that should not be placed in a crib include soft or loose bedding, such as blankets, quilts, or comforters; pillows; stuffed toys/animals; soft objects; bumper pads; liners; or sleep positioning devices.
4. Infants must not have their heads, faces, or cribs covered at any time by items such as blankets or clothing.
5. Do not use sleep positioning devices, such as wedges or infant positioners. The AAP has found no evidence that these devices are safe. Their use may increase the risk of suffocation.
6. Ensure that sleeping areas are ventilated and at a temperature that is comfortable for a lightly clothed adult.
7. If an infant needs extra warmth, use sleep clothing such as sleepers or footed pajamas that must be provided by the parent as an alternative to blankets.
8. Place only one infant in a crib to sleep.
9. Infants may use a pacifier during sleep. But the pacifier must not be attached to a stuffed animal or the infant's clothing by a string, or other attaching mechanism that might be a suffocation or strangulation risk.

10. If the infant falls asleep in a restrictive device other than a crib (such as a bouncy chair or swing), move the infant to a crib within 5 minutes, unless item #1 details of the types of equipment the child may rest in.
11. If a child arrives to care in a car seat, the parent must remove the child from the car seat and hand the child to the teacher.
12. Actively observe sleeping infants by sight and sound.
13. If an infant is able to roll back and forth from front to back, place the infant on the infant's back for sleep and allow the infant to assume a preferred sleep position.

Snack Program

Morning and afternoon snacks are served every day. The snack menu is posted in the lunchroom and sent to families via email. Snacks include fresh fruits and vegetables, crackers (many varieties), breads, muffins or tortillas, fruit juices and milk. Snacks are served in a "family style" setting where the teachers and children sit together, and the children serve themselves from the platters. Snacks are served using the principal of satiety (children determine the quantities that they consume). If a child has an allergy to a snack item, the families will be required to provide an alternate snack for the child. We cannot accommodate airborne allergies within the center. We have lunches that are provided at home, and we cannot guarantee that that certain ingredients will not be present.

A variety of styles of music are played during mealtimes for the children's enjoyment and enrichment. There may be slight variations on this schedule based on the needs of each location, but meals are served at approximately the following times:

Class	AM Snack	Lunch	PM Snack
Guppies, Koalas & Panda Bears	8:30	11:30	2:45
Dinosaurs	8:30	12:00	3:00
Kangaroos	8:30	12:30	3:20
Sunshine Club	8:30	12:30	3:40

Outside Time

Our playgrounds are designed with your child in mind. We have playgrounds that are stimulating to the young mind and offer a wide range of physical challenges. During the hot summer months, our teachers are happy to put sunscreen on your child. The school provides sunscreen during the summer, if your child has any allergies, please make sure and read the label of the product that we use. We will refrain from going outside in bad weather, including high temperatures and ozone watch days. If your child is too sick to go outside, then he/she is too sick to come to school. Teachers will refer to the Child Care Weather Watch chart to determine if the children go outside and how long the children should stay outside. The chart is posted on the door to the playground, and it lists temperatures with a corresponding time period. The time listed is the maximum time that the children can be outside for that temperature. The chart does not reflect air quality issues, if you have concerns in that regard, please speak to the school director or access the air quality indicator at www.airquality.utah.gov. If the rating is orange, children with asthma or other health concerns must be kept inside. Children that do go outside must be supervised carefully for any signs of respiratory distress. If it is red or purple all children will stay inside.

Year round we go outside everyday that the temperature is above 32 degrees. Boots, hats, mittens, and warm coats are a must! Snow pants are also a good idea. Again, label, label, label.

OPERATIONS

Advocacy/Media Presence

Our staff is involved to varying degrees in child advocacy issues. Our programs are highly regarded and occasionally used by the media as examples of private sector quality care. Therefore, a media release form (optional) is included in each enrollment packet. Media visits are kept low key and unobtrusive and you will always be notified when an event will occur.

Alcohol & Firearms

All use of tobacco, alcohol, any illegal substances, and any sexually explicit materials are strictly prohibited in and around all Child Time facilities. Firearms and other weapons are not permitted in the building or any place on the premises. If you carry any type of weapon for work or any other reason, you may not bring it in the school or on the grounds.

Authorization to Pick Up Child

No child will be released to a person not authorized by a parent or caregiver to pick up the child. We must have written or verifiable authorization for changes in this respect. In addition to being listed on the child's Emergency and Permission Page, Parents or guardians must notify the center staff if someone from the authorized list will be picking up. If there is a set schedule, for example: Grandma will pick up every Wednesday, we will only require the initial notification in the first time. All individuals picking up must have a current form of ID for verification purposes, even if the person picks up regularly.

Birthdays

Birthdays may be celebrated at school during snack time. If you would like to have something special for your child's birthday you are invited to bring a simple treat that will be served at snack, cookies or miniature cupcakes work best. All treats must be commercially prepared and given to the center director to be approved for distribution. Your child's teacher will add a special song to make this a memorable occasion for your child. Please, no elaborate birthday parties at school. They tend to be overwhelming and take away from the preschool program. Some families do not celebrate birthdays to the same extent as others, if at all. It is out of respect for the individuality of our families that we keep all birthday celebrations restrained.

Child Abuse/Neglect

Staff members are LEGALLY OBLIGATED by Utah Statute to report any suspected child abuse or neglect cases. Our procedures for reporting are as follows:

- The teacher documents the information and brings it to the attention of the Director.
- If there is evidence of physical injury, she makes out an accident report, noting that the child ARRIVED at school with the injuries.
- As quickly as possible, the Director will call a meeting with all staff members who deal directly with the child if they feel there is "reason to believe" abuse/neglect has occurred.
- If there is reason to believe, the Director will notify the parents. The parents are informed that we have a legal obligation to report suspected cases of abuse/neglect.
- The Director will make the report to the Department of Children & Families. A copy of the report will be placed in the child's file.

In all cases, the facts, discussions, and meetings will be kept confidential between the family in question and the involved staff members. Once a report has been called in The Department of Children & Family Services will make a determination of abuse or neglect.

If a parent suspects child abuse/neglect at school, s/he should IMMEDIATELY notify the Director.

Closures

We are closed for all state and federal holidays as well as Winter and Spring Break. The dates for each closure are included in the current school year calendar. The calendar will be distributed to each family at Fall Session, and it will be posted on the Child Time Inc. website. If any changes are made to the calendar, families will be notified in writing at least 30 days prior to any closure that is not related to weather, pandemic, or governmental restrictions.

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Spring Break (the Friday before Easter)
- Memorial Day
- Juneteenth
- Independence Day
- Pioneer Day
- Fall Preparation & Teacher Training Day (4th Thursday & Friday in August)
- Labor Day
- Teacher Training Day (1 Friday in October to be announced in the release of the Fall School Calendar)
- Thanksgiving Day and the following day
- Christmas Day
- In addition, the center will be closed:
- Week between Christmas Day observance and New Year's Day observance.

Closed Circuit Cameras and Audio Recordings

Some of our locations are equipped with cameras in each classroom that record both video and audio activities for the protection of the children and staff. While the cameras are there for our management staff to review, it is our policy that at no time are recordings shown to anyone outside of the CTI center staff members due to privacy laws of the other children/people in the recording.

Clothing

Children must be fully dressed when they arrive at school. Please label clothing, lunch boxes, backpacks, and every item that your child brings to school. We are not responsible for unlabeled items. Send children to school in play clothes (or ones that you don't mind getting dirty). Clothing should not be an obstacle to their enjoyment of activities at school. Clothing should allow them to run, climb and play freely. Please make sure that the clothes are appropriate for the weather, we go outside every day. Children should wear clothing that allows them to dress and undress themselves. Avoid difficult snaps, belts, shoulder straps or anything that your child cannot undo nor do himself. Do not bring the children to school in costumes or dress up items. Jewelry, sunglasses, purses, toys, and money are not permitted due to strangulation and choking hazards. In our program children have access to everything in the classroom and on the playground, this includes paint, markers, glue, etc. We do everything that we can to keep the children tidy, but sometimes enthusiasm prevails. We buy all washable art materials, so if your child does get something on his/her clothes, launder them as you normally would. **DO NOT USE PREWASH SPRAY!** There is a chemical reaction that sets the stain. One sign of a quality program is lots of messy projects.

We strongly recommend soft soled shoes are worn at school to enable children to participate in all activities. If sandals are worn, they must be closed-toed sandals or socks must be worn with the sandals. Please do not send them in thongs, flip-flops, "jelly" shoes or cowboy boots. This footwear can be hazardous. Parents will be asked to take the child home and change shoes if the footwear is inappropriate for center activities. Please **DO NOT** send children in dress-up shoes, you will be asked to take the child home to change.

Every child needs to have a complete change of clothing stored in their cubby.

Communications

Communication between parents and teachers is *essential* to the wellbeing of each child in the program. Parent teacher communication takes place naturally and casually; never think that what you may want to ask or to say about your child or the program is insignificant or will take up our time, we want to share. Teachers need to know of special circumstances in a child's life that influence the child's moods and needs for the day. A written note to the teacher indicating that a pet has died, a grandmother has arrived, or a change in the family structure has taken place are greatly appreciated. Other kinds of things that are helpful for staff to know about are plans for moving, sleepless nights, pending hospitalizations, upsetting nightmares or other upsetting events, new babies on the way or arrived, and promises of trips to Disneyland with a favorite aunt. Children's moods can be affected by thousands of things and teachers want to understand in order to provide support when it is needed. Parent Teacher Conferences will be held twice a year with all parents regarding the development and progress of their children. These can be held over the phone, video call or in person, whatever works best for the parent's schedule.

We welcome you to call the center anytime you have a question, or just need some reassurance that your child settled after you left. We can't always pull a teacher for a conversation, but the director is happy to relay information to you or arrange for the teacher to return the call during nap. Additionally, we are available through email; however, if there is a time or date importance, it is always best to call the school. Teachers are asked not to prioritize returning messages sent through Brightwheel, as it can take their time and attention away from the children. Brightwheel Messages are reviewed when time allows, sometimes that means it will not be the day of. We NEVER expect staff to respond to messages or emails outside of working hours, this includes center directors.

As an ongoing effort to improve communication, we strive to provide information in many ways:

- School-Wide Monthly Newsletter
- Posted Notices on the Front Door, Classroom Doors, and at the Time Clock
- Classroom Bulletin Boards
- Parent Bulletin Board
- Email Updates, Special Items of Interest
- Messages on our Parent Communication App

Confidentiality

Children's records will be confidential. Access to records will be limited to director, teachers, and state licensing personnel. Conference forms and notes regarding parent conversations will be kept in the teacher's cabinet. Parents will have access to all records and information will not be shared outside of the facility without written permission from the legal guardian. Children's records will be used to screen and assess growth and development.

Custody Issues

Family conflicts can have a substantial impact on the children involved and school personnel. We cannot allow personal family disputes to negatively impact the children or the operation of the school. We will strive to remain impartial in all family disputes. We will not provide data to either side of custody issues without a court order. Parents must agree on who is listed on the Emergency Page. If the parents cannot agree, we have no choice but to require that the child be removed from the school. We will honor all court orders. Please do not ask us to intercept a parent's court ordered visitation rights; we cannot prevent a parent from picking up if there is a court document that awards them the time. The school will not be allowed to be used in "supervised visitation" we are not staffed to monitor parental interactions within the context of the classroom.

The school cannot be the messenger between parents. Please do not ask the teachers and staff to send messages from one parent to the other. Please ensure that all confidential conversations take place in the office behind closed doors. We do not want any child to overhear custodial conversations.

In providing a social service, we take our responsibility to help families in crisis seriously. We want to help our children and their families. We believe that we can accomplish this best by remaining impartial and following policies that allow us to serve all our children.

Emergency Preparedness

Monthly fire drills and earthquake drills are conducted at all facilities in all classrooms. Evacuation and emergency plans are posted in each room. Staff is trained in emergency preparedness and is constantly updated. In an emergency evacuation, teachers bring the class backpack which has a copy of each child's Emergency Page and Permission Slip, this is our only means of contacting parents when we are off site. PLEASE, always keep the information on this form current. Every child, regardless of age, must have a completed Emergency Page & Permission Slip. In an emergency, parents will be notified as soon as the children and staff are safe, and their immediate needs have been cared for. Notification will be made through the Parent Communication App, Email, and social media.

Field Trips

Children aged three and up attend age-appropriate field trips when it adds to the curriculum and in our Summer Program. Because of new restrictions from State Licensing, we cannot use Parent Drivers. We will use the school vehicle or UTA busses for transporting to and from field trips, BUT WE STILL NEED PARENT VOLUNTEERS! Notice is given on the curriculum sheet and by a signup sheet by the classroom door when an outing is scheduled. If you can help it is a great opportunity for you to get to know your child's classmates and the teachers. Younger siblings should not be taken on field trips, as the class needs the parents' full attention.

Fund Raisers

We strictly limit our fundraising activities to specific items or projects that require support from our community of families. We choose fundraisers that offer a value to our families while also helping the school. An example might be a Book Drive, where families have an opportunity to purchase quality literature while the school earns money towards rebuilding our center library.

Grievance Procedures

Customer service is very important to every staff member at Child Time Inc. You are entrusting us with the most important aspects of your life, your children. This is an emotional relationship that we value. If you are having any kind of questions or concerns, please do not hesitate to call and speak to your center director or any member of the administrative staff below.

The Avenues Preschool Center Director: 801 328-0328

The Second Avenues Preschool Center Director: 801 328 4660

The Eastside Preschool Center Director: 801 467 2888

The Cottonwood Preschool Center Director: 801 748 0449

Executive Program Director - Tasha Santistevan: - 801 748 0449

President -Veronica Nelson- 801 328 0328

If you have spoken with your classroom teacher and do not feel fully satisfied with the solution, the next step would be to contact the Center Director. If you still are dissatisfied, please contact the Executive Program Director or the President. With a cool head and mutual respect we believe that all issues can be resolved in a mutually acceptable result

Holidays

We are a non-denominational program; therefore, we do not celebrate any religious holidays at school. This is necessary in order to provide a neutral environment for the children to develop as individuals, supporting the diversity of each family. We are closed for all state and federal holidays as well as Winter and Spring Break. Please see the current school year calendar for these dates.

Illness

Children who are ill must NOT be brought to the center. They need to be at home where they can regain their health and rebuild their resistance to diseases. Please call or message the director if your child will be absent.

We do not provide care for sick children. For the well-being of children and teachers, a child may not attend our school if:

S/he has had a temperature of 100 degrees within the last 24 hours (unless it is directly related to teething)

S/he signs of possible severe illness such as lethargy, abnormal breathing in 24 hours

S/he has had diarrhea or vomited within the last 24 hours

S/he has been on prescribed medication for less than 24 hours

Families must wait a minimum of 24 hours after the first dose of ANY new medication or new dosage of a medication before returning to the center. Due to possible adverse reactions

S/he has any unexplained rash or pink eye.

S/he has head lice or remaining eggs.

S/he has evidence of pain from ears or throat

S/he has a contagious illness

S/he has any condition which requires one - on - one care.

S/he has illness that prevents the child from participating in center activities, *including outdoor play*.

If a child becomes ill while in our care, we will contact the parent immediately. We will care for the child apart from the other children with proper supervision and give extra attention to hand washing and sanitation practices. **Parents need to pick up children within 1 hour of notification.** If the school is not able to contact a parent or person on the emergency list when a child is ill, it will jeopardize enrollment. The child will be separated from the rest of the class until parents arrive. In the event of severe illness or injury, or if a parent fails to pick up their child within a reasonable amount of time, CTI centers may call for an ambulance at the parent's expense.

Your child cannot return to the center if they have had any of the following in the last 48 hours:

- Diarrhea (2 or more loose stools)
- Severe coughing
- Difficult or irregular breathing
- Yellowish skin or eyes
- Pink eye (eye does not necessarily have to be pink, but may be discharging mucus)
- Sore throat
- Unusual spots or rashes including viral rashes
- Vomiting
- Severe itching of body or scalp
- Fever of 100 degrees or more
- Extreme or unusual behavior

In the event that a doctor states that the child can return to school, you must provide a statement from the health-care professional stating "the child is no longer contagious and is not in need of One-on-One supervision". **A standard excuse from school form is not sufficient.**

If a child arrives ill, it is the teacher's responsibility to remind the parent of our sick policy and regretfully decide that a child must go home. This is awkward for the teacher and confusing and disappointing for the child, so please adhere

to our sick policy because WE ARE CONSISTENT ABOUT IT.

Staff is required to report all Communicable Diseases to the Health Department. You will be notified in writing the day of discovery, and all confidentiality of the ill child will be upheld at all times.

Infection Control

Please have your child wash his/her hands before entering the classroom. In addition, hand washing is done frequently throughout the day by both teachers and children. It is an important habit to get into, not only for health reasons but it provides an independent opportunity to participate in the cleanliness of their environment. Along the same lines we encourage the children to participate in the overall cleanliness of their environment by picking up one activity before moving on to another, cleaning up after snacks and lunch and taking part in washing the toys and equipment. We recommend that all children wash their hands before leaving to eliminate the spread of germs.

Injuries

Children love active play. Every day they invent new and amazing ways to climb, jump, swing, roll, hop, etc... They seldom use a piece of equipment in the same manner. Our staff always maintains a watchful eye, but injuries do occur. When they do, an Incident Report is written to document what happened and what was done to care for the child. If necessary, the parent is notified, if not they are asked to review the Incident Report and sign it when they arrive. Depending on the nature of the injury, we will take the following measures:

Minor Injury: First Aid is administered and documented, and parents are notified with the incident report.

Injury of Medium Severity: First Aid is administered and documented, and parents are notified to decide the course of action.

Severe Injury: 911 is called, directions are followed, and parents are notified.

Late Pick- up Fees

Pick up time for AM enrollment is 12:00 PM. There is a 10-minute grace period. Families that do not pick up by 12:10 will be charged a late fee of \$1 per minute. This fee is paid to the office to compensate for additional payroll of the AM teacher staying with the children and the interference with the teacher's lunch break schedule.

Evening late fees are paid directly to the staff that waited with your child. This is to compensate them for staying after their regular shift and for any inconvenience that it caused them. **PARENTS NEED TO HAVE COME AND GONE BY 6:00 PM. The closing teachers should be able to lock the doors right at 6:00.** Over the years we have had many parents arrive at 6:00 then take time to gather all their child's belongings and by the time we are able to lock the doors it is 6:15 or later. You will be charged a late fee if you have not exited the building by 6:00. The late fees are \$5 per child, per minute starting at 6:00 on the clock in the school lobby. (It is synchronized with Time & Temperature). Continued late pick-ups will jeopardize enrollment.

Lost & Found

Each school has a lost and found. Items collected without names will be stored in the Lost and Found until the next session. All items not claimed at the end of session will be donated to charity.

Medications

Please inform your physician that your child is preschool and that you prefer to give medications at home, morning, and evening. Knowing this, many doctors will order longer acting medications. Limiting medications dispensed away from home prevents medication errors. Please remember, CTI centers are designed for **well** children.

If medications need to be administered at school, the following conditions must be met:

- A Medication Authorization Form must be completed and submitted to the child's teacher.
- **Prescription medication will be accepted only if it is in the original container and hasn't reached its expiration date.**
- Nonprescription medication may only be administered by following the manufacturer's recommendation on the label.
- Medication must be in the original container and prescribed for the intended child
- Children must be given the first dose of any new medication at home and be observed for 24 hours for a negative reaction
- Before any prescription or nonprescription medication can be administered, including sunscreen, we must have permission in writing by the child's parent or guardian. Please fill out the medication forms and enter instructions into the Daily Medication Logbook. Please bring a copy of the information given to you by the pharmacy.
- Prescriptions that are given twice a day will not be administered as they should be done at home in the morning and evening.
- Medication needs to go home after the last date that the medication is administered. All unused or outdated medication will be discarded.

Health forms are required to be completed at the time of enrollment showing any allergies, medical needs, a statement of general health, and a current immunization history. These must be updated and kept current. Food allergy forms must be completed by the doctor with a medical plan of action. If an emergency medication is listed on the medical plan of action, the center must be supplied with the medication for the child to attend.

When administering medication, if there are any adverse reactions to the medication you will be notified as well as any and all medical agencies, in the proper order.

Non-Solicitation of Employees

Parents, guardians, and family members agree not to solicit any staff member of our center for any type of work during enrollment at our center and for a period of 12 months after enrollment ends. All CTI employees sign an agreement to this effect. CTI has been forced to take legal action against former staff and families for violating this policy. We invest a significant amount of time and money in recruiting, hiring, and training our staff. We must be able to trust that families will not deprive a classroom of a beloved teacher to serve the needs of an individual family.

Parking

Please use caution when driving through the parking lot. We have limited parking and we ask that you do not leave your car in the lot when you are not inside our building. This includes parking and walking children to the neighborhood elementary schools. Please use street parking if you are going to take longer than the standard 10 – 15 minutes to drop off or pick up. Please be courteous if you see that others are waiting for a spot. Please do not leave small children unattended in your car. Do not leave purses or other valuables visible in your automobile. We are not responsible for any loss or damage that may occur in the parking lot.

Photographs & Video:

We encourage all families to document this important stage of your child's life with photographs and video. However, many of the classroom pictures and video will undoubtedly contain images of children that are not your own. Please respect the rights of other families and **DO NOT POST ANY IMAGES OR VIDEO THAT INCLUDE OTHER CHILDREN ONLINE**. To you it may be a simple YouTube or Facebook post for your family of the Winter Program, but it is a gross violation to the privacy of others that can result in custody issues and other legal consequences.

Questions Regarding Policies

Parents may review policies at any time. The parent handbook is posted on our website and we will provide a

printed copy upon request. The Director will be happy to discuss any policy or procedure with parents. You may call the center Director or come in at any time. Parents will be notified of any policy changes in writing. Policies are reviewed annually and updated if necessary.

If parents have questions or concerns about our program, we encourage you to have open communication with the Center Director. Through open communication, we can ensure that all parties are well-informed and working as partners in the child's education.

Severe Weather

In the event of severe weather, we will follow the closing decisions of the local School District. If local Schools are cancelled, so are we. If the local school district closes schools' mid-day, we will also be closing, and children need to be picked up as soon as possible. If severe weather develops while the children are with us, the teachers will remove the children from areas where there are windows and into the interiors of the building.

Specialist Referrals

When staff and/or families determine that there may be a need for the services of a specialist the director will make a referral recommendation to the family; no further action will be taken to initiate a referral without the written consent of the family. If the family would like to move forward, then the director will assist with the appropriate referral. There are many different agencies with expertise in specific areas, in addition to the services available through the local school districts. Program administration will arrange for contact with the appropriate agency. There may be some agencies that prefer to work with the families directly therefore those referrals will be recommended and then left to the families for follow through. We are fortunate to have several resources for services for young children within our community, the most recognized would be The Children's Center, and it is a local, non-profit organization, which provides services on a sliding scale fee. The program provides play group therapy for preschool children with emotional and/or behavioral difficulties. Children are accepted into the program only if the initial evaluation determines a true need for therapy. Should a teacher have concerns regarding extreme emotional or behavioral issues in a child we may ask you to contact The Children's Center. We will work with specialists from all agencies to meet the needs of all children enrolled, provided that there is family support for the school and the recommendations of the specialist and that they do not conflict with our program policies and philosophy. There may be situations that are not conducive to group care or may require a lower ratio than we can provide, in those circumstances the director will provide suggestions for other childcare services. That decision will be based on input from the teacher, director, specialist, and the parents.

Staff Evaluation and Training

Our staff is carefully chosen from a wide range of applicants. Some are chosen for their educational backgrounds and experience, some for their experience and wonderful talents working with young children. Backgrounds are thoroughly screened; references are checked, and teachers are required to "audition" in the classroom before being hired on a 90-day probationary basis.

During the 90-day probationary period, but before being left alone with the children, teachers are given orientation training by the director that includes the following,

- A job description
- Orientation to the children, including special needs or instructions for individual children
- Procedures for releasing children to parents or guardians
- School policies, procedures, and philosophies
- Reporting requirements for witnessing or suspecting abuse, neglect, and exploitation of children and how to make a report
- State Licensing Information Guide to Parents

Once permanently hired, a full benefits package is available to all full-time personnel (including Health Insurance). A partial benefits package is available to part time employees. All staff receives paid holidays.

All staff are required to have at least 35 hours of in-service training each year, 20 hours must be in person and the rest may be obtained by reading materials or watching videos on child development that are provided by Child Time, NAC, NAEYC or an approved outside source. All staff receives ongoing training through conferences, seminars, workshops, and in-service trainings.

Training schedules are posted for the teachers regularly. This training covers all areas of child development, developmentally appropriate practice, and appropriate guidance.

Each staff member is observed and evaluated frequently.

Our administration and staff are committed to maintaining an open door, open forum approach to problem solving and conflict resolution.

All staff receives food handler's permits, CPR and first aid certification. In addition to the child development training requirements, the teachers also receive training in the following areas:

- Principals of good nutrition
- Proper hand washing, OSHA requirements, and sanitation techniques
- Procedures for administering medication
- Recognizing early signs of illness and determining when there is a need for exclusion from school
- Accident prevention and safety principles
- Reporting requirements for communicable diseases
- Reporting requirements for abuse, neglect, and exploitation
- Positive guidance for management of children

In order to keep a healthy environment, the teachers are subject to the same illness policy that we enforce for the children, we will also post a notice of exposure to a communicable if a teacher brings an illness to the school. In addition to this policy each staff member is required to submit a Personal Health Evaluation annually.

It is important to understand that our staff are constantly observed and evaluated regarding their performance in three areas.

- Teaching skills and interactions with children
- Professional interactions with other staff and administration
- Appropriate, professional, responsible interactions with parents

Every effort is made to give every staff member adequate opportunity to improve their performance in any area in which they are found to be deficient. Before being terminated, employees receive at least three written notices. (There are certain exceptions, such as any mistreatment of a child or co-worker, theft, failure to show up for a shift, etc. where the individual will be immediately terminated.) However, if the employee fails to meet stated standards in any of the three areas listed above, they will be asked to leave. While we do everything possible to eliminate staff turnover, some situations dictate that changes be made to maintain the integrity of our program.

Transportation Policy

Child Time facilities transport children to and from off-site activities with the school vehicle or the UTA Buses. Our program uses the school vehicle to transport children to our facilities from elementary school. We do not do drop-offs. Center policies apply during transportation.

All vehicles used for transportation will be currently registered and maintained in a clean safe condition. No child will be left unattended in a vehicle. Children will remain seated while the vehicle is in motion. Keys will be always removed from the vehicle that the driver is not in the driver's seat. Smoking is prohibited in the vehicle. Teachers will not talk on the cell while the vehicle is in motion. Each school vehicle will:

- ★ Be driven by an adult with a current state driver's license
- ★ Contain a first aid and bodily fluid clean up kit
- ★ Be able to maintain temperatures between 60 and 90 degrees
- ★ Be equipped with individual, size appropriate safety restraints that are appropriate for the vehicle and installed and used correctly
- ★ Be enclosed
- ★ Be locked during transport
- ★ Have at least one person with current CPR and first aid certificates
- ★ Carry release forms for transportation of all children

After school pick-ups are done by the teachers in the Dodge Ram Van or Company Bus. If either is unavailable a staff vehicle meeting the above stipulations will be used. The rules for this transportation are:

- ★ All loading and unloading are done curbside only
- ★ Children are always in individual seatbelts
- ★ The children must go directly to the "pick-up spot" the driver cannot leave other children unattended to search for a child
- ★ The maximum amount that children will have to wait for the driver is 15 minutes
- ★ If the child is not at the designated location and misses the transportation vehicle, you will be responsible for transporting the child back to the preschool. The driver will notify the school by cellular phone, and we will contact you, within 30 minutes, if this should happen
- ★ If there is a delay in picking up the children at the designated area the elementary school will be notified and will be asked to keep the children in the office until the driver arrives.
- ★ If your child's school schedule is different on any given day or if they are going to be out of school, please let us know
- ★ You must notify us prior to 15 minutes before school lets out, if your child will not need to be picked up

Please keep in mind that your child is only one of several children who will be picked up, we will do all we can to be as efficient as possible, but we must have the support of parents instructing the children to come immediately to the "pick up spot". You may also need to speak to your child's elementary school teacher and inform them that your child cannot be detained after school.

The above policies are upheld for all off-site activities.

EXPECTATIONS FOR PARENTS

Babysitting

On the advice of our legal counsel, our staff members are not available for babysitting. Please respect this policy. Babysitting also interferes with providing a nonbiased environment in the school and it places the teachers in an awkward position. If this policy is violated it will result in loss of enrollment. This policy also applies to children's birthday parties, sporting events and so forth, it is simply not possible for the teachers to attend outside events for every child and if they cannot do it for every child then they **SHOULD NOT DO IT FOR ONE**. Along these same lines we ask that all families keep a professional relationship with every staff member, asking teachers to date is not in the best interests of the children and places the teachers in an uncomfortable position.

Courtesy and Respect

We strive to teach the children to be courteous and respectful to all people. Children learn from example. All members of the center community are expected to abide by the following guidelines, so that we can serve as proper role models for the children:

- Speak in a respectful manner to all staff, families, and children.
- Please follow the grievance procedure located on page 22, should you have a comment or concern.
- When discussing sensitive topics, speak privately with the individual concerned. Refrain from discussing matters in front of any children.
- Please turn your cell phone to vibrate while you are in the school. If you must use the phone, please step outside
- It is inappropriate for parents to discipline children other than their own at school. Please share your concerns with a staff member.
- While parents are welcome to visit the program at any time, please:
 - a. Enter quietly if the class is in the middle of an activity
 - b. Follow the teacher's advice on how long you should remain in the room
 - c. Be aware of how your visit impacts your child. Some children have a very difficult time being "left" at school more than once a day. As they adjust to the routine and become more comfortable, transitions tend to be easier. But every child is different, so be flexible.
 - d. Please do not allow your child to leave the group or play in another classroom because you are visiting, unless you sign them out and supervise them.
- Ensure that your child follows the same rules as the other children in the group.
- Do not give treats or toys when you visit.
- Keep child issues confidential. While participating in the class you may be privy to information regarding individual children's levels of development. All information gained in the classroom must be kept confidential.

Parent Enrichment Evenings

We provide several opportunities throughout the year for parents to get together with the teachers and explore different early childhood topics. These evenings take the form of Parent/Teacher Exchange, Parent F.Y.I. Night as well as other parenting classes that may come up.

Parent Participation

Participation in your child's school experience will enrich both your life and the life of your child! Teachers send home curriculum weekly where they list parent participation opportunities. The opportunities are designed to get the entire family involved in the child's classroom experience! Parents are encouraged to participate in the classroom as is possible. We request parent input in evaluating our programs each year.

Parent Responsibility

Parents are encouraged to visit as often as possible. We welcome all opportunities to enhance our school/parent partnerships. We especially encourage input regarding:

- Areas of individual concern, regarding your child's needs
- Goals and expectations regarding the school's performance
- Observations of curriculum, teacher/child interactions, teacher/teacher interactions, etc.

Parents are encouraged to:

- Support Teachers & staff
- Maintain confidentiality
- Wholeheartedly assist in the transition into preschool and graduating classes
- Support school policies and procedures

Parents are also encouraged to be involved in staff development fund-raisers and classroom activities such as field trips and special projects. Parents are asked to commit to attending at least two field trips a year as well as participating physically or financially to a fund-raiser.

All parents are also invited to visit and read a story, join in an art project, or just "play".

Handing over the care and education of your most precious possessions is an emotional experience to say the least. Sometimes a situation will tempt you to respond emotionally. You must address questions and concerns appropriately, by discussing them with the director. It is unacceptable to raise your voice, threaten or otherwise intimidate staff members or children in our program. This behavior will result in loss of enrollment immediately.

Playground Supervision

Playground supervision is required always. If you would like to play with your child on the playground you must be able to see and hear the child at all times. Please follow all posted playground rules, make sure that children are not allowed to climb on fences or gates, it is dangerous and destructive. Playgrounds are not to be used during nap time or when the center is closed.

Potty Trained – Definition

A potty-trained child can consistently do the following:

1. Communicate verbally to the teachers that he/she needs to go to the restroom BEFORE they need to go.
2. Alert him/herself to stop what he/she is doing, to go and use the bathroom.
3. Be able to pull down their underwear and pants and get them back up without assistance.
4. Wipe themselves after using the toilet.
5. Get on/off the toilet by themselves.
6. Wash and dry hands.
7. Postpone going if they must wait for someone who is in the bathroom or if we are away from the classroom.

Children must be wearing underwear (Pull-up's are not allowed in the 3-4's class) with very few accidents. A child having accidents weekly would NOT be considered potty trained. We take the children to the bathroom at major transitions, and we will certainly ask your child many times throughout the day if they need to use the bathroom. We understand that each child arrives at this milestone differently, therefore we will allow 2 weeks from the first day of session or enrollment for your child to demonstrate accomplishment of this goal.

We do understand that even potty-trained children will occasionally have toileting accidents. By definition, "accidents" are unusual incidents and should happen infrequently (1 per month or less). In these instances, the teachers will help children to change their clothes, encouraging independence as much as possible.

Why do children have to be potty trained before they begin the preschool classes? There are strict licensing standards for changing and disposing of wet or soiled diapers. The classrooms are not equipped for diaper changing. When an adult is busy changing a child's diaper or soiled clothing, it is taking away from learning time for all students, and it removes one adult from the direct supervision of and interaction with the rest of the class. Teachers are not allowed to wipe the children in the preschool classes (3's and up). Because a teacher is often alone helping a child, this for the protection of the teachers. It is developmentally appropriate to expect children 3 and up to wipe themselves. We supply the children with wipes flushable wipes to help assist in cleaning themselves.

Security At The Center

To ensure that all our children and families are in the safest environment possible we need everyone to adhere to the following guidelines:

In the car:

- Drive with caution in the parking lot – observe the 5mph speed limit
- Park in designated parking spaces, please do not block entrances or exits, or block other drivers in. If you take more than 10 minutes to drop off or pick up your child please use street parking.
- Be aware of parents that are waiting for parking spaces, if you are having a conversation with another parent in the parking lot please be courteous and move your vehicle to the street so that others can utilize the parking for pick-ups & drop offs.
- Do a thorough scan of the parking lot, checking all around you for children, prior to pulling out of a spot.
- Please follow all state and federal child restraint laws. In Utah all children under the age of 8 or under 80 pounds must be placed in a car seat. If we see families breaking this law, we are obligated to notify authorities.
- DO NOT leave children in the car alone for any length of time.
- DO NOT leave valuables in plain sight. Unfortunately, individuals' prey on parents being in a hurry and leaving belongings in vehicles while they run in to pick up & drop off children.

In the center:

- Ensure that all individuals authorized for picking up children carry a photo ID whenever entering the facility.
- Keep emergency information and contacts' current. We must have a number to contact in case of emergency.
- Be sure to sign your child in and out using the Parent Communication App.
- DO NOT allow people that you do not know to enter the facility with you. Please let each person use their code to gain entry to the building so that we can monitor who comes into the center.

Toys from Home

Toys brought from home, unlike school toys, are not "neutrally owned", therefore they can cause intense "territorial disputes". Please do not bring any toys to school unless it is by the teacher's request. Toys may not be left in a child's cubby instead of going home; this causes problems and puts the teacher in the position of taking a toy away instead of having the children voluntarily leave it in the car or at home. That is not a good way to start the day. No guns, swords, war toys, superheroes, or other fighting toys at any time. Your child may bring a small, soft toy to snuggle with at nap time, if they stay for nap. The toy will stay in the cubby (so it needs to be small enough to fit inside) until naptime.

TUITION POLICIES

Deposit

The tuition prepayment serves as a deposit in your account and is to be deducted from the final month's tuition. To use the pre-payment, YOU MUST GIVE 30 DAYS NOTICE., In addition notice must be given prior to the 26th of the month in order to credit your account before the automated billing is completed. End of enrollment must coincide with the end of the month or the end of a session. The prepayment is not refundable under any circumstances and can be used in childcare services only. Please pay close attention to this procedure so that you may use the deposit. If you fail to give proper notice the prepayment is forfeit, it cannot be used as a credit for future services.

Late Pick-up Fees

Child Time Inc programs close at 6:00 PM. Evening late fees are paid directly to the staff that waited with your child. This is to compensate them for staying after their regular shift and for any inconvenience that it caused them. PARENTS NEED TO HAVE COME AND GONE BY 6:00 PM. The closing teachers should be able to lock the doors right at 6:00. The late fees are \$5 per child, per minute starting at 6:01 on the clock in the school lobby. (It is synchronized with Time & Temperature). Continued late pick-ups will jeopardize enrollment.

Tuition Policy

All tuition is to be paid through the Parent Communication App. All fees are due regardless of attendance. All fees are prepaid. All monthly payments are due on the first of every month. Returned checks or ACH transactions are subject to a \$35 fee. A late fee of \$25 will be charged if tuition is not received by the close of business of the third. If fees are not paid by the 5th, an additional \$35 will be charged and services will be discontinued until full payment is received. If an account is still past due on the 7th the enrollment may be terminated and subject to a new enrollment fee of \$50. To reenroll the total late fees will be \$110 plus the past due tuition. If tuition is unpaid by the 8th the enrollment spot can be filled by another family.

The center depends on monthly tuition to pay expenses. If you are having problems, please speak to the director as soon as possible. We do not have any leeway once you have used up your prepayment, which is done by the 10th. As stated in the contract, late fees must be paid and will accrue on the account with interest until paid. Failure to pay late fees may result in loss of enrollment. Please do not leave checks on the desk.

There are no deductions or credits for absences. This is including but not limited to illness, holidays, vacations, etc. No deductions or refunds will be made for scheduled or unscheduled closings. This is including but not limited to, any closure deemed by local government authorities, inclement weather, state of emergencies, pandemics, acts of nature, or withdrawal without 30-day notice. Parents pay for a space that has been reserved for their child. The expense of providing our program continues daily, whether a particular child is here or not. Our number of enrollments is strictly limited, thereby assuring the low ratio so crucial to a quality program. To disregard this policy would undermine our level of quality; therefore, the terms of the enrollment contract are strictly enforced. Tuition rates are reviewed on an annual basis to determine the projected costs of doing business for the next year; tuition rates are adjusted in the fall to meet the budget requirements for the year ahead.

We treasure exploration, creativity, academic success and the enthusiasm for knowledge and learning.

We cherish listening, expression, compassion, and every voice being valued.

We care about nurturing our community, understanding how your actions impact others, and having high expectations for each other.

We value integrity, communication, problem solving, and experiencing as much as possible.

We value manners, courtesy, human kindness, and service to others.

We cherish respect for elders, parents, teachers, friends, and self.

We promise to do our best in contributing to your child's success and happiness in life.

Thank you for taking the time to read through our Parent Handbook. If you have any questions on this information, please ask director as soon as possible, so that we may avoid any confusion.

We look forward to sharing in the development of your child and the growth of your family.

Sincerely, the team at Child Time, Inc



Child Time INC.
Reggio Inspired Learning Centers