



Everyday Play N Learn



**EVERYDAY
PLAY N LEARN
CHILD DEVELOPMENT
PARENT HANDBOOK**

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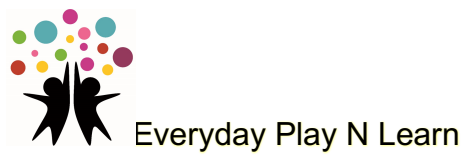
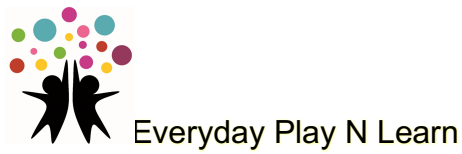


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Welcome Letter

Thank you for choosing Everyday Play N Learn Child Development Center for your family. As a mother of one child, I truly understand the worry when seeking a childcare program. My desire to ensure that my child was attending a safe, high quality program filled with loving teachers and caregivers led to the opening of Everyday Play N Learn. I truly understand the importance of trusting a provider to care for your child. As parents, we want to ensure that our child is safe and nurtured. This is absolutely the peace of mind you will receive with your son or daughter enrolled in our program. At Everyday Play N Learn, your child will be cared for in a safe and nurturing environment of learning that enables children to grow through fun, intentional, and developmentally-appropriate activities.

Our program is designed with families in mind. We seek to form a partnership with you that promotes the learning and healthy development of your child. You are welcome in the center at any time during the day to join your child for lunch, to observe your child in the classroom, or to meet with the teachers, center directors, or other families.

Enrolling in a new center is a big change for your child — and for you. We recognize that adjustment periods will vary depending on the age of your child and prior experiences in a classroom setting. Our teachers and center administrators are very experienced in welcoming new families and will work with you to make the process as seamless as possible. The following are some suggestions for easing the transition for you and your child:

- Visit the center with your child before his or her first day. On one of those visits, let your child explore his or her new classroom while you step out for 15 to 20 minutes. This time will allow your child to associate your departure with a return, and it will allow you to observe your child at play with other children.
- Establish a routine of reading a story or playing a game together in the classroom before you leave. The routine will tell your child that you feel the classroom is a good place to be, not a place from which you want to hurry away.
- Bring a family photograph for your child to look at during the day.
- Say goodbye to your child rather than slipping out. Your child will recognize that although you are leaving, you will be back.

As we build our partnership together, please feel free to share new ideas and suggestions. We value the need for close communication between families and teachers. We look forward to getting to know you and to offering you and your child a safe, caring, and joyful educational environment.



Everyday Play N Learn

Contact Information:

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Days and Hours of Operation

Monday through Sunday from 6:00 am-8:00 pm

Holidays:

- Martin Luther King Day
- Veteran's Day
- Good Friday
- June 19th
- Thanksgiving Day - Day after Thanksgiving
- Memorial Day
- Christmas Eve – Day after Christmas
- Labor Day
- Columbus Day
- 4th of July
- New Year's Eve – New Year's Day

Note: If the holiday falls on a Saturday the daycare will be closed the Friday before. If the holiday falls on a Sunday the daycare will be closed the Monday after.

Closures Due to Severe Weather

In the event of inclement weather conditions or an emergency, Everyday Play N Learn Child Development Center LLC will use the Brightwheel app to notify parents and staff about any delayed openings, cancellations and early weather or emergency dismissals immediately. Parents are expected to make immediate provisions to have their child(ren) picked up. There is no fee reduction for any closings. Parents are responsible for paying the regular tuition for all scheduled closings and unscheduled/emergency closings.

Ages Accepted

Everyday Play N Learn we specialize in childcare for children ages 6 weeks to 12 years old.



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Our Philosophy

At Everyday Play N Learn Child Development Center LLC we believe that the first years of a child's life is by far the most important, helping to lay the foundation for all intellectual and emotional development to follow. Through nurturing and individualized attention, we take great care to provide a warm, friendly, and fun environment for your child, while ensuring they receive the guidance and structure they need. We strive to nurture your child's ideas and imagination, acknowledge each child's individuality, and validate each personality. Our goal is to provide a place where children know that they are accepted, loved, protected, and wanted; helping to instill in each child a strong sense of self-worth and purpose. Our job is to make sure that each child has numerous positive experiences and interactions throughout each day. It is our hope that when the day is done, and children go home, they feel happy and proud of themselves; eager to express the happenings of their day to you.

We feel that good communication between parent and provider is a very important part of a quality daycare. Because of this, we are committed to creating a strong bond with you and your child, helping to ensure the best start to your child's life. Our goal is that you feel completely confident and reassured when you leave your child in our care. Each child is different, unique, and special and will be treated as such. These carefree years are far too short. Therefore, we do not rush children through this fun filled time in their lives. Rather, children are encouraged to develop and grow at their own pace. We understand that you trust us to care for your child, and we take this responsibility very seriously. We look forward to the opportunity to care for your child, while providing a positive influence in their life.

We know that children learn best by "doing". We plan activities according to the age and developmental level of each child in care, and provide children with a variety of experiences. The daily activities include a flexible balance of indoor and outdoor activities, active and quiet play, and individual and group activities. The activities provided will expose the children to a variety of cultures, and will encourage the children to use and develop language and literacy skills, use large and small muscles, think creatively, learn new ideas and skills, and participate in imaginative play. The activities are designed to provide protection from excess fatigue and over stimulation and to ensure that each child can be successful and feel good about him or herself. Some of the activities include:

- Language development: e.g., Books, music, story time, fingerplays, flannel board stories
- Large muscle skills: e.g., Balls, hula hoops, bean bags, swinging, outdoor play
- Small muscle skills: e.g., Arts / crafts, stringing beads, pegboards, blocks
- Creative expression: e.g., Dramatic play, puppets, music / instruments, flannel board
- Self-help skills: e.g., Assist with mealtime preparation, dress self for outdoors
- Literacy skills: e.g., Books, story board, alphabet and writing games



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PLAY is the major component of our program. Enough time, materials and space will be provided for children to actively explore the world around them. Children will have an opportunity to use a variety of art materials and manipulative and housekeeping equipment.

Our Programs

Infant Programs: The first year of life is a critical time for brain development as well as social and emotional development. Our infant program teachers have specialized training to ensure that they are not only providing excellent child care but are also beginning the learning process that will allow each baby to begin to observe his/her surroundings, to retain information he/she gains from his/her experiences, and to form attachments with others. The teachers plan activities for each individual child based on the continuous assessment process that is in place. They also work in partnership with each infant's family to set goals for him/her and to continuously evaluate progress toward these goals.

Infant classrooms are staffed to ensure a ratio of 3 children to 1 adult. At the time of enrollment, each infant is assigned to a primary caregiver. Primary caregiving provides continuity of care and allows each baby to develop a secure relationship with someone special in the program. Each infant is on his/her own feeding and sleeping schedule depending on his/her own demands, and each infant develops differently. Primary caregivers are responsible for managing the blend of the basic caregiving needs with the educational needs of each individual child. They work diligently to provide a well-rounded experience for each family in the infant program.

Children may be enrolled in our infant classrooms as young as 2 1/2 weeks old and typically begin the transition to the toddler program approximately 15-18 months old. The decision to make this transition is made cooperatively between each child's parents and teachers and is based upon each individual child's skills and needs.

Toddler Programs: The toddler age group is a diverse one, and each child is different. We recognize and encourage these differences, and our toddler teaching team's practice a variety of strategies that allow for each child to begin defining his/her own sense of independence while dependent on the adults caring for and teaching him/her. We maintain a 3 child to 1 adult ratio in our younger toddler classrooms and an 6 child to 1 adult ratio in our older toddler classrooms. Each toddler is assigned an individual teaching team member as his/her primary caregiver.

Our toddler classrooms follow a daily routine that is consistent yet flexible. The children quickly learn to anticipate what will come next in their day and begin to demonstrate initiative. A typical day includes Greeting Time, Choice Time, Group Time, and Outside Time. The teaching teams plan their lessons daily to ensure that they are supporting the children's current interests and developmental progress. Observation and assessment provide key insight into the needs of the individual children and serve as a foundation for goal setting and lesson planning. Toilet training is also incorporated into the daily routine for the older toddlers who demonstrate interest and developmental readiness. Teachers and parents work in partnership to develop a toilet training plan for their child that is consistent between home and school. Our toddler program provides a solid stepping stone into our preschool.



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Toddlers typically begin their transition to preschool between 33 and 36 months old. At that time the child has many opportunities to visit his/her new classroom for short periods of time to become acclimated with the larger class size and the preschool routine. Once the child is feeling comfortable in his/her new setting, the teachers and parents agree upon a date for the child to move into the preschool program.

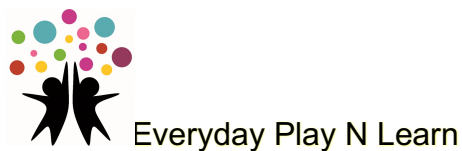
Preschool Programs: Preschool is the beginning of a very exciting time in the life of a young child. Our days are filled with a variety of learning opportunities that become the building blocks for each child's preparation for kindergarten. We focus on developing social skills and developing a desire for learning in each child. While it feels like "we play all day", we are very strategic in our planning to ensure that our expectations are appropriate for the current group of children we are working with. Through play the children learn problem solving skills, develop initiative, and practice math, science,

reading, and writing throughout every part of the day. Our individualized assessment and planning strategies provide a comprehensive preschool program that blends into our pre-kindergarten program with a smooth transition.

Our preschool classrooms follow a ratio of 10 children per 1 adult, and each student is assigned to a small group teacher who is responsible for the planning and assessment of that child.

Pre-Kindergarten Programs & Great Start Readiness Programs: Our pre-kindergarten program serves children who will be entering kindergarten the following fall and are 4 years of age. We maintain a ratio of no more than 10 children per adult, and the goals set for these children are based upon the *Early Childhood Standards of Quality for Prekindergarten* defined by the Maryland State Board of Education.

The pre-kindergarten curriculum we implement provides for individualized instruction and assessment and focuses not only on academics, but also problem solving and social skills. We enjoy special events, parties, and field trips throughout the school year and conclude with a graduation ceremony. Pre-kindergarten is a year of tremendous growth and development as the four-year old's turn five and become kindergarteners. The children transition from our program prepared for success in their school years to come.



Our Curriculum

We use the Mother Goose Early Learning curriculum at Everyday Play N Learn Child Development Center. We know that children construct their understanding of the world from their active involvement with people, materials, and ideas. Children gain knowledge and develop by exploring the world around them. Allowing them to explore, make choices, manipulate objects, transform items, and experiment is what Mother Goose Early Learning curriculum is all about.



Classroom Routine

Following a consistent daily routine each day helps to build the children's sense of security and independence to make choices and take risks, leading to exciting learning opportunities. Each classroom decides on the daily routine that works best for its settings, schedule, and children enrolled in the classroom. The following are components that are always included in the routine. The length and order of the segments may vary for each classroom.

- A **Plan Do Review Time** allows children to plan what they would like to do during their free choice time. They have the opportunity to do it, and then return back to their small groups to talk about their experiences that they had during their free choice time
- A **Large Group Time** each day with children and their teachers. This is a time for group sharing, singing, finger plays, group games, stories, etc.
- A **Small Group Time** with children and the teachers. Small Group Time provides children with opportunities to use materials, experiment with these materials, talk about their discoveries, and solve problems that they encounter. Small Group Time builds on the strengths of the children, introduces children to materials and experiences that they might otherwise miss, and provides adults with an intimate setting that they can observe and learn about individual children on a daily basis.
- **Outside Time** – Large motor activities are planned inside and OUTSIDE everyday (unless the wind chill or temperature is below zero degrees for our preschool and school-age groups and below 20 degrees for the toddler groups or above 100 degrees F in the summer months.)



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- **Transition Times** – Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Teachers plan meaningful learning experiences for these times, which keeps children engaged.
- **Eating and Resting Times** – Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest if for napping or quiet, solitary activities.

The activities scheduled throughout the day that balance quiet and active play along with opportunities for self-expression in both art and dramatic plan.

School Calendar

A school calendar is provided with your enrollment packet. It will provide you with the schedule of center events and dates that the program is open. A monthly calendar is also provided with the center monthly newsletter providing further specific information about activities, events, conferences, and center closings.

Family-Teacher Partnerships

The family-teacher partnership at Everyday Play N Learn Child Development Center LLC and Child Care Centers helps children build a positive attitude toward themselves, toward language, literacy, and all other areas of the curriculum. Together, we can provide a stronger program for your child to foster a lifelong love of learning. The best teacher and family partnerships are based on frequent opportunities to share information. You can strengthen your family's role as your child's first and most important teacher and share in learning by participating in activities at home as well as at the center.

The following are some of the many ways you can be involved:

- The center's open-door policy welcomes and encourages you to call or visit at any time.
- Family resources are available so that you can find books, articles, and other helpful materials on parenting, child development, health and nutrition, and general work/life and family topics.
- A Family Partnership Group provides a forum to discuss center-wide activities and promote collaboration.
- Parenting workshops, curriculum nights, special events, family breakfasts, and potluck dinners may be held throughout the year.
- Twice per year surveys allow you to rate and comment on all aspects of the program.
- Daily, weekly, and monthly formal and informal communication takes place through vehicles such as morning and afternoon greetings, Tadpoles Electronic Communication



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System, classroom bulletin boards, center calendars, posted lesson plans, newsletters, documentation of your child's learning, and conferences.

- We encourage you to share your ideas and concerns with center management and staff at any time.
- You are invited to come into your child's classroom and may choose to share a special activity or project.
- You are welcome to join your child for lunch or participate in any part of their day any time you wish.

Parent Teacher Conferences

Everyday Play N Learn hosts a Curriculum Night in the fall and conducts parent conferences several times each year. During the conference you will review a portfolio of your child's development along with a written assessment from your child's teacher. This is also an opportunity to speak with the teacher about any concerns that you may have. Interim conferences are always available at the parent's request. If screening results reflect an area of development that additional support would benefit your child's development, the teachers and director will provide a list of the resources available and assistance with referral process. Transition conferences are held during the preparations for your child to move to each new classroom and provide the opportunity for you to talk with your child's new teacher.

Grievance Policy

In any community, and in the routine and regular process of daily living, there are inevitable situations or conflicts that are potentially negative for individuals or for the community. It is critical that long before conflict arises, an environment already exists that fosters mutual respect, tolerance, and clear, honest communication. The emotional health of a center is determined not by the absence of conflict, but by its quick and intelligent resolution. Everyday Play N Learn Child Development Center LLC is committed to responding to all family grievances within a 24-hour period and to resolving those grievances as quickly as possible. Concerns and grievances are most effectively addressed within the center. If a specific classroom concern arises, you should discuss the issue with the appropriate teacher. We encourage you to discuss more general center concerns with center management, who will involve staff members as needed.

Family Referral Program

Satisfied Everyday Play N Learn families are always our best ambassadors. We are thankful when a family who is satisfied with their child's experience tells another family. To reward families for their consideration, we have designed the Everyday Play N Learn Family Referral Program. Through the Family Referral Program, you are eligible to earn unlimited tuition credits. When an enrolled family refers a new family to Everyday Play N Learn Preschool and Child Care Center, and the new family enrolls, the referring family receives a tuition credit after the



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new family has been enrolled for 30 days. To learn more, please see your center management for details and availability.

Transitions

At Everyday Play N Learn, we recognize how important new beginnings are in each child's development and to each child's family. We call these new beginnings transitions. We take great effort to make transitions as special and as smooth as possible for children and their families. This is done by slowly integrating children into a new program and by customizing care and communication throughout the transition period.

Initial Transition from Home to Center: The first transition families experience is from the home to the center. We realize that this can often be a difficult period for families as everyone adjusts to new routines and new people. During the transition from home to center, you will receive general information on the program and a daily schedule, meet with your child's teachers, tour the classroom, and meet the other children in the classroom. You are encouraged to discuss the communication methods that work best for you with your child's teachers. Please mention any adjustment problems you anticipate, and, together, we will work to foster the best possible transition. We also recommend that you visit the center several times prior to your child's first day, if possible. By gradually increasing the amount of time your child spends at the center and by leaving your child at the center for longer periods of time, your child will adjust to this new situation.

Transitioning to a New Classroom: As children grow and develop, they need new challenges and social interactions with other children in their peer group. Children will make a transition to the next program based on their age, developmental readiness, state licensing requirements, and space availability. There is no set formula. This allows for greater flexibility so that each classroom can change to fit the developmental characteristics of the children enrolled. During the transition from one program to another, current and future teachers meet with you, and your child is then gently integrated into the new environment through a series of visits to the new classroom. We encourage you to visit the new classroom as often as you can so that you too can become accustomed to the environment and bond with your child's new primary caregiver. Special attention is given to your family to support you through these changes. You are encouraged to discuss communication methods that work best for you in order to maintain ongoing dialogue throughout your child's transition.

Taking the Next Big Step: Transitioning to elementary school Everyday Play N Learn assists families in the transition from the center to elementary school. Teachers will provide you with information on local schools, help you with ideas on how to talk to your child about going to elementary school, and provide information on what to expect. Transition activities are integrated into the preschool and pre-kindergarten curricula. Children may take a field trip to a local school. Parent meetings on "READY for SCHOOL" will be hosted and kindergarten teachers will be invited to participate and share what you can expect as your child transitions to elementary school. You may also ask your center management for information on advocating for your children as they enter and transition to elementary school.



Positive Guidance

Everyday Play N Learn Child Development Center consistently emphasizes basic respect for the individual child. Young children are striving for understanding, independence, and self-control. Children learn by exploring, experimenting, and testing the limits of their environment and experiencing the consequences of their behavior. In this way, they begin to understand how the world works, their own limits, and appropriate assertiveness. Children learn self-control and how the world works in a relaxed, positive atmosphere of support and understanding that recognizes the child's struggle toward independence. Children are accepted as they are — development is viewed as a process of growing, with each age and stage having its own characteristics, its own challenges and needs. Behavioral guidance is viewed by adults as an important aspect of teaching and learning. Through positive guidance of behavior and modeling, staff members help children to feel good about themselves and to behave in responsible ways. When children are verbally, emotionally, or physically abusive, we take the following steps until the problem is solved.

Six Steps of Conflict Resolution

1. The teacher will approach calmly, stopping any hurtful action.
2. The teacher will acknowledge the children's feelings.
3. The teacher will gather information.
4. The teacher will restate the problem as described by the children.
5. The teacher will ask for ideas for solutions to the problem and they will choose one together.
6. The teacher will be prepared to give follow-up support.

In our approach:

- Expectations are limited to what is realistic for the developmental level of the child, and they are clarified for children so they understand what is expected of them.
- A “yes” environment is created, which enhances and encourages children's positive behavior.
- Teachers model appropriate behavior.
- Teachers encourage children's efforts to build feelings of self-worth.
- Children are given alternatives, which enable them to turn destructive situations into constructive ones.
- Natural and logical consequences are used to motivate and empower children to make responsible decisions about their behavior.
- Behaviors such as cooperating, helping, negotiating, and problem solving are



encouraged.

The following methods of discipline are prohibited:

- Corporal punishment, including spanking.
- Shaking, jerking, squeezing, or physically indicating disapproval.
- Shaming, humiliation, or verbal abuse.
- Labeling, such as indicating a child is a “bad” girl or boy, or otherwise implying that he or she, rather than the behavior, is the problem.
- Using bribes, false threats, or false choices.
- Withholding of food or drink, outdoor time, or unrelated activities (e.g., special events) as punishments.
- Retaliating or doing to the child what he or she did to someone else.
- Punishment for soiling, wetting, or not using the toilet.

Health and Safety Practices

Everyday Play N Learn Child Development Center LLC maintains stringent health and safety practices. Our health and safety policies and practices are based on the Caring for Our Children, National Health and Safety Standards; Guidelines for Early Care and Education; Third Edition, a joint collaborative project of the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education.

Staff members undergo a thorough screening and hiring process, including an Everyday Play N Learn background check and state-required background check. Staff members who are certified in first aid, CPR, and bloodborne pathogens (infection control) are present in the center at all times. Comprehensive health and safety checklists are completed and routine fire and emergency drills are conducted on a regular basis. In addition, each center has an individual emergency response plan in place which has been developed under that guidance of the Secured Educational Security agency. If an emergency requires the center to evacuate and leave the premises, families can call an emergency hotline number to receive information about the safety and location of their children.

Families of enrolled children are welcome to visit at any time during the day; however, this “open door” policy may not be used to supplement a custody or visitation schedule. In addition to security measures promoting indoor and outdoor safety on the center grounds, Everyday Play N Learn provides its own security keypad system and secured access, ensuring that access is available only to parents/guardians and authorized personnel. To make certain that the center is kept as secure as possible, we ask that you not allow others to “piggyback” on your entrance or



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enter the center upon your departure. Center management will review the center's security program with you upon enrollment.

Medical Records

In order to protect the health of all children and to satisfy child care regulations, current medical information for each child is required prior to enrollment. These records need to be updated annually, or as required by state licensing if more often, and when new immunizations are given to younger children.

Child Illness

On average, babies experience eight to ten illnesses a year and preschoolers experience almost as many. If a child in care is ill, it may be more difficult for families, staff, and children to balance their respective needs. For example, it may be inconvenient for the family member who has to leave work or school or difficult for staff who are trying to care for a sick child despite other demands of the day. Although everyone shares a concern for the child's well-being, it is easy to get frustrated under the circumstances. We are committed to implementing policies that balance and respect the needs of children, families, and staff in these circumstances.

Child's Wellness Check: If your child appears to be ill when brought to the center and he or she cannot be made comfortable, you will be asked to take your child home. If we feel that your child is well enough to attend the center but may be becoming ill, we will monitor your child and update you as necessary.

Reportable Communicable Diseases: When Everyday Play N Learn is notified that a child enrolled in one of our centers or an employee has a (suspected) reportable disease, it is our legal responsibility to notify the local Board of Health or Department of Public Health. Authorities may require further information, testing, or preventive measures. Everyday Play N Learn will give serious consideration to all recommendations made by the public health agencies in order to promote the health and safety of staff members and the children and families we serve. We believe it is extremely important to notify families about exposure so their children can receive preventive treatment if available.

Included among the reportable illnesses are the following:

- Bacterial meningitis
- Chicken pox
- Diphtheria
- Haemophilus influenza (invasive) • Hepatitis A

- Measles (including suspected)
- Meningococcal infection (invasive)

- Any cluster/outbreak of illness



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- Pertussis
- Poliomyelitis (including suspected)
- Rabies (human only)
- Rubella congenital and non-congenital

(including suspected)

- Tetanus (including suspected)

Please refer to your local Public Health Department for the additional requirements in your state, or ask center management for a complete listing.

Disclosure of Information

Information should only be given to authorize people who need it to make decisions regarding the care of a specific child. Some information should be shared with all caregivers who work at the facility the child attends, but most of it should only be shared with the people directly working with the child on a day-to-day basis. Emergency information is kept on file at the daycare. In case of illness or injury this information will be used to notify you or the person designated by you, of your child's status. If your child is injured while at the daycare, first aid will be administered. If treatment by a doctor is necessary, we will make every effort to contact you or the doctor you have chosen to treat your child. In all cases, an injury report is completed, and a copy is given to the parents as well as the Department of Social Services. Authorization for emergency treatment must be signed at the time of enrollment to ensure that in the event of an emergency, we can make sure your child receives the necessary emergency treatment he or she needs. **It is very important that all emergency contact information is kept up to date and correct. Please inform us immediately of any changes to keep your information current.** Parents are responsible for all costs involved in emergency medical treatment, including emergency transportation if required.

Note: In case of a serious accident or sudden illness requiring immediate medical attention, the following procedures will be followed.

1. A phone call to 911 is made.
2. Child's parents (or emergency contacts) are called.
3. Child is separated from the other children and appropriately cared for.
4. Parent, provider, or ambulance takes the child and health records to the doctor or hospital.



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Tuition Packages 6 weeks- 4 years old

Age Group	Tuition without Supplies	Tuition with Supplies Included: Diapers, Pull-ups, Wipes
6 weeks- 4 years old		
Full-Time Care	\$330/week	\$375/week
Wait-list fee	\$25	N/A
Saturday/Sunday Drop-In care	\$25/hour	N/A
Drop-In Care	\$75 up to 8 hours	N/A
Enrollment Fee Full-time	\$175	\$175

Tuition Packages 5 – 12 years old

Age Group	Tuition fee (weekly)	Tuition Fee per day	Enrollment Fee	Annual Supply/Activity Fee
Before/ After School Care Age 5-12 years	\$150/ week	\$30/ a day	\$175	\$150
Summer Enrichment (Age 5 – 12 years)	\$230/ week	\$46/ day	\$175	\$150

Discounts for Siblings: \$25 off total tuition price.

***** Drop-In care is not guaranteed if we are full. Please call or email in advance to see if its available space for the day you are in need of care. Saturday's and Sunday's are considered drop-in care only!**

Deposit

During enrollment parents/guardian are required to pay a enrollment fee to hold a child's spot in day care until their official start date, for full-time, or part-time care

Late Pick-up



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If your child is picked up after their scheduled pick up time it will be a late charge assessed of \$1.00 for every minute you are late.

Please be courteous and arrive on time. The late fee is due at drop-off the following day. If your child is not picked up an hour after their pick up time, the Charles County Police and Child Protection Services will be contacted. If you are late more than 2 times within a month, care can be suspended or terminated. Our staff have families and responsibilities and it is unfair to them to be late or miss their family obligations due to late pickups.

Early Drop-Off

You will be charged an extra \$15 for early drop-off, each 30min you bring in your child earlier than your scheduled time.

Late Drop-Off

If your child is not in by 10am your child will be considered absent for the day and will not be allowed in. Unless you have a written doctors note due to an appointment. After 11:30am your child will not be admitted in even with a doctors note.

Tuition

All tuition will be due on Monday, no later than 6:00pm. A late fee of \$10 will be charged to the account after 6pm. Payments will only be accepted through Brightwheel Billing. Your child will not be able to return to daycare until tuition payment and late fees is paid in full. After three days of failed payment your child will be withdrawn from daycare.

- I agree to pay additional fees for field trips, special events at the center, and activities. I agree these fees will be paid by the schedules date.
- The only checks the center accept are certified check.
- There will be no tuition credits given for illness, vacation, holidays, closure due to inclement weather, or emergencies such as electricity, or statewide emergencies.
- There will be a sibling discount of 10% off total tuition for one child, and this applies to full-time enrollments only.
- If you decide to change your child's program or withdraw your child from the center, a thirty day written notice is required.

Enrollment

Children may be enrolled from six weeks through five years of age, regardless of race, creed, or religious beliefs. The following forms are required by the state of Maryland and need to be read, completed and/or signed prior to enrollment:



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1. **Parent-Provider Contract/Enrollment Application (complete/sign/date)**
2. **Emergency Information/Consent for Medical Treatment (complete/sign/date)**
3. **Parent Directory List Form (complete/sign/date)**
4. **Health certificate**

Absenteeism

If your child is going to be out sick, just taking a day off, or going to be late, we ask that you call the center or message in the Brightwheel app by 9:00 am and inform us of your plans for the day. This will allow the center to make appropriate changes for the day. **Note:** Tuition will not be prorated due to absences for any reason, unless otherwise changed by Director.

Arrival and Departure

We require that parents drop off and pick up their child in their classroom. All children regardless of their age are to be personally escorted to their teacher. Please do not have children enter or leave the building unescorted.

We will not release your child to an under-age individual or to anyone that is not on the pick-up list.

When you enter the building, please make sure you sign in at the check-in/out counter and escort your child to his/her teacher. Please drive carefully in the parking lot, respecting the safety of others.

Please DO NOT park in front of the center. Please use clearly marked parking spaces.

Please DO NOT leave your car running when picking up or dropping off your child.

Authorized Pick Up/Emergency Contacts

An Emergency Card must be completed and signed by the parent upon registration. The form provides a list of persons authorized to pick up the child. If someone other than an authorized person is going to pick up, we will need written authorization from the parent. If an unauthorized person attempts to pick up the child, the parent is contacted immediately. If a parent cannot be reached, persons on the emergency card would be notified. If we are unable to get in touch with a parent or emergency contact that child will not be released. This policy WILL be enforced to protect the child. The program Director must be notified, in writing, of any changes to authorized/unauthorized persons.



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Sick Policy/ Special Needs Care

Parents agree that children who are sick with a fever (over 100 degrees or higher), diarrhea or vomiting more than one time in the same day, communicable disease, or any other contagious illness that may be passed on to others will be kept at home to protect the well being of other children in the center. The parents further agree should a child become ill while in care, immediate arrangements will be made to remove the child from the center. Children will not be allowed to return to the center until they have been symptom free for at least 24 hours. Children taking medication for a fever must be free without medication for 24 hours. A note from a doctor will be required.

If your child is out sick more than two consecutive days, a doctors note is required to return.

Accidents and Injuries

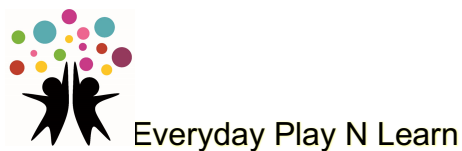
We try our best to keep the children safe from accidents, but unfortunately we can't prevent all of them. If your child is hurt while at the Center, you will get an accident report filled out by the teacher so that you are aware of the incident. The accident report will have to be signed by the parent. If you have any questions about an incident, please let us know. We document all accidents, but every once in awhile a child will get hurt and not tell us about it. Please let us know if something happened that we may not be aware of. The center has a first-aid kit on hand for minor injuries. Staff members are trained in first-aid and CPR. The parent will be notified by an accident report and depending on the accident a possible phone call by a staff member.

Special Needs Care

Our program has a commitment to inclusion of all children. It is important that communication is ongoing and responsive to the needs of all families. We want to assure you that confidentiality is respected and upheld of all children and families in our care. In order to meet the individual needs of the child we ask that you communicate and special needs your child may have. We will always strive to maintain a barrier free physical environment to enhance the educational experience of all children in our program. If a need were to arise we would gladly help to connect you to any comprehensive services. Parents of children with special needs may request a written daily record.

In Case of an Emergency

In case of an emergency, the center will try to contact the parent. If a child needs immediate medical attention the child will be taken to Charles Regional Medical Center by ambulance. A member of management or a staff member will go to the hospital with your child. Parents give authorization for treatment on your child's emergency card.



Medication

1. The MSDE Office of Child Care's regulation permits childcare providers to give prescription and non-prescription medication to children in care under certain conditions. Prior written permission from the child's parent is a requirement. MSDE asks possible to arrange the dosage so that the child can receive the medication at home. A Medication Authorization Form must be filled out. This form can be picked up in the front office. Please note the MSDE regulations below for Prescription and Non-Prescription Medications.

Prescription Medications

Prescription medications must be in a container labeled by the pharmacy or physician with the child's name and expiration date. The child may receive medication only according to the written instructions of the health practitioner or the medication label.

Confidentiality

Information regarding your child and family is kept private. Staff members have been trained in confidentiality and can be excepted to keep information about your child private. Written information about your child and family is kept in a locked file with access available only to the teacher and center manager. Written information will need to be obtained if information s shared with anyone outside of Everyday Play N Learn Child Development Center LLC.

Babysitting

Occasionally parents may ask teachers to baby sit. We strongly discourage our employees from making independent child care arrangements with families at the school. In the event that you enter into an arrangement with a Everyday Play N Learn employee to babysit for your family outside of the employee's normal work hours and/or outside of the center hours, it must be done away from school and with full knowledge and understanding that the teachers enter into such an agreement as an individual and not as a Everyday Play N Learn employee. We cannot be responsible for our employees away from the center, outside their working hours, and will not be liable for their acts or omissions when not on our property including the transportation of children. You will be required to sign acknowledgment and waiver to this effect.

Discipline Policy

Effective classroom management will be implemented in an effort to eliminate behavioral issues. Positive reinforcement will be implemented with each classroom. If a child's behavior becomes disruptive to the classroom the teacher will each classroom. If a child's behavior becomes disruptive to the classroom the teacher will redirect the child's focus. If this does not resolve the problem, then a "Time Away" will be given. A "Time Away" is a time where a child



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can be removed from the situation to calm down. They will be removed according to their age. (3 minutes for a 3-year-old, 5 minutes for a 5-year-old, etc.) If inappropriate behavior continues a conference will be scheduled with the parents to formulate a plan to help the child behave appropriately. During conference with parent and teacher we will create a behavior accommodation plan for the child to obey. Parent and teacher will do a follow-up conference in two weeks to modify behavior accommodation plan if needed. If the behavior continues the student can be suspended or disenrolled from the program.

Weather Policy

Everyday Play N Learn realizes that we are a service to working families. We will make every effort to remain open Monday-Sunday 6:00am – 8:00pm. We recognize that severe weather such as ice, freezing rain and snow could cause an unsafe situation for our staff. In a case of closing, delayed opening, or an emergency we will have an announcement posted inside of the brightwheel app. If the center needs to close early parents will be contacted and given 2 hours to pick up their child.

Please remember for transition weather to leave a jacket or sweater shirt at the center for your child.

Sunscreen

If you would like us to apply sunscreen to your child for outside time, you must bring in a labeled bottle of sunscreen and sign a permission slip. We do ask that you apply sunscreen on your child in the morning before coming to the center. This will allow the children to get outside and play in the morning. Teacher will then reapply sunscreen in the afternoon.

Selection of Equipment and Learning Materials

Everyday Play N Learn provides a safe and positive environment which will allow successful learning experiences that are age appropriate. The environment will use materials and equipment that are in good repair, age appropriate, show diversity within different cultures, reflects interests of children and allow for opportunities for all children regardless of their ability to participate in active and hands on learning. Equipment and materials are accessible and allow children to explore throughout the different learning centers. Learning centers and materials will be rotated throughout the year to allow children different learning experiences.

Outside Time

MSDE Office of Child Care requires outdoor play as part of the program. There are times the weather is extreme and the children will not go outside. Those times are as follows:



- Rain or Snow
- Temperatures below freezing- 32 degrees
- Code Red ozone alert

We will use the www.weatherchannel.com to determine the temperature outside. We will follow the “feels like...” to determine if it is safe for the children to go outside. When the temperature is below 45 degrees we will limit the amount of time outside. We ask that all children be dressed appropriately based on the weather. All children will need coats, hats, and gloves during the winter months.

Each age group will have assigned times on the playground. This will help to limit accidents and limit the number of children on the playground at a given time.

Lesson Plans

Lesson plans are written on a weekly basis for all age groups. Through observations and hands on learning teacher will identify children that need additional help or children that are more advanced and can move onto more advanced learning. On the back of the lesson plan the teacher will indicate, by using children’s initials only, what additional activities will be worked on one on one within that week. Teacher lesson plans are to be turned in 2 weeks in advance on Mondays for review.

Screen Time Policy

Because we care about the health and well being of the children in our care, we follow the American Academy of Pediatrics’ Recommendations on Screen Time:

- Children under 2 should have no screen time
- Children age 2 and over should watch less than 30 minutes per week at child care, and less than 2 hours per day total

Everyday Play N Learn understands that TV and other electronics media can get in the way of exploring, playing, and interacting with others, which encourages learning and healthy physical and social development. Therefore we will restrict screen time by:

- Allowing a maximum of 30 minutes total per week of educational and age appropriate screen time (television, video, and DVD).
- Allowing no more than 15 minutes of educational computer time per day
- Not allowing any screen time during meals and snacks.
- Having zero screen time (TV, video, and computer) for children under the age two.



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Breakfast, Snacks and Lunch

Everyday Play N Learn will serve 2 nutritional snacks per day. If your child arrives after 9:00am, please make sure they have already been fed breakfast. 1% Milk and whole milk will be provided with snacks. Children will receive milk with their lunch. If your child is allergic to milk a written notice from the doctor will need to be in your child's file. This note will need to be updated every 6 months.

PLEASE NOTE: Any food items, cups, bottles, etc. brought from home must be labeled with your child's name and date.

Parent – Teacher Conferences

Parents/ guardians have the opportunity to meet with their child's teacher at a scheduled conference each January and May. Conferences include a written report from the teacher on the status of your child's intellectual, physical, social, and emotional development. Additional conferences can be arranged as needed. We urge parents/ guardians and our staff to discuss significant events or situations that may affect your child at home or at the center to help ensure children's needs are met. Daily communication with staff is encouraged.

Bringing Items from Home

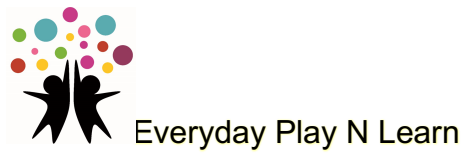
We discourage children from bringing toys from home; although, we will allow items of comfort, such as a soft, cuddly stuffed animal, to be brought to the center to help a child sleep more comfortably. Some teachers will have children bring in "Show and Tell". This would be an item that goes along with the theme of the week. When a child brings a toy from home, it is sometimes difficult for them to share and the toy could get lost or broken. The staff will not be responsible if these items are lost or damaged.

The center does not allow at any time toys of violence like guns, swords, or violent action figures. Children are discouraged from playing with guns and swords while at the center.

Children's Clothing

Your child should be dressed in play clothes that are durable, comfortable, and appropriate for play and for the season. We will go outside daily, weather permitting. Many of your child's favorite activities may tend to be a little messy, like finger painting and digging in the dirt, so again make sure the child's clothes are suitable.

At Everyday Play N Learn the children's safety is of great concern, therefore, we ask that you send your child to school wearing shoes that supports the foot properly and protects the toes. Sneakers with socks are the best, Children are not permitted to wear open-toed sandals, clogs, or flip-flops on the playgrounds equipment because it can be dangerous.



Parent Participation

Parents are always welcome to attend field trips, share their interest and hobbies, and join in on parties and socials. Everyday Play N Learn believes that we are an extended part of the family and together we can make a difference in our children. We encourage open communication between the staff and parents, at any time, feel free to stop by the office.

Alcohol or Drugs

Everyday Play N Learn will be allowed to leave the center with an authorized person if the staff suspects the person is under the influence of drugs or alcohol. If this occurs and you do not find another person to safely pick up your child, authorities will be called to assist you home.

This handbook is intended to reinforce the policies and procedures at Everyday Play N Learn Child Development Center LLC. Everyday Play N Learn reserves the right to change this handbook without notice. All new policies will be printed and distributed to the families.



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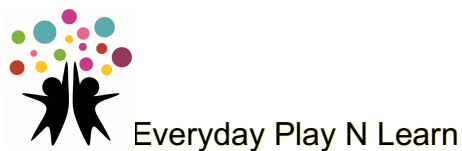
Parent Signature and Child Name Form

I _____ have received a copy of Everyday Play N Learn parent handbook. I have read and fully understand the contents of this handbook and I understand Everyday Play N Learn has the right to change policies outlined in this handbook at any time. I accept the responsibility to follow the policies.

Parent Signature

Date

Child's Name (please print)



Discipline Policy

We believe that all domains of learning are supported during play and through strong, positive interactions with adults. Promoting healthy social and emotional development, including self-control, is one of the fundamental responsibilities our program.

The preschool period is a critical time for children to learn to control their thoughts, feelings, attention, impulses, and behavior. They are learning how to get along with others and how to be a friend. Children are not born with these skills. Teachers and caregivers must teach social and emotional skills just as they teach washing hands or learning colors and shapes. We know that when children are given the opportunities and support to develop (learn, practice, discuss, etc.), self-control and other social and emotional skills, it gives them the foundation needed for academic and life success.

WE SUPPORT THIS DEVELOPMENT THROUGH:

Our Environment

- We provide children with interesting materials and engage them in activities that are appropriate for their age to keep them focused and attentive.
- We develop schedules that meet the needs of young children by avoiding long periods of wait time without activity.
- Our schedule is flexible enough to follow the children's interests as well as their cognitive, physical, and biological needs. We do our best to not let any child get bored or disinterested.

Our Teachers

- We work to develop a relationship with each individual child, including those needing higher levels of support.
- Teachers always speak to children in a calm tone, especially during redirections.
- We help children put words to their emotions. (For example, "Sanyia, I can tell you were mad when Payton took your block.")
- We use stories about young children in social situations to teach healthy social skills.



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Our Families

- Communicate regularly with staff to ensure consistency in guidance between home and school
- Partners with us and allow us time to work with all children, including those needing higher levels of support
- Understand and acknowledge that we do not expel children as they are learning these skills. We strive to serve individual needs while ensuring the safety of young children
- To best serve children, we may need to partner with social and emotional experts to help give a child the best foundation for academic and life success

Our Children

- We ask parents to communicate regularly with staff to ensure consistency in guidance between home and school.
- Parents understand and acknowledge that we do not expel children as they are learning these skills. We strive to serve individual needs of each child, while ensuring the safety of young children.
- To best serve children, we may need to partner with social and emotional experts to help give a child the best foundation for academic and life success.

Discipline Procedures

Everyday Play N Learn Child Development Center staff members are absolutely not permitted to use any form of physical punishment, including spanking. Staff members may not single out a child for ridicule, threaten harm to the child or the child's family, and may not specifically aim to degrade a child or a child's family. They may not use harsh, demeaning or abusive language in the presence of children. We use the following disciplinary techniques where they are age appropriate:

- Tell the child what behavior is desired and show him/her if necessary. This will be done in a quiet, gentle way, encouraging the child to use acceptable behavior.
-
- Give the child choices. If he/she is disruptive, give him/her a choice between acceptable behavior or be removed from the current activity.
 - Problem Solving
 - Natural and Logical Consequences
 - Ignoring
 - Redirecting



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- Time Out
- Request a meeting with parent or guardian if unacceptable behavior persists. We will suggest a plan that incorporates parent/guardian participation into a behavior modification plan.

Discipline does not mean punishment. Discipline is teaching a child how to be safe, how to behave on his/her own and how to know the difference between right and wrong. The staff will use praise and positive methods of discipline and guidance to encourage self-expression and self-direction of the children in the Center. The limits may be set at times in order to keep children from losing control or causing harm to themselves or others. Time Out is only one way to handle a situation and allows the child to regain control of his/her actions and feelings. Time away from the group will not exceed the following schedule. A timer will be used.

Toddlers	30 seconds to 2 minutes
Preschoolers	3 to 5 minutes
School-age	5 to 10 minutes

Positive ways to channel children's emotions and handling misbehavior include:

- Redirect negative behavior to an acceptable activity by gently encouraging the child to change activities.
- Ignore the behavior.
- Help children understand consequences to behavior.
- Limit choices.
- Use humor.
- Use the resources available at the Center or ask for assistance with specific situations you are uncomfortable handling.

Remember never to humiliate, frighten or abuse a child. Respect their feelings and let them know whatever they are feeling is okay - but it is the way they express it that we want to help them control. Let the children know your feelings. Tell them you are not upset with them, but with their actions. Communicate with the children and model positive behaviors for them to imitate. Make sure what you are asking the children is appropriate for their developmental level. Make sure all classroom rules are clear and understood at their level.

Consult with parents since they know their child best. Emphasize the partnership between caregiver and parent in an attempt to defuse a tense situation involving a problem with the child's behavior.



The following steps will be completed when a child must be removed temporarily for challenging behaviors that constitute an imminent danger to the child or others:

- Make a referral to the agency responsible for early childhood special education services in the local area. If a child's behavior is such that it necessitates temporary removal on a repeated basis, there should be sufficient documentation for consideration of special education services.
- Maintain documentation on file of the outcomes of the incident, subsequent parent conference, and plan developed that includes appropriate intervention strategies. The purpose of the parent conference is to develop a plan jointly with the family and available resources, to address the specific behaviors which constitute an imminent danger (recurring violence, behavior, or aggression).

If a child in question has a disability and is in the process or has been identified under the Individuals with [Disabilities Education Act \(IDEA\)](#), the program shall follow state special education rules and regulations governing suspension/expulsion.

If a student must be temporarily removed from our program due to behavioral issues, we will notify the parent and the Everyday Play N Learn Program Specialist via email within 24 hours. We will include notice of the action taken and the specific reasons for the removal as an imminent danger to the child or others.

GUIDANCE TECHNIQUES

1. **REDIRECTION:** Redirecting the child's attention to a different toy or activity that is more acceptable.
2. **REASONING:** Explaining to the children the consequences of their actions on other people and the purposes for obeying rules.
3. **TIME OUT:** Children are removed from the situation and told to think about their actions.
4. **SETTING RULES/LIMITS:** Rules should be explained to the children and strictly enforced. They should be simple and few.
5. **MODELING:** It is vital that adults model the type of behavior that they desire in the children. This teaches children how to deal with conflicts, cooperate, etc.
6. **LISTENING:** Be aware of what children are thinking and feeling. It is important to check things out before attempting to resolve problems and help children work through their difficulties.
7. **REINFORCEMENT:** Encourage behavior through praise or attention. When you comment on positive actions, children increase any behavior they get attention for (positive or negative).
8. **OFFERING CHOICES:** Children like to have some control over what happens to them. Offer children good choices that are appropriate and then accept their decisions.



9. **ACCEPTABLE OUTLETS FOR EXPRESSING FEELINGS:** Children need to express strong feelings but help them find safe ways to do this.

10. **AVOID OVER STIMULATION:** Too many choices and options overwhelm the children. Allow them an appropriate number of choices.

11. **POSITIVE GUIDANCE:** Guidance methods, which build children's self-esteem, and confidence in themselves. Directions and rules are stated in a positive way such as, "Please walk", instead of "No running".

12. **NATURAL & LOGICAL CONSEQUENCES:** Actions result in consequences whether negative or positive. If the consequence is not too severe, let natural consequences happen. If not, create a consequence (Logical) that is appropriate for the behavior.

13. **AGE APPROPRIATE ACTIVITIES:** Activities and equipment that are relevant and safe for the age of the child promote growth and development.

14. **AVOID UNREALISTIC EXPECTATIONS:** It is important that the teacher understand the skills and abilities of the children.

SOLUTIONS TO MISBEHAVIOR: For each of the following examples, suggest an appropriate technique for resolving the problem. There may be more than one correct solution.

1. Troy, age two, wants the toy truck that Kyree, age 2, is playing with. Troy grabs the truck, and a struggle ensues.

(1) Duplicates of popular items should be available, but if none are available, redirection may be used.

2. Joshua, age 5, is breaking crayons and throwing them at the other children.

(12) Speak to Joshua and remind him of the rules. If behavior persists, use natural and logical consequences (can't continue to play with crayons)

3. Tania, age 3, is biting the other children.

(4 & 3) Listen to find out what happened. Review the rules. Provide time out if needed.

4. Jacob, age 6, continues to karate kick the playhouse, even though he has been reminded several times about the center rules.



(12, 3, & 9) Consequences could be used. Time out could be used. Maybe children have been expected to do quiet activities for too long.

5. Amy, age 9months, continues crawling to the box of marbles and playing with them, even though she has been moved several times.

(13) Equipment is not age appropriate and should be removed; they are not safe for babies. It is unrealistic to expect a baby not to explore the world.

6. Dion, age 5 and new at the center, just sits in the corner and refuses to play with other children.

(6 & 11) Find out what Dion is feeling. He may need encouragement and support from an adult in order to help with the stress of this new situation.

7. Sanyia, age 2, refuses to help with clean up.

(14) Children at this age can start to learn to clean up but they assistance.

8. Kayla, age5, refuses to help with clean up.

(8, 11, 4, 12, 5) She could be offered a choice of which area to clean up. Encouragement and positive guidance are helpful. Natural and logical consequences could be used. Remind her of the rules. Modeling should always be used.

9. Ryan, age3, refuses to sit still at story time.

(13 & 7) Is the story age appropriate? Reinforce appropriate behavior of children who are listening. Alternate high energy and quiet activities.

10. Marissa, age 3, refuses to participate in group activities and stays in the playhouse.

(6 & 7) Listen and talk to her to determine the underlying problems. Reinforce any interest she shows in participating with others. Encourage.

11. Carlos, age 4, refuses to try finger painting.

(7 & 11) Reinforce any interest and show him how – guidance.

12. Celeste, age 5, runs down the hall, away from the teachers.

(4 & 3) Remind her of the rules. Encourage cooperation. May need to use time out.



Biting

Although it is not uncommon for very young children to bite, it is a behavior that is taken very seriously, and is strongly discouraged. Whenever a child is bitten, the teacher's first task is to comfort the child. Next, the wound will be washed with anti-bacterial soap. If the bite has broken the skin, the parents will be contacted immediately. However, if the bite is superficial, and the child has returned to play, then both sets of parents will be advised of the incident at dismissal.

When a child under the age of 2 bites, it is generally for one of the following reasons:

- Out of curiosity – “what will happen if I.....ouch!”
- Out of affection – starts with a hug, ends withouch!
- Out of ownership – trying to get something from another child.... ouch!
- Teething – these are textural biters, looking for comfort.....ouch!

In the instance of these youngest children, the teachers will try to determine which type of biting scenario has taken place. Then, they will closely monitor the situation, hoping to intercept the next “need to nip” – accompanied by a stern “NO”. If the biting becomes a chronic problem, then it may be necessary for the child to withdraw from the program for a month, in an attempt to break the biting cycle.

If this occurs, the parents may choose to pay for ½ month tuition to hold the spot in the class for a month, while they work on the problem at home. When the child returns after the month, if the biting is still an issue, the child will be withdrawn from the program for the remainder of the year.

When children are older than 24 months, biting is less common. Language is beginning to become the tool of choice, with “No!” and “Mine!” being used most frequently. These verbal warnings alert the teachers that it may be time to intervene, and redirect the playmates involved in another direction. When an older child bites, the preschool's policy is:

- **1st offense** – The child who bites will be quickly removed from the situation, while one teacher comforts the child who has been bitten and attends to cleaning the bite. This might include guiding the child to a quiet place in the room like the reading center or other similar area where the child can take time to settle down. The teacher will speak with the offending child about what has happened. The child is reminded that teeth are for eating food & smiling, not for biting. Both sets of parents will be told of the incident.
- **2nd offense** – The child's parents will be asked to keep their child at home for the same number of days that the child attends preschool each week and focus on helping the child understand that biting is unacceptable.



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- **3rd offense** – The Preschool Board will meet to determine whether the next step will be further time at home, or removal from the program for the remainder of the school year.

Guidelines - What Is Asked of Children

1. All food and drinks must be kept in the kitchen area.
2. No playing in the bathroom.
3. No coloring on anything but paper.
4. Name calling and foul language or yelling is not allowed.
5. No hitting, kicking, pushing, pinching, biting, spitting or pulling hair.
6. No pulling or picking of plants, grass, trees, or flowers.
7. No picking-up, pulling, poking or squeezing of younger infants.
8. All kitchen and bathroom cupboards are off limits to daycare children.
9. Take turns and share.
10. Help clean up.
11. Good manners, politeness, and kindness (via daily encouragement/teaching).
12. Laugh, smile, play, and be happy.

Parent Name (Print): _____

Parent Name (Signature): _____

Date of Acknowledgment: _____



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