



PARENT HANDBOOK

215-552-5902

4643-45 FRANKFORD AVENUE

6:00 AM-6:00 PM

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I. INTRODUCTION

Mission Statement

The mission of Kiddie Kollege of Frankford is to provide all families access to an excellent educational program that prepares their children's future. Our value service respect, excellence, integrity, leadership and fun purpose quality growth and team. We exist to provide a safe developmentally appropriate environment for infant, toddler, preschool, and school age children. Our focus is to provide a stimulating early care and education experience which promotes each child's social/emotional, physical and cognitive development. Our goal is to support children to be life-long learners.

All children at Kiddie Kollege of Frankford are treated with respect regardless of race, gender, religion, disability, family structure or socio-economic status. We provide full-time and part-time care for infants up to 12 years of age. We provide healthy breakfast, lunch and afternoon snacks. We offer a broad range of educational, recreational and social service programs that meet Pennsylvania's state licensing requirements for child care centers. In addition we participate in Keystone Stars.

Philosophy

We at Kiddie Kollege of Frankford would like to welcome all families to our new facility. We strongly believe that children are our future and the first five years of their lives are the most critical because it is the foundation of a prosperous future. We are prepared to assist our families during this time by preparing an environment conducive to learning to promote and enhance children's cognitive, socio-emotional and physical development. We are committed to do the following:

1. Never harm children
2. Ensure that programs for young children are based on current knowledge and research of child development and early education
3. Respect and support families in their task of nurturing children
4. Respect colleagues in early childhood care and education and support them in maintaining the NAEYC code of ethical conduct
5. Serve as an advocate for children, their families and their teachers in community and society
6. Stay informed of and maintain high standards of professional conduct

7. Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases and beliefs have an impact on children and families
8. Be open to new ideas and be willing to learn from the suggestions of others
9. Continue to learn, grow and contribute as profession
10. Honor the ideals and principles of NAEYC code of ethical conduct

The family handbook is designed to help parents become familiar with Kiddie Kollege programs, policies and procedures. Please take the time to read this handbook carefully and thoroughly. Your thoughts and suggestions are always welcome to make this center a success.

Non-Discrimination

Kiddie Kollege does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran.

Curriculum

The curriculum that our program uses is the “Creative Curriculum” which translates new research and theory from the field of early childhood education into a practical, easy to understand approach to working with children and their families. It is a comprehensive curriculum with a clear organizational structure and a particular focus on interest areas. This curriculum works with the involvement of the family’s role, the teacher’s role, the learning environment, how children develop and learn what children learn. The childcare space is organized in a didactic and conducive to learning with the following interest areas: building, dramatic play, small manipulatives, art, library, science, music and movement, computer and gross motor.

Hours and Days of Operation

Kiddie Kollege is open Monday through Saturday from 6:00am to 6:00pm. The center is closed for all major state observed holidays:

1. New Years
2. Martin Luther King Day
3. Presidents Day
4. Easter Monday
5. Eid al-Fitr
6. Day after Eid al-Fitr
7. Memorial Day
8. Eid al- Adha

9. Day After Eid al- Adha
10. Independence Day
11. Labor Day
12. Thanksgiving Day
13. The Day After Thanksgiving
14. Veterans Day
15. Christmas Day

If the holiday falls on the weekend it is honored on a Friday or Monday
Additionally, Kiddie Kollege will be closed 2 days per year for staff development days. These dates will be announced in advance and will typically coincide with a holiday.

II.ENROLLMENT

Enrollment Procedure/Registration

There are several forms that must be completed and, in our possession, before we can assume the responsibility of caring for your child, those forms include an enrollment form. Before a child commences at the center an enrollment form must be completed and signed by a parent or guardian and accompanied by a non-refundable registration fee.

Registration Fee Policies And Procedures

Registration Fees

- Initial registration - There is a \$75 registration fee per child, which shall be paid upon acceptance of enrollment with our center. This fee is non-refundable.
- Summer School Age - Each summer school age Summer Day Camp participants will be charged an annual \$75 registration fee. This fee will be charged at the beginning of each Summer Day Camp season
- Annual Registration Fee - An annual registration fee of \$75 per child enrolled will be collected each September, between September 1, through October 30.

No child can be enrolled at the center unless the child's parent or legal guardian has authorized the center to seek emergency medical hospital or ambulance service. There are ***NO EXCEPTIONS.***

All forms must be updated as necessary. For example, if your address or phone number or any emergency contact information or medical changes occur it is your responsibility to get these changes to us. The child is required to accompany parent(s) at an interview session prior to admittance where the child will have the opportunity to visit the facility. The child will be told by the operator the services that will be offered to the child's best understanding. At this time the parent will indicate if the child has any special needs so that the operator can discuss the conditions with the parents and comply with regulations for the inclusion of children with special needs and requirements. However, if after observation it is realized that we do not have the proper training, equipment and facilities to properly care for a child, a child may be disenrolled. Other than this, at Kiddie Kollege, no child will be denied enrollment on the basis of his/her race or religion. Kiddie Kollege does retain the right to deny enrollment if all spots are filled. If parents are going through a custody battle, separation or divorce operators should be informed and any necessary legal documents should be placed in the child's confidential file. **The child's confidential file consists of:**

1. Parent Agreement Form
2. Emergency Contact/Parent Consent Form
3. Health Appraisal Form that includes a complete physical current immunization record (must be completed within 60 days of enrollment)
4. Parent Awareness Form
5. Verbal Request for the Release of child
6. Injury Form
7. Child Service Report (completed twice yearly)

Tuition/Fees

Registration Fee	\$75 per child
Infant to 12 months	\$330 f/t
	\$330 p/t
	\$66 daily
13 months to 2 years	\$320 f/t
	\$320 p/t

	\$64 daily
25 months to 3 years	\$310 f/t
	\$310 p/t
	\$62 daily
36 months to 5 years	\$300 f/t
	\$300 p/t
	\$60 daily
Before and Aftercare	\$300 weekly

- Full time is considered 5 hours daily
- Part time is considered less than 5 hours daily

Tuition is due on Friday's prior to week of daycare service . If you keep your child home for any reason (illness vacation), you will still be required to pay your tuition on time and in full. There will be a \$10 late fee added to tuition if payment is not received on Monday at noon. Continual late payments are grounds for dismissal.

Please be aware that tuition payments are due for holidays, vacations, emergency closings and absences. No fees are refundable.

Acceptable payments are cash, Cashapp, Zelle, money order and personal checks. Receipts are given for all tuition payments.

Payment arrangements are acceptable if agreed upon by the operator. Payments can be made weekly or biweekly. If there is a default during payment arrangement the contract is voided.

Return Check Policy

A return check fee of \$30 is added to tuition if the check is returned by the bank due to insufficient funds. Payment for the return check is due immediately in cash thereafter payments in checks are no longer acceptable.

Private and subsidized prices are the same.

Capacity

The center may enroll up to a maximum of 53 children per day.

Group Placement/Transition & Continuity of Care

Kiddie Kollege of Frankford strives to support children as they transition into our program, with ease, and bridge the gap from home to school. When children transition into our program, they are kept with their primary teacher consistently, throughout their time with our program, to support healthy bonds and relationships between the child, family, and teacher. Each child will have a primary classroom and teacher. Occasionally, staffing needs will require us to move staff around. If the move would become a permanent change, teaching staff will communicate that to the families.

Prior to children enrolling in our program, the family is invited to tour our program, to determine if our program is a “Goodness of Fit” for the child/family. This visit helps us determine if the child/family responds well to our program and to determine if we need to make any adaptations for the child/family.

As a family provider, the Director, **Fatima Soumare** & the Assistant Director, **Shantee Snipe** is the primary caregiver of all children enrolled in our program. We are responsible for the care and education of each child, until they leave our program. If we need to bring in a substitute, the children will remain with the Director, **Fatima Soumare** or the Assistant Director, Shantee snipe while the substitute will support in other areas of the program. At times, the substitute will take a group of children to work with them on age/developmentally appropriate activities or to give them individual care and education

When children are ready to leave our program, I meet with the families to get a full understanding of where the child will be going, to determine how I can prepare them for the transition. If they are transitioning to Kindergarten, we do the following:

- Create activities to assist them in getting prepared for Kindergarten
- Visit the neighboring school in our area
- Prepare their records, if requested by the parents
- Host meeting with the families
- Older Preschoolers do not take naps during their final summer, in preparation for no-naps in Kindergarten
- Families also receive the Kindergarten Transition Packet.

We try to support the child/family in other areas as requested.

Thank you,

Fatima Soumare

Transition Policy

The policy for the transitioning of children to a different setting is determined by several factors. The transitions setting is dependent upon the reason for the transition, age of the child and official notification and approval of the parent.

Procedure for Transitioning of Children

1. Transition within the Infant & Toddler Setting

- An infant is a child from birth through 12 months of age. When an infant reaches 13 months of age, that infant is eligible to transition into the Toddler classroom (ages 13 months through 36 months of age), depending upon space availability.
- Parents will be notified of the pending transition at child's one-year birthday via letter and an appointment will be made for teacher and parent conference.
- At the conference the child's assessment and observations will be reviews with the parent to validate the transition. The results of the conference will be documented as to the parent's approval or disapproval. Again, this is dependent on space availability.

2. Transition from Infant & Toddler Setting to Pre-K Counts Setting

- A toddler is a child from 13 months through 36 months of age. When a toddler reaches 35 months of age, the child is eligible to begin transition into the Pre-K Counts setting.
- This is dependent upon two (2) factors: (1) the child must be three (30 by the cutoff date of Sept 1st of the given year and (2) availability of space.
- Parents will be notified of the pending transition one month prior to the child's third birthday via letter and an appointment will be made for teacher and parent conference. Also, all necessary paperwork that needs to be completed will be provided.
- At the conference the child's assessment and observations will be reviewed with the parent to validate the transition. The results of the conference will be documented as to the parent's approval or disapproval. Again, this is dependent upon the factors listed above.

3. Transition with Pre-K Counts Setting

- This transition is done on an “as needed basis.” It is also dependent on any number of parental, administrative and/or classroom situations.
- However, (1) the parent will be notified via letter, (2) an appointment is made for a conference with the teacher and (3) conference documentation before the transition is completed.

Daily Program

Our daily program follow the NAEYC’s code of ethical responsibilities to community and society as follows:

“Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children’s welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals and to assist the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interest of children within early childhood programs and the larger community and to serve as a voice for young children everywhere.”

Our daily program consists of educational toys and activities that will promote learning through play, daily activities pertaining to monthly themes, outdoor playtime (weather permitting) or indoor gross motor activities. A daily report will be sent home for your infant and toddler informing you of your child’s day, bathroom schedules, food intake and nap schedule. Preschoolers receive a weekly report. A monthly calendar will be sent home as well to inform parents of classroom lessons, upcoming themes and special activities, closing days and new information pertaining to the ever changing childcare field. The children are properly supervised by staff members at all times.

Supervision Policy

Kiddie Kollege of Frankford will ensure that all persons responsible for the care and education of children will supervise all children based on their age, needs, and abilities at all times. All responsible staff persons, and will be near enough to see, hear and intervene if needed.

Supervision Guidelines include:

- ✓ Children will never be left alone or unattended.
- ✓ Children must be supervised when sleeping.
- ✓ Children will always be kept within actual sight, sound and reach of supervising adult
- ✓ Caregivers will always ensure that they can hear and/or see infants while they are sleeping.
- ✓ Caregivers will know children's activities at all times; inside and outside of the home.
- ✓ Equipment such as cribs, high chairs, and swings, should be limited to use for intended purposes: sleep, feeding and limited exercise.
- ✓ Infants and toddlers will not be confined for long periods of time.
- ✓ Infants will be protected from older children.

Provider's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

Group Sizes and Ratios

Our program adheres to the group size and ratios guideline issued by The Department of Human Services as well as by the standards set by the National Association for the Education of Young Children (NAEYC).

Infant to 1 year child/ 4:1 staff

Young Toddler child/5:1 staff

Older Toddler child/6:1 staff

Preschool child/10:1staff

Observations

Kiddie Kollege will observe children at least three times per quarter, in each of the developmental domains. The observations will be used to guide lesson planning, highlight your child's strengths and create goals to support their areas of growth. We will use the following method of observation: Ages & stages Screening tool,

Assessments, and Report Cards. These observations will be shared with you at Progress Report time. We hope to partner with you in strengthening your child to accelerate their growth and development, while here in our program.

Developmental Screening

Kiddie Kollege uses the Ages & Stages Screening Tool. We screen the children 45 days after enrollment and at each age increment according to the Screening Tool. To coincide with curriculum-based assessment(s), we monitor each child's achievement of developmental milestones, share observations with parents/guardians, and provide resource information as needed for further screenings, evaluations, and early intervention and treatment. The developmental screening process is a collaborative one, involving parents/guardians and done in conjunction with the child's primary care provider and health, education, and early intervention consultants. Developmental screening is conducted with written consent from the child's parent/guardian(s).

Assessment Policy

Kiddie Kollege will assess your child three times during the school-year, November, February and May. We will not conduct assessment or screening during the summer. However, we will continue to observe children in order to plan age and developmentally appropriate activities for each classroom. Families have the option to meet in-person, virtually or a telephone conference.

Report Card Policy for School-Age

Kiddie Kollege has adopted this Report Card Policy to track the academic success of the children enrolled in our program. This policy is also designed to assist each child in supporting their areas of growth in each subject. We will collect report cards in November, February and May. We will schedule a time to meet with each family, to discuss your child's report card and how we can support you and your child in their academic success. Each quarter, we will review the report cards to set up goals for the next marking period. In addition, this will allow us to plan activities to develop your child's skills and challenges to reach their academic goals.

After each conference, families will be required to sign the screening/assessment, they will be given a copy of the screening/assessment and a copy will be included in your child's file.

Inclusion Policy

Kiddie Kollege welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child from infants, toddlers to preschoolers. Children with disabilities together with their peers without disabilities are encouraged to participate in all learning and social activities. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support of every child's needs to reach their full potential. Evidence based services and support are offered to foster development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers and a sense of belonging among all children with disabilities, from those with the mildest disabilities to those with the most significant disabilities.

Kiddie Kollege strives to support family engagement in an inclusive manner that respects the cultural and individual preferences of the families. It is our hope that every child and their families have a sense of belonging and membership, positive social relationships and friendships, and develop and learn to reach their full potential and provide a benefit for all children.

Collaboration with Other Professionals

Many children with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers, and other specialists. Kiddie Kollege 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. Kiddie Kollege supports the teacher's participation in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings.

Kiddie Kollege is committed to the overall growth development of each child in our care. We are partners in the process of creating a well-rounded child, who is ready for formal education.

Individualized Education Plans (IEP) Policy & Individualized Family Service Plans (IFSP) Information Sheet

Child's Name: _____

Policy

In order to ensure that the needs of children with an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) are met, the following procedures will be implemented.

We will:

- Ask all families to complete a request form for a copy of a child's IEP/IFSP.
- File all copies of IEP/IFSPs in the child's file in order to be readily available to share with inspectors.
- Provide copies of IEP/IFSP goals to inspectors and discuss strategies for meeting the goals.
- Become trained on how to implement an IEP/IFSP.
- Contact early intervention staff/consultants to schedule periodic meetings with the child's family and teacher(s) to discuss the child's progress and to increase strategies in adapting IEP/IFSP goals in classroom activities and routines.
- Monitor teachers' work towards supporting the child in meeting IEP/IFSP goals.
- Request additional help from the early intervention team if needed.
- Ensure teachers conduct family conferences to report on progress.

Request permission from families to attend any meetings with the early intervention team related to changes to the IEP/IFSP.

Each child's growth and development is measured with developmental assessments. Because of the diverse set of needs of each child, it is important to gather as much information about the best ways to educate each child. IEPs and IFSPs are created by service providers working with children with special needs and include this information. The Keystone STARS Performance Standards therefore require each early learning provider to request copies of the IEPs and IFSPs for the children in their care. This request should be made as early as possible.

The information found on an IEP/IFSP is protected by privacy laws including the Health Insurance Portability and Accountability Act (HIPAA). Requests of information may also be required to speak to

members of a child's treatment team. Professional development regarding privacy issues, and HIPPA in particular, is highly recommended.

Parental Consent

If your child currently has an IEP/ISFP, it would be beneficial to share a copy of this plan with us so we can work together to ensure that the guidelines are put into practice. You do not have to provide this information if you do not wish to do so.

- ☐ I am providing a copy of my child's IEP or IFSP
- ☐ I am not providing a copy of my child's IEP or IFSP
- ☐ This is not applicable to my child

Signature: _____ Date: _____

Printed Name: _____

Reviewed by: _____ Date: _____

III.GENERAL INFORMATION

Arrivals and Departures

All children are to be accompanied by an adult and walked into the building and signed in at arrival and signed out at departure on the daily attendance sheet located at the front desk. No child is to be left unattended or unsupervised by a parent for any period of time. Parents should acknowledge their presence in the center by addressing a staff member and upon leaving ACKNOWLEDGE CHILD.

1. Upon arrival the child must be signed in
2. Upon departure the child must be signed out by designated person
3. If someone other than the parent or guardian is to pick child up staff need to be notified
4. If the person is not listed on the child's enrollment form and unknown to center staff they will need to show proof of identification and the parent has to give consent before the child is allowed to leave the facility. A copy of identification will be placed in the child's file.
5. If parents are aware that they may be late in picking up a child they should contact the center as soon as possible. The child must be picked up at designated time placed on an agreement form because late fees will be allocated.

Drop Off and Pick Up Policy

In order to uphold the integrity of the children's daily schedule, we request that **children be dropped off at the center no later than 9::30 am** with the exception of doctor's appointments, occasional needs and emergencies. The center should be notified as soon as possible in advance of changes to drop off time. We ask that drop off not occur during nap (12:30 pm - 2:30 pm) as this may be disruptive to the group as well as possibly difficult for your child. Drop off and Pick up are times when attention should be focused on transitioning your child/children safely to and from daycare, therefore, a safety concern for the obvious reason that allowing children to open the door is unacceptable. The center doors are very heavy and could easily injure a child.

Failure to Collect the Child from the Center and Late Fee Policy

If the designated person fails to collect a child from the center by closing of day the following procedures will be in effect:

1. Staff will try to contact parents on given phone numbers
2. If unable to reach parents, then emergency contact person will be called
3. In event of staff being unable to contact anyone, two staff members will remain with the child at the center
4. Late fee charges will apply in the \$1.00 per minute payable upon arrival to cover addition staff costs
5. Parents must ensure they provide adequate and accessible emergency contact
6. If a child is not picked up on time and staff is unable to reach parents or emergency contacts on file, the child will remain in the center for up to 2 hours after closing time. After 2 hours have passed then staff is obligated to present the child to the local police department for the parent to retrieve the child.

If an emergency arises and whomever is designated to collect the child is not available, parents must call the center to inform staff of the change. Staff will follow the center's procedure of "verbal request for the release of the child."

1. Fill out verbal request form and sign
2. Call back parent who made the request to ensure accuracy
3. Copy collectors identification
4. Make sure child recognize person and is okay to leave the center with designated person
5. Call parent at time of pick-up to confirm
6. Person in charge give second signature
7. Place form in child's confidential file

We encourage all parents to abide by their drop off and pickup schedules noted on their signed agreement forms.

Absences and Late Arrival

Please call the center as early as possible on a day your child will be absent or if your arrival will be delayed so we may better plan for the day. If your child is absent due to health reasons, please let the center know by calling 215-552-5902 or emailing kiddiekollege10@gmail.com

If the prolonged absence of a child is due to a serious illness and/ or extended hospitalization, the director will make every effort to work with families regarding holding an enrollment slot.

Visitors to the Center

We uphold an “open door” policy where families and friends are always welcome to come and visit and participate in the program at any given time. All staff members will make themselves aware of visitors to the center and request identification. Parents are welcome at any time during the day to call or visit and check up on their child or children.

Attire/Clothing

This is a very active center therefore parents are asked to dress children appropriately for indoor and outdoor activities. Sandals are not acceptable if socks are not worn, flip flops are not acceptable footwear, preferable sneakers or closed toe shoes. Hanging jewelries are not permitted unless for religious reasons. Please refrain from sending children in clothes that cannot be ruined because we participate in activities that sometimes get really messy.

To encourage independence please try to dress your child in clothes that they can manage themselves especially for toilet training children.

Each child is assigned a designated space to store personal belongings. Each child should have at least a set of seasonally extra clothing to be kept at the center including underwear and socks. However, if your child is “potty training” we recommend that parents supply several changes of clothing. All clothing should be clearly labeled with your child’s first and last name.

Soiled Clothing

The Center for Disease Control of the United States Public Service requires that clothing which has been soiled with bodily fluids be placed UNRINSED in a bag. The bag will be put in the child’s cubby and picked up by the parents at the end of the day.

Lost Property

Although every effort will be made to ensure that your child’s clothing and belongings are returned to their bags and cubbies, unfortunately sometimes items do become misplaced. You can minimize the occurrence of lost property by:

1. Naming your child’s belongings
2. Checking that what you are taking home is in fact your child’s
3. Notifying staff and promptly returning items mistakenly taken home
4. Checking regularly the lost property box located at the front desk

5. Not allowing your child to bring toys from home (only for show and tell)

Your cooperation in supporting this matter would be greatly appreciated.

Items to be provided by Parents

All these items will be kept in a container labeled with the child's name and placed in the cubby.

Infants

Parents are required to provide diapers, wipes, a change of clothing, socks, bib, blanket, crib sheet.

Toddlers

Parents are required to provide diapers/pull ups that are **detachable at sides**, change of clothing and blanket.

Pre-School

Parents are required to bring a change of clothes and blanket.

Comfort Items

If it will help your child feel more at home during the day, we welcome comfort items such as his/her favorite pacifier, doll, stuffed animal, or books. These items need to be small enough to fit within each child's individual cubby space.

Toys from Home

Children are not permitted to bring toys to the center unless it is for show and tell which is done monthly. An exception is applied to infants and toddlers who at times may need special security to ease transition from home to center.

Diapers

Kiddie Kollege of Frankford requires the use of disposable diapers. Please provide enough diapers and wipes for your child to last the week.

Toilet Training

We at Kiddie Kollege of Frankford feel that communication is a very important aspect of toilet training. We will support your efforts to help your child become potty trained. Staff will encourage and assist your child in his/her attempts at independence and will offer praise when your child tries or is successful. Toilet training will be done in a relaxed

manner with the cooperation of the family. Please remember that during this time there will be frequent accidents and lots of changes of clothing needed.

Nap/Rest Time

During the afternoon 12:00 to 3:00pm, all children are required to nap or have a rest period but if your child doesn't sleep during that time they may lay on their mat doing a quiet activity. Sleep mats are provided by the center and parents should provide a blanket or sleeping bag placed in a small laundry bag. Blankets are sent home every Friday to be washed and returned on Monday. All mats are cleaned, sanitized and are air dried on Friday by a staff member. Each sleep mat is labeled with the child's name.

Infants have their own sleeping schedule therefore they are not placed on the naptime schedule.

Free Play

"Free-play" (also called child-initiated activities, free choice, self-selection) activities are incorporated into the morning and afternoon schedule. During free-play, teachers actively participate with the children by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc. Free-play is another opportunity for a child to grow socially and cognitively through the development of relationships.

Outdoor Play

Outdoor play is incorporated into the daily schedule for both the morning and afternoon. There is less structure in an outdoor learning environment; however, staff members actively engage in activities when prompted by the children. Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to choose their friends and who to interact with.

Children will go outside year-round, including winter. Only during extreme weather conditions will the children remain indoors. Our teachers refer to the Child Care Weather Watch poster from the Pennsylvania Department of Public Health to determine if it is too hot or cold to play outdoors.

It is important for parents to send their children in appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.). Please clearly label all articles of clothing with your child's name. Kiddie Kollege has a few extra hats and mittens, but not enough for every child. If a child is not dressed appropriately for the weather, he or she may have to remain inside. Please ask your child's teacher if you have any questions about weather-appropriate clothing.

Meals

Center provides breakfast, lunch and afternoon snacks which meet the USDA guidelines for content and portion. The food is delivered fresh every day to the center. The menu is posted on the parent board and changed monthly so you can see exactly what your child will eat daily. If your child does not eat what we provide there are alternate foods to offer but we have to present the main meal first before the alternative is offered. Upon applying for the meal program the result could be free, reduced or full payment. Parents can refuse the meals and provide their own meals. If a child is allergic to any food a doctor's note is needed for the child's file.

Tooth Brushing

Per State licensing regulation, staff members assist children in brushing their teeth if they are in care for more than four hours per day. This practice is intended to increase awareness of the importance of good oral health practices and to assist children in establishing good oral hygiene practices from an early age. Tooth brushing takes place once a day. individually labeled pediatric tooth brushes and individually toothbrush holders are provided by the center.

Birthdays

Your child's birthday is a special celebration and one that we feel deserves special notice. We celebrate birthdays during our afternoon snack and if you wish you can bring or send in cupcakes to share with your child's class. Please refrain from party favors as we believe that the important thing is not so much the "party" but how we convey to your child our feelings of happiness on their special day.

Trips

During the warm months we participate in field trips outside of the center. We encourage all parents to accompany their children on the trips. This is a good way to be an integral part of your child's development. All our families have something that they can contribute to make our center successful in educating children.

Transportation Rules

- Children are not allowed to sit in the front seat under any circumstances.
- Children under the age of five riding in a car or passenger van must be properly buckled in a federally approved car seat or booster seat.

Older children and adults must be properly buckled in a seat belt.

- Doors Should remain locked when the vehicle is moving.
- Smoking and the use of smokeless tobacco products is forbidden when transporting children.
- Children shall enter and leave the vehicle curbside unless the vehicle is in a protected area or driveway.
- Head counts shall be taken before leaving the center, after entering the vehicle, during a field trip, after taking children to the restroom, after returning to the vehicle, and upon returning to the center.
- When children leave the vehicle, **the vehicle shall be inspected** to ensure **no children are left in the vehicle**.

Staff members who operate the van must have a valid chauffeur's license. Parents who volunteer to provide transportation for a field trip must be at least 21 and provide: proof of a valid driver's license; proof of insurance; and completed driver information form.

Photographs

At any time at Kiddie Kollege, we may take photographs or videos of your child (ren) in our care during activities and on field trips unless you indicate otherwise in writing. These photos may be used in advertising and promoting our programs for future use. We will never sell or permit any entity other than (Kiddie Kollege) to use such photos. Please notify the center's Director Fatima Soumare if you have any questions/concerns regarding our imaging policy.

Behavior/Guidance

At Kiddie Kollege the behavior and guidance techniques used by staff are designated to show your child the utmost respect, and to assist them to develop skills to appropriately and successfully resolve conflicts and differences of opinion. Our guidance of your child's will

1. Have due regard to appropriate age and stage expectations and individual temperaments and will be positive and supportive
2. Not include subjection to physical or psychological abuse
3. Not permit frightening methods of control and discipline to be used
4. Not be associated with food, rest, toilet training or isolation
5. At all times be managed with respect

Staff will follow the below guidelines when guiding your child's behavior:

1. Staff will give consistent, clear and coordinated messages to your child about their behavioral expectations so that your child is not confused by different staff approaches
2. Staff will present as good models of behavior for your child and shall be encouraged to adopt NAEYC code of ethics
3. Staff are familiar with stages of child development so they hold reasonable behavioral expectations
4. Staff are aware of different behavior expectations as a child rearing practices vary greatly from culture to culture and family to family
5. Staff take into consideration each child's whole life situation when dealing with their behavior, consulting regularly with you to develop appropriate strategies

Key guidelines that staff will use when guiding your child

1. Suggest alternate behavior
2. Keep the child busy by redirection to other experiences
3. Talk to the child about feelings and consequences of their behavior
4. Use positive language
5. Involve older children in setting their own limits

Weather

In the event of severe weather conditions Kiddie Kollege of Frankford reserves the right to close. We reserve the right to close for circumstances beyond our control, such as heat loss in the building , power outage, etc. Parents will be informed with as much notice as possible

IV. HYGIENE

Hygiene Policy

Staff should and will adhere to and follow strict hygiene practices to ensure that cross-infection is kept at a minimum. Staff encourages children of all ages to carry out basic hygiene practices by:

- Role modeling for the children and using correct handwashing procedures
- Initiating discussions with the children about good hygiene
- Providing information for parents hygiene
- Encouraging children to follow basic rules of hygiene
- Supervising bathrooms at all time and talking to children through procedures if necessary

All staff must ensure they wash their hands

- When arriving at the center
- Before handling food
- Before eating
- After handling garbage
- After diapering
- After using the bathroom
- After cleaning feces or vomit
- After wiping a nose
- Before going home

All children must wash their hands

- When arriving at the center
- Before eating
- After bathroom
- After outdoor playtime
- After wiping nose

When outdoors and a tap for hand washing is not available, antiseptic sanitizing hand gel is used in place of hand washing.

Staff also follows these hygiene procedures to ensure cross infection is minimal

- Ensuring changing table are cleaned and sanitized between each child
- Tables cleaned and sanitized before and after meals
- Toilets and sinks are kept clean
- Bathroom and room floors are swept and cleaned

- Toys are cleaned on regular basis and immediately after placed in mouth
- Sleep mats are cleaned and sanitized weekly and immediately if soiled during nap time
- Can you think of anything else? Suggestions are always welcome

V. HEALTH

Health

Kiddie Kollege works diligently to care for our children and will take all necessary steps to prevent the spread of illnesses as well as take the proper steps to assist in treatment if necessary. We have attached forms that all parents must complete if a child presents with special needs such as asthma, allergies, etc. Both staff and parents must sign forms consenting agreement of any applications for treatment.

Immunizations

Immunizations are required according to the current schedule recommended by the U.S. Public Health Services and the American Academy of Pediatrics, www.aap.org. Every six months, we check with the public health department or the American Academy of Pediatrics for updates of the recommended immunization schedule. Our state regulations regarding attendance of children who are not immunized due to religious or medical reasons are followed. Unimmunized children are excluded during outbreaks of vaccine preventable illness as directed by the state health department.

All caregivers, teachers, and staff are required to be current with all immunizations routinely recommended for adults by the Advisory Committee on Immunization Practices (ACIP) of the Centers for Disease Control and Prevention (CDC).

Physicals

Routine physicals are required according to the current recommendations of the American Academy of Pediatrics, www.aap.org. A copy of your child's physical should be received before but must be received no later than 6 weeks after your child begins the program. Families are responsible for assuring that their child's physicals are kept up-to-date and that a copy of the results of the child's health assessment is given to the program.

Daily Health Check

We conduct a health check, as soon as possible, when each child enters the center each day. We look for skin rashes, elevated temperatures, itchy scalps, lethargy and changes from usual behavior. These are quick checks to protect the well-being of all children in the program. Please understand these are not physicals and do not substitute for proper routine pediatric care.

Illness/Health Exclusions

Kiddie Kollege's policy is to care for only well children. At no time we provide care for sick children. A child who has symptoms or illness that prevent the child from participating in activities or has symptoms of illnesses listed below shall and cannot be admitted to the center or remain at the center unless written documentation from the child's licensed physician, stating the child has been diagnosed and poses no serious health risk to the child or the children. The center has the right to refuse a child who appears ill. You will be called and asked to retrieve your child if your child exhibits any of the following symptoms. This is not an all-inclusive list. We will try to keep your child comfortable but he/she will be excluded from all activities until you arrive.

- Illness that prevents your child from participating in activities.
- Illness that results in greater need for care than we can provide.
- Illness that poses a risk of spread of harmful diseases to others.
- Fever (100°F or higher under the arm, 101°F or higher in the mouth, 102°F or higher in the ear)
- accompanied by other symptoms.
- Diarrhea – stools with blood or mucus, and/or uncontrolled, unformed stools that cannot be contained in
- a diaper/underwear or toilet.
- Vomiting – green or bloody, and/or more than 2 times during the previous 24 hours.
- Mouth sores caused by drooling.
- Rash with fever, unless a physician has determined it is not a communicable disease.
- Pink or red conjunctiva with white or yellow eye discharge, until on antibiotics for 24 hours.
- Impetigo, until 24 hours after treatment.
- Strep throat, until 24 hours after treatment.
- Head lice, until treatment and all nits are removed.
- Scabies, until 24 hours after treatment.
- Chickenpox, until all lesions have dried and crusted.

- Pertussis (Whooping Cough), until 5 days of antibiotics.
- Hepatitis A virus, until one week after immune globulin has been administered.
- Tuberculosis, until a health professional indicates the child is not infectious.
- Rubella, until 6 days after the rash appears.
- Mumps, until 5 days after onset of parotid gland swelling.
- Measles, until 4 days after onset of rash.
- Has a physician or other health professionals written order that the child be separated from other children.

Children who have been ill may return when:

- They are free of fever, vomiting and diarrhea for 24 hours.
- They have been treated with an antibiotic for 24 hours.
- They are able to participate comfortably in all usual activities.
- They are free of open, oozing skin conditions and drooling (not related to teething) unless:
 - ★ The child's physician signs a note stating that the child's condition is not contagious, and;
 - ★ The involved areas can be covered by a bandage without seepage or drainage through the bandage.

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

Head Lice

- Children with head lice will not be allowed to return to the center until they have been treated and no further head lice or nits are detected during a health check.

Medication

All medications should be handed to a staff member with specific instructions for administration.

Kiddie Kollege staff will not administer any medication without a signed Medication Authorization Form. Forms can be obtained from your child's teacher or from the Director and/or Assistant Director.

All medications will be stored in a locked cabinet in the kitchen and refrigerated if required and only administered by directors or lead teachers. Medications should never be left in the child's cubby or with the child to administer on their own. Prescription medication will only be given at the center if they are not able to be given at home. (ex. Twice daily can be administered at home. Three times per day requires a middle of the

day dose and can be given at the center.) Our staff will ensure that the medication is recorded along with the directions and proceed to dispense the medication as directed.

- **Prescription medications** require a note signed by the family and a written order from the child's physician. The label on the medication meets this requirement. The medication must include your child's name, dosage, current date, frequency, and the name and phone number of the physician. All medications must be in the original container (you may request pharmacies to fill your prescription in two labeled bottles). Please specify the dosage and time(s) to be administered for each medication.
- **Non-prescription medications** require a note signed by the parents/guardians. Non-prescription medication should not be administered for more than a 3-day period unless a written order by the physician is received.
- **Non-prescription topical ointments** (e.g., diaper cream) require a note signed by the parents/guardians, specifying frequency and dosage to be administered.

Allergies Prevention & Documentation

Families are expected to notify us regarding children's food and environmental allergies. Families of children with diagnosed allergies are required to provide us with a letter detailing the child's symptoms, reactions, treatments and care. A list of the children's allergies along with an Allergy Action Plan for each child with allergies will be posted in a visible location in the classroom and the kitchen area.

Kiddie Kollege staff are trained to familiarize themselves and consult the list to avoid the potential of exposing children to substances to which they have known allergies. All staff working in the classroom of children with allergies must review the Allergy Action Plan to ensure understanding of emergency procedures should the child have an allergic reaction. All allergic reactions must be documented with a Health Incident Form.

Documentation of Special Health Care Needs

An Emergency Care Plan will be on file for any child or staff member with special health care needs (seizures, etc). A copy of the Emergency Care Plan must be kept in the classroom emergency binder. All staff working in the classroom must familiarize themselves with this plan, should an emergency arise. If necessary, staff will receive training regarding a child's or staff member's specific health care needs.

Safety and Emergency Procedures

Emergency evacuation procedures in case of fire or hazardous emergency are posted in each classroom. Our staff members are trained to deal with such emergencies at regular intervals.

Kiddie Kollege Fire Evacuation Plan is as Follows:

1. We use R.A.C.E. which stands for remove, alarm, contain and evacuate
2. Staff are trained annually by a certified Fire Marshall
3. Staff and children practice fire drills once every month

Kiddie Kollege has an emergency plan that provides the following:

1. Shelter in place during an emergency at the facility and away from the facility
2. Evacuation of the children from the facility building and evacuation of children to a location away from the facility
3. A method for facility persons to contact parents as soon as reasonably possible when an emergency situation arises
4. A method for facility person to inform parents that the emergency has ended and to provide instruction as to how parents can safely be reunited with their children.

The director reviews the emergency plan annually and updates the plan as needed. Each review and update of the emergency plan is documented in writing and kept on file at the facility.

Each facility person receives training regarding the emergency plan at the time of initial employment, on an annual basis and at the time of each plan update. The dates of the trainings and the name of each facility person who received the training is documented in writing and kept on file at the facility.

The emergency plan with complete details is kept at the facility at all times.

The following emergency procedures have been developed in the event of a major disaster such as earthquake, terrorist threat or hazardous spill etc.

1. Parents should retrieve their child from the center immediately
2. If staff is unable to reach a parent and an authorized emergency contact person will be contacted
3. If a child is sent with an emergency contact person, the center will post the child's name with who he/she left with and the destination
4. If required to evacuate the center the new location will be posted on each center's door.
5. If a parent is physically unable to reach the center, the evacuation location and other updated information will be available on the center's answering service. Information updates will also be announced on the local radio.

Accidents and Emergencies

Located in your child's room is an accident/injury log, this is used to record all the relevant information surrounding any accident or incident that may have affected your child while participating in our program. Including in this record are reports of the nature of the injury, which is dated and signed by attending staff members. On arrival at the center you will be notified and given an incident report signed by staff and your child's teacher will contact you via phone explaining the injury. Your child's safety and well-being is of prime concern to us and we plan our environment carefully with safety in mind for all children.

The following procedures will be followed should your child be involved in an accident or emergency:

1. Attend to the immediate needs of the child keeping them comforted and informed throughout
2. Assess the situation to ensure no other children are at harm
3. Assure the child and assess the nature of the injury
4. Administer first aid if required
5. Further medical attention if required
 - a) Contact the parent or guardian to collect child
 - b) If immediate medical attention is needed and the parent is unable to be contacted an ambulance will be called. A staff will accompany the child in ambulance
6. An accident report must be completed by the staff involved
7. Parents to be notified by phone call
8. Staff should evaluate the scene of the accident and remove causes or discuss situation with other children/staff involved

Policy and procedure on child abuse or neglect

Kiddie Kollege employees are mandated reporters. We are required by law and have a moral obligation to the well being and safety of children to report suspected abuse and neglect. If at any time a child's safety is in question, we will take the necessary steps.

VI. PARENT COMMUNICATION AND PARTICIPATION

Communication

Good communication is of the utmost importance to us. When we accept a new family, we like to be sure that we can share any concerns or questions that may arise. It is important that there is a similar child care philosophy between teachers and parents and administration. We welcome questions and feedbacks or discussions of any kind that are oriented towards a positive outcome for children.

Parent Information and Area

Upon admission of a child, the program must provide a written statement of purpose, including the program philosophy, goals, and objectives, to name just a few to the parent. All of the information needed will be contained in a "Parent Handbook." Also, there is a parent information area located next to the front entrance to the center where we post information regarding parent workshops, classes for children, and other events happening throughout the community. Please feel free to post information that you think other families might find useful.

Conferences

Parent-teacher conferences are held on a regular basis to discuss your child's progress, adjustment to the center and other issues of concern to both parents and teachers. All teachers complete developmental progress reports for each child and conferences are scheduled three times a year. If parents wish, they are welcome to schedule additional meetings with their child's teachers at any time

Family Mailboxes

Each family has a mailbox located near the children's cubbies. Please check this daily. All written communication from the Center Site Director and teachers is placed in the mailboxes as well as your child's art work.

Newsletter

To keep you informed about center activities, upcoming events, reminders and general announcements, we publish a newsletter monthly/weekly on our WhatsApp group. We urge you to read it carefully.

Parent Participation

Parents are welcome to spend time in the classroom, visit for lunch, or share any talents they have with the children. Parents are always welcome with no notice required, but may want to notify the teachers when they plan to visit so that the child and the group can be prepared for the visit.

Grievance and Concerns Procedures/Center Feedback

Families are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's wellbeing, we acknowledge a primary responsibility to bring about communication, cooperation and collaboration between the home and early childhood program in ways that enhance the child's development, according to the NAEYC code of ethics.

The procedure to deal with any concerns or grievance from parents who is associated with the center should be as follows:

1. Concerns/Grievances should first be discussed with the room leader in charge of your child's room
2. If you did not get the results that is satisfactory to you the next step is to seek out the assistant director
3. The director is the last avenue which parents may approach regarding concerns and or grievances that you may have with the center.

We value every concern and grievance that is voiced by our families and will do whatever possible to rectify any given situation. Everything is kept in strict confidence so don't be afraid to voice concerns.

Families Professional Development Opportunities

Parents are always welcome to our professional workshops offered to staff on a regular basis. These workshops will be announced in our monthly newsletter sent home at the beginning of each month. These workshop topics include health and safety, fire safety, dealing with tantrums and so forth. In addition there will be updated information from various outside organizations who are advocates for children.

Suspension & expulsion

As a high-quality early education program and childcare center, it is our goal to meet the developmental needs of each child enrolled in our program. It is our hope that with the effective guidance of our staff and parents in social relationships, the root cause of behaviors that “trigger” suspension or expulsion are behaviors that can be prevented in our environment. We attend professional development and training to assist us in dealing with difficult children and families to provide them tools to increase children’s positive prosocial behaviors.

The Infant Early Childhood Mental Health Consultation, through Keystone STARS, provides specialized resources and services for our families in working with children. We use these supports to improve children’s social skills and reduce stress and burnout, a factor that may influence the suspension or expulsion of children. Additionally, families will receive tools to extend and strengthen their children’s social and emotional skills in their home settings, such as handouts on age and developmental norms, strategies to encourage age-appropriate behaviors and how to handle difficult behaviors. These resources will be offered at enrollment, during parent meetings and as needed, based on the individual needs of the child and family.

In order to prevent the need for suspending or expelling young children, we provide parents with information about their child on a daily basis, the skills they are excelling at during the school year, and ongoing communication through the classroom daily communication. We strive to ensure children’s healthy development through effective teacher-child interaction, promotion of social and emotional development of children, and professional development training resources.

While we value the input of our staff, parents, staff members and when reporting on a child’s growth, development, and behavior, we also welcome support from other

professionals in the field, who can assist us with implementing practices that prevent suspension and expulsion of any child. If the child is suspected of having developmental delays, disability, or mental health issues, it may be appropriate to refer the child/family to Early Intervention/ELWYN program, for information regarding evaluation for services under the Individuals with Disabilities Education Act (IDEA). If a child is referred for services), we provide early intervention professionals a copy of the child's Ages & Stages Questionnaire and other observations, with the permission of the parent/guardian. We strongly encourage families to offer their feedback about our practices and how we can best meet the needs of their child and family.

Supports to Prevent Expulsion and Suspension

- Training our staff members to understand the age/developmental and behavioral norms of children.
- Offering our staff members training in Trauma Informed Practices
- Positive discipline practices
- Offer children an alternative environment or activity when the child seems to be overwhelmed in his/her current learning environment.
- An inclusive curriculum that integrates language, literacy, math, science, and social-emotional development that also incorporates the Early Learning Standards.
- Physically and mentally stimulating and developmentally appropriate classroom environments
- Daily schedules and routines that provide consistency and security to young children.
- Provide parents and teachers supports in building prosocial behaviors.
- Use observations to create individualized behavior plans to address children's behavior challenges when they occur, to be shared with the family.
- Individualized instruction that helps children gain the social skills that support the development of self-control and self-regulation.
- Enroll in training to keep us abreast of the latest advances in Early Childhood Education. (Children who experience trauma early in their lives, often exhibit development delays, withdrawal, and/or aggressive or uncontrollable behavior.

- Families and staff need support in addressing the needs of these children and implementing helping and healing strategies to support children and families in crisis.)
- We strive to provide an environment that is attentive to the culture of the setting, individual values, and practices of families.
- **If suspension of a child is necessary, we will do the following:**
 - Meet with the family to discuss the issues.
 - Create a plan of action to remedy issues with the child.
 - Review all documentation.
 - Notify the family of the terms of the suspension.
 - Review resources to support the family.

If expulsion of a child is necessary, we will do the following:

- Notify the family of the last day of care.
- Provide the family with a dismissal letter.
- Provide with a copy of the child's records.
- Provide resources for alternative care and support.

This policy may be altered based on the needs of the family.

Termination

Termination from childcare is the last resort. Grounds for termination are excessive late pick-ups, excessive non- payment of fees, disregard for the center's policies and procedures. Director will have a meeting with whoever is involved and document the process. We value all our families and will try to come to a common ground to work out whatever issues that arise.

Dismissal by choice or transferring to another center requires a two week written notice.

