

FAMILY HANDBOOK

LEARNING & EDUCATIONAL CHILD DEVELOPMENT CENTER



Family Handbook

212 East 8th Ave. Homestead, PA 15120

T:412-205-3287 * F:412-530-2374

Welcome to Learning and Educational Child Development Center. The information provided in this handbook will introduce you to our philosophy and the policies of our center. We believe that children learn and grow best in a safe environment that provides them an opportunity to explore, create and communicate with other children and adults. There are many benefits to choosing Learning and Educational Child Development Center for your child:

- ❖ Relaxed, safe and comfortable environment
- ❖ Respectful staff that are here to help teach your child and prepare them for the next milestone in his/her life.
- ❖ A clean, organized facility
- ❖ Care for infants as young as 6 weeks old to 12 years old
- ❖ Before & after school care
- ❖ Transportation to and from school for select local schools (please inquire)
- ❖ Breakfast, snack, lunch and drinks are provided

Mission Statement

Learning and Educational C.D.C provides a safe, loving environment where children can grow and develop socially, physically, and cognitively. We focus on each child's individual needs and exceed your childcare expectations by providing the highest quality of care and education for your child.

Contact Information

Phone#: (412) 205-3287

Fax#: (412) 530-2374

Email: Ledaycare@yahoo.com

Address: 212 East 8TH Ave, Homestead, PA 15120

Owner: Danielle Daye

Director: Latisa Y. Buckner

Assistant Director: Arnita Thorne

Hours of Operation

Monday – Friday 6:30am – 6:00pm

All children must be picked up by an authorized guardian no later than 6:00pm. In the event of late pick up you will be charged a late fee.

The center will not operate on the following holidays:

New Year's Day
President's Day
Good Friday
Memorial Day
Fourth of July

Labor Day
Thanksgiving & the Friday following
Christmas Eve
Christmas Day
New Year's Eve

Yearly calendars are given to all parents which also includes vacations/outings.

Late Fee Policy

Our daily rate includes a maximum of 10 hours from drop off until pick up time. A late fee will be charged to anyone who exceeds this daily maximum. Our doors close at 6:00pm therefore our latest pickup time is 6:00pm. We will apply a late fee to anyone who exceeds these time limits. This fee is to be paid upon pickup and must be paid before the child returns the next business day. There will be a 5-minute grace period, after this time you will be charged \$1.00 per minute. For example:

6:05pm-6:06pm	\$1.00
6:07pm- 6:08pm	\$2.00
6:09pm- 6:10pm	\$3.00 and so on...

Admissions policy

L&E C.D.C enrolls children from ages 6 weeks to 12 years old without regard to race, culture, ethnicity, sex, religion, national origin, ancestry, special health needs, developmental or behavioral concerns, or disabilities. The curriculum reflects respect for different cultures, without stereotyping of any culture. The child's parent or guardian and the director will review and discuss policies applicable to the family.

Enrollment

Before your child's first day, please bring the following:

- ❖ Childcare payment agreement
- ❖ Health Assessment no older than 6 months
- ❖ Emergency contact forms
- ❖ YMCA food program enrollment forms
- ❖ Handbook signature page

Parental Responsibilities post enrollment

- ❖ Signing your child in and out daily
- ❖ Providing breakfast, lunch or snack for any posted meals that your child may have an allergy to.
- ❖ Providing a blanket, diapers, ointments, formula, wipes, change of clothes etc. for all children that apply.
- ❖ Labeling all clothes and personal items.

Daily record keeping

Daily attendance is tracked by the childcare software Brightwheel. We ask that all parents properly sign their child in and out daily using this forum. By providing us with a valid email address and cell phone number we are able to send you notifications using this software. For all children that are not yet fully potty trained a diaper log will be tracked daily via the Brightwheel app. Parents may request these documents via paper if not accessible online. Any incident that takes place while in our care will be documented in an incident report. This incident report must be signed to document that you have been informed and received notification of this incident. You may also request a copy of this form. Daily health checks will take place as the child enters the building on a daily basis. This is a visual check of health and well being to ensure that if there are any changes to the child's health throughout the day the parent will be notified and this will also be documented on our illness and injury log.

Billing & Scheduling

There is a minimum requirement in place at Learning and Educational C.D.C for the number of days your child must be enrolled per week. All enrolled children will be billed weekly in advance in the form of a weekly invoice for the set tuition rate. You may pay in full at the beginning of each week or in two payments biweekly. If you choose to pay daily for your child you will also have that option. All children must be paid in advance of attendance for that day and up to date on billing before dropping off your child. No refund will be given for sick days or unexpected absence, credit will be issued if proper notification is given. Learning and Educational C.D.C reserves the right to a 10% late fee for any delinquent balances. Payment is accepted in the form of cash, check or money order. Non-payment of tuition is grounds for immediate dismissal from the program. If you anticipate problems paying tuition or copays on time please discuss this in advance with the program supervisor. Daily tuition does include all meals but DO NOT include any additional field trips off property (additional fees may apply).

Childcare Subsidy

Learning and Educational C.D.C does accept childcare subsidies. Children being enrolled with subsidized care must contact their service provider and have their case managers confirm their eligibility prior to enrollment. Copays are due at the beginning of each week on Monday and must be paid no later than Friday of the current week. Any delinquent payments will be reported to the ELRC. All parents are required to sign a fee agreement document. If a family may become ineligible the parent will become responsible for the daily/weekly tuition

Pick-up & Drop off

Children will not be released to anyone who is not on the pick-up list without parent notification. Proper I.D. is required upon arrival. Please fill out the emergency contact form with anyone who has authorization to pick up in the event of an emergency. Please call-in advance to provide authorization.

Parents of a child in our care are entitled to immediate access, without prior notice, to their child whenever they are in care at Learning & Educational C.D.C, as provided by law.

In cases where the child is the subject of a court order (e.g., Custody Order, Restraining Order, or Protection from Abuse Order) we must be provided with a Certified Copy of the most recent order and all amendments thereafter. The orders of the court will be strictly followed unless the custodial parent(s) requests a more liberal variation of the order in writing. In the case where both parents are afforded shared/joint custody by order of the court, both parents must sign the request for more liberal interpretation of the order.

In the absence of a court order on file, both parents shall be afforded equal access to their child as stipulated by law. Learning & Educational C.D.C cannot, without a court order, limit the access of one parent by request of the other parent, regardless of the reason. If a situation presents itself where one parent does not want the other parent to have access to their child, we suggest that the parent keep the child with them until a court order is issued, since our rights to retain your child are secondary to the other parent's right to immediate access. L&E C.D.C staff will contact the local police should a conflict arise.

Class Assignments/Transitions (See Transition policy)

Children are assigned to classrooms by age and cognitive ability. When it is time for your child to move to the next classroom, you will be given notice and a transition plan for the child to gradually transition into the next classroom. Center management will discuss the decision to move your child's classroom prior to any transition. Whether a child transfers to another classroom or another educational setting we will work to ensure a smooth transition.

Child Assessment Policy

Cognitive Toybox will be used as a tool to assess the children's development in our care. We will use this tool as an aid for curriculum planning, instruction, and goal setting for the children in each level of care. Knowledge gained through assessing the children will be used to properly plan for instruction to meet the needs of each individual child. Twice yearly we will discuss the children's progress during parent-teacher conferences and in additional forms of communication throughout the school year. The assessments will also be evaluated for possible referrals to community resources. These assessments will be used as a reference for special needs therapists or wrap around supports, granted there is proper written consent from the parent. Staff are advised to adhere to this policy.

Child assessments will help us best understand the needs and development of the children, as well as areas of focus for our classroom practices. Educators are responsible for completing Child Assessments in a timely manner. Monthly & weekly checkpoints must be met to gather crucial data. If a child has recently transitioned to a new group, it is the responsibility of the previous educator to inform the new classroom educator about the child's assessment dates as well as any important information you feel relevant to the children's goals or progress. If a child has recently transitioned to a new group and the child has not been with the new caregiver long enough for proper assessment to be completed the child's previous caregiver will be asked to complete the assessment instead.

Inclusion Policy

Learning & Educational Child Development Center welcomes all children. We are committed to providing developmentally appropriate early learning experiences that support the full access and participation of each child. We believe that each child is unique, as we work in partnership with families and other professionals to provide the support children need to reach their full potential.

Procedures:

Admissions/waiting list children of all abilities are accepted into Learning & Educational Child Development Center. Families interested in having their child attend the program will be given an equal opportunity for admission. A waiting list is maintained, and children will be accepted from the list on a first come first serve basis.

Inclusive Environment

Early childhood educators at Learning & Educational Child Development Center use developmentally appropriate practices as well as consider the unique needs of all children when planning. Staff here make every attempt to make modifications when necessary to meet the needs of the children. Schedules, routines, and activities are flexible and early childhood educators work with therapists, special educators, and other professionals to integrate individual accommodations and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

Confidentiality

Confidentiality applies to all verbal and written information about potential, enrolling and previously enrolled children and their families. All staff are briefed on the need for confidentiality and will be expected to fulfill their obligation to respect privacy. Written records will be stored in a secure location with access limited to the director and the child's teacher. No information will be released about a child and the parent/legal guardian during enrollment or transition to another receiving program or school without first receiving the written permission of the parent/guardian. This excludes the responsibility held by early childhood educators as mandated reporters of suspected child abuse and neglect as outlined in Pennsylvania law or when information is subpoenaed by the court.

Family Centered Practices

Learning & Educational Child Development Center acknowledges and respects the priorities

each family has for their child. Families are encouraged and supported to collaborate with staff to ensure that each child has an opportunity for optimum success. Learning & Educational Child Development Center communicates with each family daily and has regular meetings to discuss the child's successes and challenges.

Professional Development and Support for Staff

Training and support is provided to ensure that all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive an orientation on inclusion policies and attend training focused on effective inclusion and/or other disability topics whenever possible. The director also provides additional support and resources as appropriate.

Collaboration with Other Professionals

Many children with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers, and others. Learning & Educational Child Development Center welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the early childhood classroom environment and the child's teacher and the service provider work collaboratively to determine the best strategies to support the child in the group setting. Learning & Educational Child Development Center supports the teacher's participation in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings.

Center Transition Policy

Learning & Educational Child Development Center prides itself on exceptional practices used to provide a smooth transition between classes. This system provides an opportunity for teachers to share relevant information about the child in transition. When a child reaches the max age for the current group, we prepare them for transition into the next group appropriate for their age. Transition begins shortly after the child's birthday based on center transition periods. Transition plan as follows:

Week 1- Parents are notified about the transition in a transition letter that is sent home. The transition letter explains the classroom expectation for the child, as well as a chance to get to know the new classroom educator. The child will spend morning circle as well as participate in the morning routine with their new class, returning after lunch. Parents will receive a weekly recap from the new teacher addressing concerns if any, as well as offering a summary of how well the child did being introduced to the new group.

Week 2 -Children will spend the full morning with the new group even resting with the new class. All week the teacher will focus on preparing a space for the child transitioning to include cubby & mailbox space etc. Communication with parents this week will include the new teacher's bio and contact information. Both teachers will exchange portfolios so the teacher can assess the child's current skill as they relate to class. Teacher will use information gathered to incorporate the child into lessons etc.

Week 3 -Transition is complete. Teachers will follow up with parents to address any concerns they may have after week 2. Continuing to incorporate the child in the class routine and take notes on child progress after transition.

After Transition Routine

Center staff will continue to be an added support system for children that have transitioned to a new group. These educators may be asked to take part in planning meetings if needed to help the child's growth. The previous teacher will complete an overall observation of the child before he or she is released to the next group. This observation will be added to the child's class portfolio so that the next teacher is made aware of any skills or behaviors important to the child in transition. Please note ** If the child is not coping after a short amount of time with the transition times they can return to their room and try again the next day that they are in care.

Staff to Child Ratios

Based on state regulations all classrooms will be in accordance with child to staff ratios. This means your child's classroom size will never exceed the ratio guidelines, which also ensures small classroom sizes.

Infant 1 to 4

Young toddler 1 to 5

Older toddler 1 to 6

Preschool 1 to 10

Young School Age 1 to 12

Older School Age 1 to 15

Family/Staff Communication

Parent teacher conferences are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. Parent/Teacher conferences enhance staff knowledge and understanding of the developmental progress of each child. A minimum of two parent-teacher conferences will be conducted each year. Conferences will occur within the first 3 months of new enrollment and every 6 months after that unless the parents sign a form that declines participation in the conferences. Parent-teacher conferences will occur via ZOOM, in-person or on the phone, however the parent's needs will be taken into consideration for scheduling.

Discipline

Learning & Educational C.D.C takes pride in our qualified staff who properly lesson plan to provide a full interactive day for the children in our care. Our classrooms have daily routines in place to provide consistency and routine as early as our infant classrooms. It is important to the flow of the daily routine that we have behavior policies in place, as well as expectations for the children in our care. We DO NOT spank, shake, or physically punish the children. We DO NOT make fun of or verbally abuse the children. We DO NOT place the children in locked rooms, closets, or boxes as punishment. We DO NOT withhold food, rest, or toilet use. We DO NOT leave any child unattended. Instead, we are supportive of the children in their learning and try to provide them with tools to regulate and understand their changing emotions. However, to maintain our learning standards we must implement & uphold our behavior policy.

First Offense: Redirection of the child, with an explanation of the offense to the parent during pick up time.

Second Offense: "Time Away" in the classroom under direct teacher supervision. Teacher will multiply one minute times the age of the child (a 4-year-old will be separated from the group for 4 minutes)

Third Offense: The teacher will call a Member of the Management team to the room to discuss with the child the offense for which he/she is being reprimanded.

Fourth Offense: Parent will be contacted for a conference, with the approval of the administrator. The owner, administrator, teacher, and parents will discuss a solution to the particular offense. Possible recommendation for behavioral evaluation.

Fifth Offense: The family will have a follow up conference to put a behavior management plan in place and will be provided with resources for behavioral supports.

Mandated Reporter

Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to the appropriate authorities. As part of our staff requirements each and every employee must be registered and trained as a mandated reporter. As mandated reporters it is our responsibility to protect the children in our care and report any signs of child abuse and neglect. Please be aware it is our responsibility to cooperate with any authorities and members of the state regarding accusations of abuse.

Food Handling and Feeding policy.

Learning & Educational C.D.C provides breakfast, lunch, and snack daily. All staff members make sure that the food offered to children meets the recommendations of the Institute of Medicine for the US Department of Agriculture (USDA) Child and Adult Care Food Program, which are posted on the USDA Food and Nutrition Service Web site. Children will be given multiple servings if still not satisfied after the initial portions are served. Any dietary substitutions made must be provided by the parent or guardian. All dishes, utensils and food surfaces will be properly cleaned prior to serving children.

No one with signs of illness (including vomiting, diarrhea, or open infectious skin sores) or who is known to be infected with bacteria or viruses that can be carried in food is allowed to handle food. Staff members who prepare food and change diapers or do other tasks that involve handling body fluids on the same day, complete all food preparation before doing any tasks that involve handling body fluids.

Food selections and portion sizes follow the meal and snack patterns described in the Institute of Medicine recommendations for the Child and Adult Care Food Program guidelines. Foods are planned to offer the recommended meal patterns over the course of the week, varying from day to day according to the guidelines.

Staff members who have food handling responsibilities are required to have specialized training in food service and food safety from a nutrition consultant or registered sanitarian who works in the Child and Adult Care Food Program, local health department, or local hospital or a registered dietician who works in the community.

Nap Time

All children that are not of school age are given a designated naptime between the hours of 1:00pm-3:00pm. Children are assigned a 2" thick rest mat that naptime will take place on. We request parents of the children in our care provide a blanket or sleeping bag for their child with the option of a pillow and any other comfort item. Children are not forced to sleep during this time, but if awake must remain on their mat with a quiet item until naptime is over. During the summer school age children will not be required to nap. All blankets and sleeping bags will be washed at the center at the end of each week and sanitized daily.

Water

Clean, sanitary, filtered drinking water is available throughout the day when children are indoors or out- doors. Prior to 12 months of age, infants are offered their mother's breast milk or formula, not water, for extra hydration on hot days, unless otherwise directed by the child's health care professional in writing. On hot days or when they have been physically active, all children older than 12 months are offered water to drink. Water is available at meals and snacks but is not substituted for milk when milk is a required food component unless recommended by the child's health care professional. Only cold water taps are used to draw drinking water or water for cooking

Footwear

Footwear must be the equivalent of gym shoes that are not slippery, will not twist or come off the feet while running, and stay firmly on the feet while climbing, jumping, skipping, and crawling. Footwear is not permitted that provides insufficient support for or limits active play, such as shoes with heels, flip-flops, loose boots, or dress shoes. Children are required to remove their shoes once indoors. Children in care must wear socks or slippers while indoors.

Teaching staff and visitors are not permitted entry with shoes, and will also be required to wear slippers, socks, or indoor shoes.

Infants and Toddlers

According to child development theorist Erick Erickson, in his Trust vs. Mistrust Theory, the most important thing for an infant to learn is trust. Infants/toddlers need to know that their environment is safe and predictable. When an infant/toddler's physical and emotional needs are met in a consistent and caring way, they learn to trust the people around them.

How Infants and Toddlers Learn

Infant/toddler learning is the foundation of all learning. During infancy children learn emotional, social, physical and cognitive skills that are built upon throughout childhood. Infants/toddlers explore by using their five senses. They should be provided with daily opportunities to discover their world through all of their senses with lots of new and familiar sights, smells, tastes, textures and sounds.

Toilet Training

Toilet training occurs when the child shows readiness to use the toilet and the family is ready to support the child's involvement in doing so. Readiness indicators include desire to perform self-body care, ability to remain dry for at least 2 hours at a time, communication skills to understand and express concepts related to toileting, ability to get onto and sit with minimal assistance on a toilet adapted for the child's size or appropriately sized, and awareness of the sensations associated with releasing urine. At the time of readiness staff will work with children on potty training daily.

Behavior

We pride ourselves on working hand in hand with therapists and specialists to ensure that every child in our center has the greatest opportunity to thrive. We reserve the right within 30 days of enrollment to release care of any child that is not deemed a fit for our center due to any occurrences within that period. In this case parents will be given at least 7 days' notice to find alternative childcare. This may only occur in cases where children or families pose harm to others. It is important that our center creates a positive learning environment for the child and his/her classmates.

Families

Respect is the core of a successful childcare center. Respect of the child and his/her family and of culture, beliefs, goals and concerns allows families and care-givers to come together and create the ideal place for each child to learn and grow.

It is our responsibility to maintain open communication with families under our care. Communication is an important aspect in the outcome of a child's daycare experience.

Home Language Policy

Language is the foundation for all learning. This policy is critical for achieving our mission to provide quality care and educational services to the children in our care. While English is the primary language spoken by our families, and children in our care. This policy is in place to ensure that our staff are trained in inclusion and supporting children who have a different home language than our own.

Learning & Educational Child Development Center is committed to providing as much diverse language instruction as possible, by supporting the children who come from different cultures. We hope to encourage early literacy and cultural identity as they reflect the multilingual society, we live in. This language policy is also to support transition of skills from the mother tongue to English and vice versa.

We strive to create an appreciation of the diversity in language. Language does much more than promote cognitive growth, it is crucial for maintaining cultural identity and emotional stability. Newly enrolled families are expected to fill out a home language survey for the center. Based on the survey results we will inform the teachers of the child's native tongue. We will also do our best to include the child in everyday routines, by researching and exploring different ways to communicate with the child.

All staff are required to take a personal development course on inclusion, as it relates to children with a different home language. Staff will work hard to break down language barriers between teachers and families. Classrooms will have multicultural items to interact with including signs, posters, and toys to reflect the diversity we wish to see in our center. Teachers will remain in constant contact with the parents to make sure the child is receiving all the support they can from home as well, while transitioning to a new center.

Safety

Providing a safe and educational environment is our number one priority.

- ❖ Emergency contact info will be posted near phones and exits
- ❖ First aid material is available
- ❖ Doors will remain locked for security
- ❖ Operating smoke alarms and fire extinguishers
- ❖ Fire evacuation and severe weather plans are posted
- ❖ Toys and equipment will be age appropriate and in safe condition
- ❖ Electrical outlets are covered
- ❖ Sharp objects will be kept out of reach

Emergencies

In the event of an emergency, parents/guardians will be notified, and if necessary, your child will be transported by ambulance to the nearest hospital. Parents/guardians are responsible for costs of all medical treatment for your child. First aid kits will be kept in every classroom and taken with staff for any off property excursions. Emergency phone numbers will be included in this kit to ensure we are able to contact the parent or guardian as soon as possible. Please make sure you are providing your most up to date emergency contact information.

Medication

Before we can administer any prescription or over the counter medication for your child, parents/guardians are required to sign the Medication Authorization Form.

Prescribed Medications: Child's name, prescription name, doctor's name, dosage, pharmacy name and phone number must be on the original container. Instructions for administering and dates the medication is to be used for should also be specified on the label.

Over-the-Counter Medications: Medication must be in the original package. If any of the medication will be taken differently than indicated on label or for more than five (5) days, a note from your child's physician is required.

A medication log will be kept for your child. Parents/guardians can receive a copy at any time. If your child will be taking a medication for an extended period of time or for preventative precautions (i.e. inhaler to control asthma symptoms) a note from your child's physician is required. All unused medications will be sent home with your child daily.

Caring for children with special needs

Our childcare center provides public accommodation and therefore must comply with the Americans with Disabilities Act. Our program is committed to meeting the needs of all children, regardless of special health care needs or disabilities. As the number of children with chronic health conditions such as asthma, allergies, and diabetes increases, as well as the number of children with emotional or behavioral issues, the ability of programs to plan for and include all children is critical. Inclusion of children with special needs has been shown to enrich the childcare experience for all staff, and children and families of enrolled children.

1. Children with special needs will be accepted into our program under the guidelines of the Americans with Disabilities Act (ADA).
2. All families will be treated with dignity and with respect for their individual needs and/or differences.
3. Learning & Educational Daycare will be responsible for ensuring that confidentiality about special needs is maintained for all families and staff in the program.
4. Learning & Educational Daycare will ensure that when a child with a special need is identified they will be given a Getting to Know Me form to be filled out by the family collaboratively with a member of the childcare program staff to make needed accommodations in advance.
5. Children with special needs will be given the opportunity to fully participate in the program possible. To accomplish this, Learning & Educational Daycare may consult with the Steel Valley School District, Community Mental Health Organizations, and the Department of Human Services as needed, provided parental permission is granted. Inclusion of program staff on IFSP and IEP case conferences is desired to ensure our childcare program provides the most supportive environment possible.
6. All staff will receive general training on the benefits of inclusion of children with special needs and training on specific accommodation that any child in their classroom may need.
7. The individual written plan of care for children with special care needs will be followed in all emergency situations.

Individualized Education Plans (IEP) & Individualized Family Service Plan (IFSP)

Because of the diverse set of needs of children in our program, it is important to gather as much information as possible about our newly enrolled children. Our hope is that we can properly educate and adapt our programming to the needs of each child. IEP & IFSP's are learning plans created by child service professionals, looking to address the challenges children face while learning with special needs. Setting proper goals, as well as monitoring progress is the best way to track the growth and understanding of the children. If your child has an active IEP or if your family has an active IFSP please take time to fill out the lower portion of this form. Self-identifying is not mandatory. You do not have to submit your active IEP reports. However, it is fundamental in tracking progress. IEP's can be useful to our lesson planning team. IEP provides understanding of the child's abilities as well as his/ her limitations so we can plan inclusive activities while setting realistic goals for the classroom.

Suspension & Expulsion Policy

Learning & Educational Child Development Center aligns with OCDEL to reduce suspension and expulsion. Unfortunately, there are some circumstances we must ask that a child be removed from our program either on a short term or permanent basis. Learning & Educational Child Development Center will do everything possible to work with families of the child to provide extra supports in the form of resources, professional development & training for our staff

members, as well as outside supports to prevent suspension or expulsion from taking place. In this policy we will describe possible reasons for suspension or expulsion from the program as well as steps we will take to ensure we are doing our part in helping the children in our care succeed. The primary resource we will exercise is requesting assistance from the Office of Child Development and Early Learning (**OCDEL**) or **The Rapid Response Team**. It is rare that a child is asked to leave our center, however we reserve the right to do what is in the best interest of our program while maintaining a safe and thriving learning environment for all children in our care.

Behavior Management Action Plan

First Offence: Staff will try to redirect a child from negative behavior. Staff will reassess the classroom environment, modify activities, conduct observations, and increase supervision to promote positive interactions. Staff will always use positive methods and language while redirecting children. Staff will be directed to additional professional development training around the topic or behaviors presenting themselves. Staff will praise appropriate behaviors consistently and apply consequences for rules using positive redirection. Children will also be given verbal warnings allowing time to regain control. Teachers will record the child's disruptive behavior to be maintained in confidentiality. Shared only with the planning team including center management and family. **Monitoring and goal setting period for 30 days of initial offences**

Second Offence: Parent/guardian will be notified verbally. Parents will also be given a written copy of observations of disruptive behaviors that are taking place in the program. Parents will be provided with additional resources and at that time the director will discuss concerns and gather information from the family that may be helpful when working with the child. At this time, the teacher's observation notes, and any other assessments will be shared with the director and goals will be set as a collective. We will make sure the parent is supported at each level of our process and provide as much knowledge and resources as possible to get the child evaluated. Our program will offer as much support as possible to the family with the current behaviors.

(Action after Initial 30-day period with no progress)

Third Offence: The director, classroom staff and parent/guardian will have a conference(s) to discuss how we can promote positive behaviors. The parent will at that point be expected to reach out for other resources regarding methods of improving behavior and getting support in place to correct behavior. Alliance, DART, AIU etc. encouraging families to reach out for proper evaluation. The teacher will talk about prior goals along with the team and develop a behavior management plan along with parents to add to or update previous goals or incentives set. We will offer parents materials including videos, books, or paid PD on topics related to their child's behavior. With hopes of offering strategies for success at home as well as school. Resources such as trying together, BKC, YouTube etc. **(Within 30–60-day period no progress)**

Fourth Offence

Final sit down with parents to talk about the behaviors with all team members including support staff if any are involved by this point. Sharing IEP or IFSP plans if any. We will discuss overall the progression of the behavior, the strategies in place, as well as review previous goals set. Gathering input from all parties on next steps to take. If the behavior is one our program can maintain safely, we will continue to work with the families toward a solution. If this behavior is one in which the child is endangering his or her own life or the life of others, they could possibly be removed from the center to maintain supervision, with our priority being the health and safety of all. **(After completing 90-day period no progress)**

Next steps If after the 90-day plan of action above has not worked, the child's parent/guardian will be notified verbally and in writing about the child's behavior warranting a suspension or expulsion.

We define Suspension: An action that is meant to be a period to cool down so that the parent/guardian may work on the child's behavior or to come to an agreement with the school.

Suspension can last from 3 to 7 days out of the program, or permanent removal if behaviors have reached that point. We will do all within our power to work with children and families. Once management has assessed the situation the parent/guardian will be informed regarding the length of the suspension. The parent/guardian will be informed about the expected behavioral changes required for the child or parent to return to the school.

Child's Actions for Expulsion

Failure for child to adjust after a reasonable amount of time, uncontrollable tantrums, angry outbursts. Ongoing physical abuse to staff or other children, or when staff becomes unable to supervise class because a child is creating unsafe environments for others. We reserve the right to address other situations which may arise in the future.

Other reasons your child can be removed.

Failure to pay/habitual lateness in payment. Failure to complete required center documents including the child's immunization records. Verbal abuse to staff or the parent threatens or performs physical or intimidating actions toward staff members.

Illness

Contagious diseases

Contagious diseases are defined by Learning & Educational C.D.C as any infection that can be passed from one person to another. Most times, people who spread diseases do not look or feel sick. But it doesn't stop germs from spreading. Contagious Diseases are spread by direct contact, by coughing or sneezing, or by germs from bowel movements or by blood left on surfaces. Maintaining health and preventing the spread of contagious diseases is one of our main responsibilities at our childcare center, a responsibility which we hope is shared by our parents.

Illness Prevention

Our staff is properly trained in illness-prevention practices that limit the spread of infections. We promote the use of gloves during diaper changing and proper sanitizing agents, which help in reducing the spread of infections. L&E parents are urged to have their children immunized against major diseases, including but not limited to diphtheria, tetanus, pertussis, haemophilus influenzae type b disease (HIB), polio-myelitis, measles, mumps, rubella and chickenpox which is the recommendation of the American Academy of Pediatrics and the United States Public Health Service.

Reporting Illness Policy

Learning & Educational C.D.C has policies & procedures in place for reporting illness and possible exposures, daily observations help staff identify an ill child, so we can properly inform the parent of a child's illness. Parents are responsible for providing up-to-date phone numbers as well as emergency contact numbers. Parents are required to promptly pick up their ill child when contacted. In some cases, it's important to consult with your child's doctor about diagnosis and care. Parents must inform the center when their child is ill with a contagious disease and can request their pediatrician's help in consulting with the center if the illness has implications for the entire childcare program.

Recognizing a sick child

It is very important that the childcare staff and parents recognize the signs and symptoms of illness in children. Fever is a well-known symptom that the parent or our staff can use to identify a child who may be ill. Fever is a rise in body temperature above normal temp. This is common in young children and is rarely harmful. There are many things that can cause fevers other than illness. Environmental conditions, teething etc. may raise the body temperature. However, fever may also be a symptom of a contagious or serious illness. In some cases, children with fever will not be admitted to the program. That is until the child is examined by a health professional. Such cases include children who fit the following description.

- Temperature of 101°F or greater, Infants under 4 months
- Temperature of 105°F or greater, for any age child

Fever Policy

Parents will be notified immediately when their child is found to have a fever while at the center. Parents will be expected to pick up their child within sixty (60) minutes of notification. Failure to do so will require the center director to contact another emergency contact person or transport your child to an emergency room. The child's response to fever-reducing medicine (Tylenol or Motrin) is not helpful in deciding how sick the child is. Our main indicator is how sick a child looks or acts. It is Important to have your doctor check your child if they show symptoms or signs of a possibly serious illness. Warning signs include unusual drowsiness, persistent or excessive crying, wheezing, uncontrolled coughing, difficulty breathing or when a child refuses to play or complains of severe pain.

Exclusion from the Childcare Center

Most children with mild contagious illness do not need to stay home from childcare. Most times the child has already exposed others before appearing sick. Other illnesses stop being contagious shortly after the child has begun treatment. However, our exclusion policy depends on the specific diagnosis and symptoms. Our center will rarely exclude mildly ill children or those being treated. The most important factor in our decision is “does the child feel well enough to participate comfortably in the usual activities”. Center management will use their best judgment to make the final decision as to whether to exclude your child from the center. Exclusion from the program will occur if it becomes difficult for staff to properly care for the sick child without interfering with the care of other children. Again, the decision to exclude your child from the program will be at the discretion of center management. Exclusion from care may also occur if the child has signs or symptoms of serious illness or injury, and may not return to care until the child has been checked by a health professional who determines that the child is healthy enough to return to care some exclusion include but are not limited to:

- uncontrolled diarrhea
- vomiting in the previous 24 hours until the vomiting stops, or a health professional determines that the child may be in childcare.
- mouth sores with drooling, unless a health professional determines the child's illness is not from communicable illness.
- rash with fever or behavior change until a health professional determines that the child may be in childcare.
- pink eye with white or yellow discharge until 24 hours after treatment has started.
- scabies, head lice or other infestation until 24 hours after treatment is started and the child is nit-free.

Children with any of these contagious diseases will not be permitted to return to the center until the child has been seen by a physician. Parents must return to the center with a doctor's excuse as well as permission to return to regular activities at the center. In the event antibiotic treatment is required, the child must have received the treatment for 24 hours before returning to the center.

Policy for Serious Health Conditions

Inclusion or exclusion of children with non-contagious conditions such as a disabling injury or illness, asthma, or failure to thrive will be determined by the center management after they have properly assessed the staff's capacity to provide proper care for the child's special needs. Each case will be considered individually. However, the final decision whether to exclude a child from the center will be made by the center management. We do not discriminate based on race or family background only on our ability to give that child the care they deserve, making reasonable adjustments as needed. A doctor's excuse or plan of care may be required by the center director prior to allowing your child to return or enroll to the center.

Policy for Immunizations

Your child may be excluded from participating at the center if the required immunizations are not current (unless exempt for medical or religious reasons). Proper documentation must be provided if you opt out of immunizations. Your child will also be excluded from participating at the center if a Child Health Assessment form is not provided to the center within sixty (30) days of enrollment. Learning & Educational Daycare requests that all infants, (age 6 weeks to 12 months), enrolled at the center have a current Child Health Assessment Form on file at the center, the first day of attendance. Also, your child will be excluded from the center if the Child Health Assessment is not current with DPW standards. There will be no exceptions to the policy of maintaining a current Child Health Assessments on file at the center. Failure to do so will result in the termination of services.

This handbook provides general guidelines and is subject to change at any time. Please use this handbook to answer any of your questions regarding policies and center practices.

We know you have a choice when it comes to childcare, and we would like to thank you for choosing Learning and Educational Child Development Center. We are committed to meeting and exceeding your every expectation and providing your child with the best childcare experience possible!!