



Employee Handbook

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EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

London Bridges Child Development Center employee handbook is used to outline the expectations, policies and procedure of the school that all employees must understand and

comply with. We use Caring for Children to create all our policies, and procedures. After reviewing this document, the consent form on the last page must be completed and handed back to administration and updated on an as needed or annual basis. This consent form states that you understand and adhere to all expectations, policies and procedures of this learning environment. This handbook will be updated yearly or as needed and the most up to date copy will be made available to you. Thank you for being a part of the London Bridges Child Development Center family.

WHO ARE WE?!

MISSION STATEMENT AND PHILOSOPHY OF EDUCATION

Our mission is to assure parents and guardians their children will be in a safe, clean, healthy, and exciting, fundamental environment. We at London Bridges Child Development Center LLC believe that our program and services provide a unique, play-based, child centered curriculum for infant, toddlers, and school age children. We provide the integration of physical, spiritual, cognitive, social, emotional, language, and self help to support the over-all development of children. We recognize parents are the child's first teacher. Here we believe children learn best when parents are involved in their educational program. So, we offer parent participation each month to read a story, engage in student activities, chaperone field trips away from the center etc. Our goal is to help build a primary bridge between home and school with the involvement of family and the community.

OUR VALUES

Commitment-Willingness to stick to your own passion/principles.
Diversity-What it looks like to give equal opportunities.
Excellence-Believing on what you are doing to the highest quality.
Integrity-Knowing and doing what is right.
Partnership-Building with parents and families
Respect-Treating people as they should be treated.

OUR GOALS

Our vision for London Bridges Child Development Center is to help parents feel good about their childcare choice. We want to give parents assurance their child is safe, engaged, educated and smiling. We want to play, learn, and growth with your children!

A LOOK INTO OUR PROGRAM

WHAT WE DO AND WHAT WE BELIEVE

At London Bridges Child Development Center, we believe each child has the potential to bring something unique and special into the world. By having a respectful and caring bond with both the student and the family, we as a school are able to create a strong foundation for a wonderful early childhood experience for our students. Through active exploration of the world around them, play, interaction with others, memorable experiences and hands-on learning activities, our student's development and growth occurs every second of every day. We strive to have the upmost respect and love for all children who walks through our school's doors. We are a family!

DESCRIPTION OF AGE GROUPS

INFANTS/ ALMA THOMAS CRAWLERS

This age group starts at 6 weeks-18 months of age.

In the infant classroom, we follow a wonderful daily flow. No matter what your babies individual sleeping and eating schedule is, we always come together to make wonderful memories. We enjoy story time together, outside walks, learning circle, sensory exploration and creative art. We also enjoy our days learning lots of songs, reading wonderful stories and interacting with our friends and teachers. We love discovering different textures, size of items, and shapes. We love learning about our weekly themes like shapes, colors, animals and people. Our little ones are always nurtured, cuddled, loved and adored and whenever they need something, we are there!

TODDLERS/DEBBIE ALLEN WOBBLERS

This age group starts at 19 months-36 months.

In the toddler classroom, we explore anything and everything we possibly can. Our little one's love wondering around the classroom learning through their senses. Our toddlers have a wonderful daily schedule of group time, outdoor play, meals and snacks, naptime and the most important and fun time of the day, PLAYTIME! During our group time we read books about transportation, family and kindness. We talk about our day, how we feel and what it means to be together in our bright and warm classroom. We enjoy our outdoor playtime and seeing the beautiful nature outside. Our weekly themes consist of exploring our homes, families, pets and animals. Singing and playing our days away is what makes our room so special!

OLDER TODDLER/ MADAM C.J. WALKERS

This age group begins at 3 years old to 4 years old.

Our older toddlers love to dance, sing and play. We inspire them to explore the world around them and learn something from everything. Socialization is very important to our older toddlers as they begin to share, use their manners and learn to take turns. In this age group we begin to count numbers and have letter recognition. We enjoy singing our daily songs to teach us about the day of the week, the month and the year. We love diving into our art projects and seeing what we can create with an abundance of materials. We enjoy watching our teachers do exciting science projects and love to watch the students guess what will happen and see their eyes full of surprise! Getting outside and playing on the playground is a part of our everyday schedule. We also enjoy walks around the neighborhood and putting a smile on our neighbors' faces!

BLACK VIOLIN RUNNERS- PRESCHOOL AND PRE-K

This age group starts at 4.5 years old and prepares the students for Kindergarten.

In this age group we focus on our social emotional growth and explore who we are as beautiful, unique individuals. We learn how to work together and how to conquer objectives by ourselves. We enjoy writing our names, learning to read and exploring phonics. We enjoy extreme science projects that make us say "WOW!" and we dive into our sensory bin which helps enhance the learning theme we are studying that week. We often have guest speakers and love exploring the community to supplement our learning. We get outside often to move our bodies and strengthen our fine and gross motor muscles. This age group helps to prepare our students for the next grade which is Kindergarten. Our little ones are well on their way to a successful journey into the older ages!

OUR CURRICULUM

DEVELOPMENTALLY APPROPRIATE CURRICULUM

At London Bridges Child Development Center, we provide our students with a developmentally appropriate curriculum that is based on Pennsylvania standards. Keystone STARS, and Early Head Start which is the Standards, Training/Professional Development Assistance, Resources, and Supports Program, is a quality rating system that promotes quality improvement in early learning and development programs and school age care. We offer each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning." We believe this to be the heart of our curriculum. Our weekly lesson plans are developed through our students' interests and what grabs their attention. We try our best to meet

every child's individual cognitive and development level and encourage and inspire them to continue to progress this growth.

LANGUAGE DEVELOPMENT

Our developmentally appropriate experiences and activities, such as book reading, singing, art activities, games, and journaling represent meaningful learning opportunities which incorporate early literacy concepts and handwriting in various forms. Language development skills are developed through exposure to letter-sound connections, combining those sounds into meaningful words, and putting words together into sentences to communicate our thoughts, feelings, and ideas. Our language activities foster your child's handwriting abilities, phonological awareness, vocabulary, alphabet letters knowledge, and narrative skills. At London Bridges Child Development Center, we are committed to fostering strong language and communication skills in children of all ages. Language development is a critical foundation for learning, self-expression, and building relationships. Our program provides an inclusive, language-rich environment where children are encouraged to explore, develop, and strengthen their language abilities at their own pace. Our goal is to support language development by implementing developmentally appropriate practices that encourage listening, speaking, reading, and writing skills. We recognize the importance of supporting children from diverse linguistic backgrounds and providing equitable opportunities for all children to develop their communication abilities

INCLUSION POLICY

At London Bridges Child Development Center, we believe that every child deserves a safe, nurturing, and inclusive environment where they can grow, learn, and thrive. Our commitment to inclusion means creating a supportive community that celebrates diversity, respects individual differences, and ensures equitable opportunities for all children, families, and staff members. We are dedicated to fostering an inclusive program that welcomes children and families of all

abilities, backgrounds, cultures, and identities. Our goal is to provide meaningful opportunities for participation, learning, and social interaction for every child, while valuing the unique contributions each family brings to our community. We ensure our inclusion policy is implemented through practices that actively promote diversity and encourage enrollment of children from all backgrounds, including those with special needs and dual-language learners. We make reasonable accommodations to ensure every child feels welcomed and supported. Our program incorporates books, materials, activities, and celebrations that reflect the diverse cultures, languages, and traditions of our children and families. Families and staff are encouraged to share their cultural heritage and experiences, creating a sense of belonging and community. To support children with disabilities, we collaborate with families and specialists to develop Individualized Education Plans (IEPs) or Individualized Family Service Plans (IFSPs), ensuring tailored support for each child. Professional development is a key component of our inclusion efforts, and we provide ongoing training for staff on cultural competence, inclusion strategies, and working with children of varying abilities. Family collaboration is central to our approach, as we involve families in discussions about their child's strengths, needs, and goals, fostering a holistic support system. Our curriculum emphasizes respect for diversity, empathy, and fairness, teaching children to value differences and build positive relationships with others. We maintain a zero-tolerance policy for discriminatory behavior or language by staff, children, or families, addressing concerns promptly to ensure a safe and respectful environment. By embracing inclusion, London Bridges Child Development Center ensures that every child feels valued, respected, and empowered to reach their full potential.

COGNITIVE DEVELOPMENT: SCIENCE, MATH AND SOCIAL STUDIES

London Bridges Child Development Center implement cognitive development in our program by singing sing-along songs, identifying noises, practicing counting and the alphabet, offering choices, and asking questions.

SOCIAL EMOTIONAL

London Bridges Child Development Center promotes social emotional development in our program by requiring all staff to be in a good mood, listening and following directions, showing children how to care about friends, and show interest in others. Teaching children how to recognize, label, and manage their own emotions.

PHYSICAL DEVELOPMENT: FINE AND GROSS MOTOR

Our physical development is implemented in our program by providing children with opportunities for free movement. Engaging children in both open-ended and teacher-directed indoor and outdoor motor play.

SENSORY EXPLORATION

We implement sensory exploration in our program by letting children to get messy. Providing household items for children to explore and create a way to examine, discover, and make sense of things of the world.

ART, MUSIC, DANCE AND CREATIVE EXPRESSION

London Bridges Child Development Center uses art, music, and creative expressions to promote children's creativity and imagination to express their selves.

GENERAL SCHOOL POLICIES AND PROCEDURES

TYPE OF INSURANCE

Liability Insurance
Workers Compensation

STATE REGULATIONS AND LICENSING

All London Bridges Child Development Center LLC employees must be knowledgeable in the PA Department of Human Services, OCDEL, and Keystone Stars, Early Head Start, NAEYC childcare licensing rules and regulations. A copy of the state and local guidelines will be always kept in the center, and each employee receives their own copy upon hire.

EQUAL EMPLOYMENT

London Bridges Child Development Center provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws. This policy applies to all terms and conditions of employment at London Bridges Child Development Center.

NON-DISCRIMINATION POLICY

At London Bridges Child Development Center, we value all employees and job candidates as unique individuals, and we welcome the variety of experiences they bring to our company. As such, we have a strict non-discrimination policy. We believe everyone should be treated equally regardless of race, sex, gender identification, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or any other characteristic protected by law. If you feel that you have been discriminated against, please let administration know immediately. Every complaint will be appropriately investigated.

SEXUAL HARRASSMENT

Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, “sexual harassment” is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual) or such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment. Title VII of the Civil Rights Act of 1964 recognizes two types of sexual harassment: a) quid pro quo and b) hostile work environment. Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual’s body, sexual prowess or sexual deficiencies; leering, whistling or touching; insulting or obscene comments or gestures;

display in the workplace of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

London Bridges Child Development Center encourages reporting of all perceived incidents of discrimination, harassment, or retaliation, regardless of the offender's identity or position.

Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, any member of the personnel practices committee, human resources, or any ombudsman.

CHILD NEGLECT AND ABUSE

All London Bridges Child Development Center employees will be screened by the appropriate law enforcement agency using the Pennsylvania states background system. Adults will never be alone with children on premises unless they can be observed by others. All staff or volunteers ARE NOT TO EVER physically, verbally, or emotionally abuse or punish children. At the first reasonable cause to believe that child abuse exists, the reporting adult will immediately inform the Director who will determine the action to take. An immediate phone call to the local law enforcement will be made by the reporting adult. A written report, as a backup to the phone report, will be completed and filed with the director or owner.

CONFIDENTIALITY

Childcare programs maintain **confidentiality** on a "need to know" basis. This information is shared only when it is necessary. This is important especially when there are specific health and safety concerns. State and Local Laws prohibit the sharing of information about children or employees without written approval from the parent, guardian or individual.

HAZARDOUS ITEMS

London Bridges Child Development Center has clear guidelines on the identification, use and storage of dangerous products, plants, and objects. This policy aims to protect the employee, children, families and visitors from the risks associated with chemical products, medicines, other dangerous substances and dangerous equipment used in the school's outdoor and indoor environments.

SMOKING POLICY

Marijuana, cigarettes, and other smokeless tobacco products are not allowed at London Bridges Child Development Center. Parents/guardians who smoke are strongly encouraged to not do so

prior to picking up their child from school, as smoke stays on clothing and hair for some time. All parents and guardians must wash their hands after smoking prior to arriving to school. We will not condone smoking, including the use of e-cigarettes or vaping devices, is strictly prohibited on the premises, including all indoor and outdoor areas, parking lots, and within 25 feet of entrances. This policy applies to all staff, visitors, and contractors to ensure a safe and healthy environment for children and families. Violation of this policy may result in disciplinary action.

ALCHOL POLICY

Any use of Alcohol is not allowed at London Bridges Child Development. The consumption, possession, or presence of alcohol on the premises or during work hours is strictly prohibited. Staff are expected to arrive and remain free from the influence of alcohol while on duty. Violations of this policy may result in disciplinary action, up to and including termination.

SUBSTANCE ABUSE

London Bridges Child Development Center is a drug-free workplace. This policy applies to all personnel onsite at the school including staff and volunteers. This policy covers the following substances but is not limited to alcohol, illegal drugs, inhalants, prescription drugs without authorization, over the counter drugs. When a staff member is believed to be under the influence, they will be asked to leave the center right away. If another staff member or administration has cause to believe a staff member is impaired while working on the job, the employee may be suspended or terminated without pre warning or a write up. At any time, the center reserves the right to search work area, handbags, briefcases, lunch boxes, vehicles, personal packages, or other personal possession to determine if drugs or alcohol are on, or onsite at the school. If a substance is found, the employee will be terminated immediately and a report will be written to the governing bodies including the police, and the state licensing officials.

RECREATIONAL CANNIBIS

The following information regards to the limitations of lawful use of recreational and medical cannabis in the school.

- ☐ Undertaking any task under the influence of cannabis would constitute negligence, professional malpractice or professional misconduct.
- ☐ Using cannabis in any public place.

- ☐ Possessing cannabis in a private residence that is used at any time to provide licensed or unlicensed childcare (day care and foster care) or other similar social service care on the premises.
- ☐ Using cannabis in a private residence that is used at any time to provide licensed or unlicensed childcare (day care and foster care) or other similar social service care on the premises.
- ☐ Using cannabis knowingly in close physical proximity to anyone under 21 years of age who is not a registered medical cannabis patient under the Compassionate Use of Medical Cannabis Pilot Program Act.
- ☐ Smoking cannabis in any place where smoking is prohibited.
- ☐ Facilitating the use of cannabis by any person who is not allowed to use cannabis under either the Cannabis Regulation and Tax Act or the Compassionate Use of Medical Cannabis Pilot Program Act.

The use of recreational marijuana onsite will result in immediate termination of employment, and any violation of these laws may subject the violator to civil or criminal penalties.

EMPLOYEE MEDICATION AND PRESCRIPTION MEDICATION

Any prescription medication provided by a registered doctor, must not affect an employee's ability to work at London Bridges Child Development Center. If prescription drugs are required to be taken during the work hours, the prescription must be provided by a licensed medical provider.

The employee must do the following:

- ☐ Take prescription as directed by the doctor
- ☐ Only take the dosage as prescribed by the doctor
- ☐ The employee must be aware of the precautions of use
- ☐ All medication must be in its original container
- ☐ Only a single-day medication supply is allowed onsite

☐ No medications will be stored in the classroom.

☐ All medication must be labeled correctly with the person's name, doctors name, and the name of the medication with dosage.

At any time, the employer may terminate the employee for the following policies on prescription drugs, but is not limited to:

☐ If the present medical condition does not exist and the medication is continued to be used without consent from a doctor

☐ The medication is interfering with the employees work ethic and daily job functions

☐ The medication is interfering with the employee's overall work performance

☐ The medication is being taken illegally

At any time, the administration has the right to ask the employee for a doctor's notice proving of a medical visit. Administration may also ask for a letter from the doctor confirming the employee is able and safe to work in a school environment on the prescribed medications.

EMPLOYEES USE OF TELEPHONE AND INTERNET

Under no conditions are phone calls, texts, or internet surfing on personal devices allowed at any time in the classroom. If you have to make a personal phone call, you may leave the classroom to do so, making sure all students are under proper supervision and the classroom remains in ratio. This also may not occur without administrations verbal consent that it is safe to take the phone call. The only device allowed to take photos of the students is childcare center I-pad. Sharing pictures of the children or center is strictly prohibited.

SOCIAL MEDIA

Social media includes online electronic tools to help students, parents, teachers, and staff communicate effectively. Specific examples of popular social media tools include Instagram, Facebook, and other Communication Apps. Upon enrolling a child into the center, all parents are guardians must complete the social media consent form. This form is used as an approval on allowing a parent or guardians child to be seen on our social media platforms.

COMMUNICATION AND GRIEVANCE

Each staff member shall act in a responsible manner and continually strive to improve the center's operational efficiency and well-being. Our goal is to provide a pleasant and productive working environment at all times. Our ability to achieve this goal depends upon all of us showing mutual respect and maintaining open lines of communication. Therefore, we have an "Open Door Policy." This means that if you have any questions about your job, complaints of any kind, or opinions about matters which affect your employment, we encourage you to discuss them with the Administration. Any matter will be treated with dignity and respect as a solution is achieved. We are eager to help you with any work-related problems or listen to your suggestions or complaints. We encourage your input and hope that you will help always keep the lines of communication between us open.

PETS AND ANIMALS

No Animal may be brought into the school with out formal permission from the director or owner. Once approved by the director, pets and visiting animals must have documentation from a licensed veterinarian or animal shelter to show that the animal(s) is fully immunized and that the animal is suitable for contact with children. London Bridges Child Development Center animals must be fed and maintain in compliance with the states code on animals in a school setting. The animal must be kept safe, clean and have sanitary conditions onsite.

Licensed service and therapy animals are allowed on site with accurate documentation and approval from the school's owner and director. The animal must have documentation from a licensed veterinarian to show the animal is fully immunized and safe, and suitable to be around children. Employees must be aware of all children with allergies to animals.

NEW EMPLOYEE ORIENTATION

HIRING PROCESS

London Bridges Child Development Center uses a variety of outlets to find qualified employees. These outlets consist of Indeed, ZipRecruiter, LinkedIn, word of mouth referrals and other forms of contact.

The following information outlines the procedure used to find quality candidate:

- Job description and document is written to outline the job and describe the candidate's qualifications the school is looking for.
- An email is sent to prospected employees to set up a good time for a phone interview.
- The phone interview occurs, and general questions are asked.
- The next interview is in person with the director of the school
- The final interview is a working interview in which the prospective employee is paid. The prospective employee is observed in the classroom by the owner, director, assistant director and other classroom teachers.
- The working interview is finalized with a sit-down meeting with the owner for any final questions the school may ask.
- References will be called.
- Official transcripts will be reviewed and sent to the centers licensing rep to confirm the candidate is qualified

The candidate will be called if the center feels they are the best candidate. An email will be sent out to have written documentation of the detailed offer. The candidate has 24 hours to accept or decline the position.

EMPLOYEE ORIENTATION AND PROVISIONAL STATUS

The director will schedule an orientation meeting on the first day of employment to complete the required paperwork and review the center's general rules, policies, and procedures. New staff members first task is to review, understand and comply with the school's emergency handbook policies and the policies and procedures outlined in this employee handbook.

The following complies a list of staff orientation objectives, but is not limited to the following:

Basic Teacher/Classroom Responsibilities

- Duties of Lead Teacher vs. Assistant Teacher vs. Substitute or Floater
- Classroom's Daily Routine: include enrichment activity schedule as well
- "That's not my job" does not have a place here

Interaction with Children

- Actively participate with children, get on their level
- **Complete mandatory staff professional development training**

Responsibilities

- Familiarize yourself with the children's sick policy to reinforce with parents
- Pick up/Drop off Authorization
- Medication Administration
- Positive/Negative/Positive way of delivering news
- Feel free to ask management to proof-read emails

Health and Emergency Information

- Emergency info pertaining to children

- **Complete anecdotal notes, observations, and required assessments on child**
- **Conduct parent teacher conferences/open house during the school year**
- Appropriate language to use: “No thank you” with a positive explanation, “Friends”, etc.
- Discipline Policy: redirection, removal of privilege, quiet time
- Observation & Documentation
- Be on your feet at all times while children are playing

Logistical Job Responsibilities

- Monthly Newsletter
- Opening/Closing the Classroom: when and what to stock, bleach water usage, etc.
- Procedures that occur during your shift
- Nap time to be utilized for daily sheets, preparing for next week, cleaning the classroom etc.

Materials in the Classroom

- emergency contact sheets
- Sign in and out sheets
- Allergy Information
- Classroom daily schedule
- Organization of materials in the classroom

- Action Plans for children with allergies
- Emergency Protocol: tornado and fire drills
- Handwashing/diapering procedures

Walks & Field Trips

- Appropriate temperature for walks and route information
- Field Trips Rules
- Emergency Backpacks

Extra Information

- How to submit a classroom maintenance or reimbursement request
- Phone ringing for center vs. individual classroom
- Give new employee list of all contact numbers including cell phones
- Meetings with Management
- Policy for combining classrooms at beginning/end of day
- Garbage/recycling

As part of new staff orientation, the childcare director and all staff will review the Federal and State Documents:

- ☐ The Child Care Act of 1969
- ☐ The Abused and Neglected Child Reporting Act
- ☐ Licensing Standards Handbook for the State of Pennsylvania

Pa driver's license or state ID.
Pa State, Child Abuse, National Sex Offender, FBI Fingerprinting Clearances
Mandated Reporter Training
1 personal, 1 professional reference
Recent Staff Health Assessment Form/TB
PD Registry Account/Stars Overview Training (PD Registry)
Better Kid Care Account/ Health & Safety Training/STARS Training
High School Diploma/Transcripts
Degree pertaining to position
CPR Training within 45 days
Employee and Parent Handbook Sign Off
Direct Deposit Form
Registered for CDA Class and completion in 3 months

EMPLOYEE 90 DAY PROBATIONARY PERIOD

New and rehired employees will be subject to a probationary period for the first 90 calendar days after their date of hire. The introductory and training period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. This period is used to assess and evaluation the employee's general capabilities, general work habits, attendance and their overall performance in our childcare setting. If during this probationary period, administration feels the expectations of the center are not being met, at any time, the center may end the employment relationship. During this time, if the employee feels the center is not meeting their individual expectations for a learning environment, they may also end the employment relationship with or without cause or advance notice to the employer.

30, 90, Day Employee Evaluation

London Bridges Child Development Center conducts a 30-, and 90-day review to provide our educators with feedback on their performance. This is an opportunity to touch base with all new employees and discuss what is going well, what the school would like the employee to work on, along with providing a general sense of the employee's overall work habits, work ethic and overall performance. This standard helps our employees understand what the school is looking for and provides a benchmark for measuring performance. The 30, 90-day reviews also provide an opportunity for the employee to discuss their concerns, general questions they may have or any other comments relating to the school's operations.

GENERAL EMPLOYEE POLICIES

STAFFING STRUCTURE

London Bridges Child Development Center staff primary concern is the care and safety of the children. Sufficient childcare staff is always provided to assure that staff to child ratios are maintained as specified by our states licensing instructions. A written staffing plan is maintained to organize the staff and enable all to give children continuity of care and supervision. The staffing structure is altered time to time to comply with the school's overall program needs.

EMPLOYEE CLASSIFICATIONS

London Bridges Child Development Center has the following employees on staff to ensure proper supervision and learning environment.

Owner: The owner is in charge of and oversees all elements of the program. The owner handles all business in regard to the city and state. The owner oversees the business finances and the business as a whole.

Director: The childcare director shall be responsible for the planning and supervision of the program and activities of the children; orientation to newly employed staff; on-site supervision of all staff; and in-service training. Executive Director oversees the overall management of London Bridges Child Development Center. The executive director oversees all aspects of the program. Executive director conducts all business affairs dealing with property owners, city departments, government agencies and all other businesses affecting the function of London Bridges Child Development Center. The executive director's main responsibilities will include:

- ☐ creation of center policies, guidelines, and procedures
- ☐ supervision of all health and sanitation standards
- ☐ supervision of all safety and security procedures
- ☐ supervision of maintenance of the center
- ☐ supervision of all staff members and business they conduct
- ☐ supervision of public relations and accessibility to customers and staff
- ☐ maintenance of all financial, accounting, staff and students' records
- ☐ recording tuition payments and providing receipts to the parents
- ☐ submitting payroll

Lead Teacher: A lead teacher is responsible for the academic, social-emotional growth and development of children in their care who are in their care. The main focus for our lead teachers is to work with parents, administrators and other teachers to improve students' experience and meet teaching goals. Additionally, lead teachers plan, evaluate and improve the physical environment of the classroom to create opportunities that meet the changing needs of their students.

- ☐ plan and implement activities to meet the physical, emotional, intellectual and social need of students
- ☐ purchase adequate eco-friendly materials for the classroom
- ☐ ensure equipment and the facility are clean, well maintained and safe AT ALL TIMES
- ☐ maintain classroom storage space
- ☐ keep the inventory of classroom materials
- ☐ maintain record of classroom budget money
- ☐ provide weekly lesson plans in advance
- ☐ develop rotating materials which introduce math, literacy, science and cultural concepts
- ☐ establish acceptable disciplinary policies
- ☐ be familiar with emergency procedures
- ☐ attend professional meetings, educational conferences, and teacher training workshops in order to improve professional competence
- ☐ plan and supervise class projects, field trips, or other experiential activities
- ☐ provide well written weekly newsletters and keep the classroom app updated with fun and proper pictures daily
- ☐ ensure children are supervised at all times

- ☐ provide various experiences and activities for children including songs, games and story telling
- ☐ teach basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills
- ☐ build children's esteem
- ☐ comfort children as needed
- ☐ clearly and effectively communicate in a manner that children understand
- ☐ observe children and complete assessments
- ☐ respect children and their feelings and emotions

- ☐ develop positive relationships with parents
- ☐ keep parents informed of program expectations, program activities and their child's progress
- ☐ conduct parent conferences once a year
- ☐ train assistants
- ☐ keep track of the classroom cleaning schedule and ensure that the classroom and equipment get cleaned on regular basis
- ☐ create a professional relationship of teamwork and cooperation
- ☐ ensure that assistants have jobs assigned for nap time
- ☐ share classroom responsibilities in maintaining healthy environment and positive learning experience

Assistant Teacher: The assistant teacher will support the lead teacher in general supervision of the class, and the overall classroom management. The assistant teachers' duties are the following but not limited to, assist in planning and implementing activities to meet the physical, emotional, intellectual and social need of students, assist in teaching social emotional management and independence, assist in the creation and planning of activities, class project, field trips, and other program activities, staying on task and following the daily schedule, and helping to communicate to parents.

- ☐ prepare for activities planned by the Lead Teacher
- ☐ decorate and keep the classroom attractive and relevant to the theme
- ☐ clean shelves and toys once a month
- ☐ organize the classroom as directed by Lead Teacher
- ☐ attend required Staff Meetings
- ☐ keep communication current with Lead Teacher and Director
- ☐ maintain professional attitude and loyalty to the school

- ☐ treat children, parents, other teachers with respect and dignity

Floater and Substitutes: The floater/substitute position act as a support for all teachers in the classroom. This person is required to have all of the same qualifications as an assistant teacher and have the correct paperwork on file.

- ☐ Serving meals and washing dishes afterwards
- ☐ Strictly following the food portion guide
- ☐ Paying special attention to serving food to children with allergies
- ☐ Keeping kitchen and entrance areas clean and organized
- ☐ Room coverage after 4:30 and other times when necessary
- ☐ Maintain classroom cleanness and sanitation
- ☐ Maintaining London Bridges Child Development's policies and procedures
- ☐ Additional duties as needed

Cook: The Cook is responsible for preparing and serving nutritionally balanced meals for the children. This position is responsible for maintaining high standards of quality food production and portion control using standard recipes and also for appropriate quantities of food needed to meet menu requirements. The Cook is also responsible for assisting with supervision of the children at times during the day and when teachers need assistance. This includes but not limited to cleaning, sanitizing and preparing meals. In addition to assisting the children during their mealtimes, encouraging and teaching portion control. The cooks' main responsibilities shall include, but not limited to:

- ☐ Food preparation
- ☐ Food Serving
- ☐ Staying in compliance with state licensing and health standards
- ☐ Documentation of food serving temps
- ☐ Maintenance of menus

- ☐ Cleaning and general maintenance of kitchen
- ☐ Serving foods in timely manners
- ☐ Being knowledgeable of allergies and good restrictions
- ☐ Wearing proper cooking attire
- ☐ Food sanitation
- ☐ Assists with ordering food and supply when necessary
- ☐ Ensure proper portions of food are served
- ☐ Sanitization of food serving supply and overall kitchen
- ☐ Ensure all food is not expired
- ☐ Helps to supervise children when asked
- ☐ Ensures a safe and healthy environment with the school team
- ☐ Follows all protocols and policies of the school

EMPLOYEE HOURS

Employee staffing schedule is based on the needs of the center. The staffing schedule is changed from time to time to satisfy the PA requirements for teacher to student ratio. Employees are asked to be flexible with their assigned hours of work. If the employee has important outside elements that effect their working hours, these needs to be addressed immediately with the owner and director, and they will try their best to accommodate the employee's schedule needs.

EMPLOYEE PROFESSIONAL DEVELOPMENT

All childcare staff are mandated to receive outside education classes for professional development on a yearly basis and be registered in the Pa CDA self-pace course within 30 days of employment. This information is documented in their personal employment file.

London Bridges Child Development Center provides many opportunities for professional development. These includes online courses, in person training, and information on trainings offered in the community, and parent teacher conferences. Mandatory professional development trainings will be paid for by company. Professional Development days are scheduled at least twice per year and will be announced ahead of time for staff to be available.

MANDATORY STAFF MEETINGS

Staff Meeting Policy

At London Bridges Child Development Center, regular staff meetings are essential to ensure effective communication, collaboration, and consistent implementation of policies and procedures.

1. **Meeting Schedule:**
 - **Weekly Meetings:** Held every Friday to discuss immediate updates, classroom needs, and upcoming events.
 - **Monthly Meetings:** Held on the (TBD) to review broader goals, introduce policy or procedure changes, and address staff development and retention.
2. **Attendance and Participation:**
 - Attendance at all staff meetings is mandatory unless prior approval for absence is obtained.
 - Staff are expected to actively participate by sharing ideas, asking questions, and contributing to discussions.
3. **Retention and Implementation:**
 - Notes or minutes summarizing key points, changes, and action items will be distributed after each meeting.
 - Staff are required to review these materials and implement any new policies, procedures, or practices discussed.
4. **Cooperation and Accountability:**
 - All staff are expected to cooperate with one another to achieve shared goals.
 - Repeated failure to adhere to changes or updates discussed in meetings may result in disciplinary action.

These meetings are designed to foster a supportive work environment, ensure consistent quality of care, and keep everyone informed and aligned with the center's goals.

At London Bridges Child Development Center, staff will be provided with paid planning time away from children to ensure they can effectively prepare for lessons, assess children's progress, and manage administrative tasks. Planning time will be scheduled on a regular basis and communicated in advance. Staff are expected to use this time to focus on

planning and other professional responsibilities. This policy ensures that our staff have the necessary time and resources to maintain high-quality care and learning experiences for all children.

Staff Break & Planning Time Policy

At **London Bridges Child Development Center**, we prioritize staff well-being and professional preparedness by ensuring adequate break times and dedicated planning periods. This policy outlines break schedules, expectations, and staff planning time to maintain smooth daily operations while meeting licensing requirements and ensuring high-quality care.

Break Schedule & Duration

1. **Full-Time Staff (8+ Hour Shifts)**
 - Entitled to a **45-minute unpaid lunch break**.
 - One **paid 15-minute breaks** (one in the morning, one in the afternoon).
2. **Part-Time Staff (4–7 Hour Shifts)**
 - Entitled to **one paid 15-minute break**.
 - If working 6+ hours, may also take a **30-minute unpaid lunch break**.
3. **Short Shifts (Under 4 Hours)**
 - No scheduled breaks, but brief pauses are allowed when coverage permits.

Staff Planning Time

- Each staff member is provided with **three (3) hours of paid planning time per week** to prepare lesson plans, document observations, and complete classroom-related tasks.
- Planning time must be scheduled with the Director to ensure classroom coverage.
- Staff may use the designated planning area to work without interruption.

Break & Planning Procedures & Expectations

- **Breaks and planning periods must be scheduled** with the Director or Lead Teacher to ensure proper classroom coverage.
- Staff must remain **within the building** during paid breaks but may leave the premises for unpaid lunch breaks.
- Breaks and planning time should be taken **at designated times**, avoiding peak activity hours (e.g., transitions, mealtimes).
- Personal phone use should be limited to breaks, except in emergencies.
- Staff should return promptly to avoid disrupting classroom ratios and operations.

Emergencies & Adjustments

- In case of an **emergency or staffing shortage**, scheduled breaks and planning periods may be adjusted.

- If a staff member needs an **unscheduled break**, they should notify the Director or Lead Teacher.

By following this policy, we ensure that staff remain well-rested, prepared, and engaged, fostering a positive learning environment for children.

APPERANCE AND DRESS

Our employee's neat appearance and proper attire are important to our ability to maintain a professional atmosphere and leave a positive and supportive impression with parents and our center visitors. Our employees clothing must be tasteful, clean, neat and appropriate for your daily duties. You are hired to work with children and being down and on the floor frequently is part of the job responsibility. Clothes that are too revealing should be avoided. Clothes that have graphic designs should be avoided, and clothing should not have holes or lavish accessories. Please refrain from wearing leggings with short tops, spaghetti strapped t-shirts, low cut tops or short shorts. Please use a conservative outlook when deciding upon clothing. We prefer our staff to wear the listed uniform choices daily of:

Logo Tee-Shirt, Logo Sweatshirt, Logo Baseball Cap, Logo Smock (Infant Room Only), Logo Button Down, Bermuda Shorts (Shorts that come to Knee), Jeans that are not distressed, Clean Shoes. Staff will be supplied with 2 tee-shirts and a baseball cap but are more than welcomed to put in an order upon request with the owner or director to purchase more merchandise.

If administration feels an employee's dress is not appropriate, a written warning may be given, and the employee will be given a school's t-shirt to wear. If an alternative outfit is not available, the employee may be sent home that day, without pay.

EMPLOYEE COMPENSATION

SALARY AND PAYROLL

Salaries are set individually for each employee according to agreement between the employee and director/owner. Salaries are based upon education, experience, performance and length of service. Salaries are confidential and will be evaluated annually. A salary review does not automatically imply a salary increase. Payroll will be distributed on a bi-weekly basis. It is the employee's responsibility to notify administration of any changes in their personal bank information.

OVERTIME

No overtime will be paid without authorization of the administration in advance. During weeks where there is a paid holiday, overtime pay is not given. Staff should receive a verbal from the CEO or Director for any overtime/or clock-ins before shift.

DISCUSSION ON EMPLOYEE COMPENSATION

The conversations regarding the discussion of salary or hourly pay are not allowed. These topics violate the center's policies on confidentiality and are personal between the employer and the employee. If an employee is caught discussing salary, hourly or payment discrepancies with other employees, a write up will be documented and placed in the employee personal file.

PAYMENT DISCREPANCIES

London Bridges Child Development Center makes every effort to ensure payment to our employees is correct. Please understand that mistakes can happen. If a payment error occurs, please notify administration immediately so we can investigate and make the proper changes. To avoid discrepancies as much as possible staff need to make sure they are clocking in and for the day, lunch, and end day.

PAY EVALUATION/HOLIDAY PAY

Administration will evaluate an employee pay during their annual evaluation, or when the administration feels an increase is deserved.

Holiday Pay and Attendance Policy

At London Bridges Child Development Center, we value our employees and strive to recognize their dedication through fair and transparent holiday pay practices. This policy outlines the conditions under which holiday pay is granted and how absences before and after a holiday are managed.

Recognized Paid Holidays

The following holidays are recognized as paid holidays for eligible employees:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Eligibility for Holiday Pay

1. **Full-Time Employees:**

- To be eligible for holiday pay, full-time employees must have worked at least **90 days** prior to the holiday.
- Employees must work their scheduled shift **before and after the holiday**, unless they have pre-approved time off or provide documentation for an emergency (e.g., a doctor's note).

2. **Part-Time Employees:**

- Part-time employees are not eligible for holiday pay unless specified by their employment agreement.

Holiday Pay Rates

- Eligible employees will receive their **regular hourly rate** for the hours they would typically work on a holiday.

Call Offs

At London Bridges Child Development Center, staff must notify their supervisor as soon as possible if they are unable to report to work. A minimum of **2 hours' notice** before the start of your shift is required. **Failure to provide adequate notice or excessive call-offs** may result in disciplinary action. Emergency situations will be reviewed on a case-by-case basis.

Call-Offs Before or After a Holiday

1. Employees who call off work on the scheduled work week **before or after a holiday** may forfeit their holiday pay unless the absence is:

- Approved in advance by a supervisor, or
- Accompanied by proper documentation for an emergency (e.g., a doctor's note).

2. Unexcused absences may be subject to disciplinary action as outlined in the Employee Handbook.

Unscheduled Holidays

If an additional holiday is declared or the center closes unexpectedly (e.g., inclement weather):

- Eligible employees will be notified about pay considerations.

Scheduling and Coverage

- Employees may be required to work on holidays based on business needs. Efforts will be made to accommodate requests, but coverage must be ensured.
- Holiday schedules will be posted at least **two weeks in advance** to allow for planning.

EMPLOYEE BENEFITS

PTO, 401K, Tuition Reimbursement, Paid Lesson Planning Time, 45 minute Lunch, and pStaff breaks

GENERAL EMPLOYEE BENEFIT INFORMATION

London Bridges Child Development Center is committed to providing fair and competitive compensation, consistent with our financial condition and employees' performance. All full-time employees of London Bridges Child Development Center are eligible for the offered benefits **after three months of employment.**

HEALTH INSURANCE

N/A

EDUCATION COMPENSATION

Education Compensation

VISION INSURANCE

N/A

401K

YES

PAID VACATION DAYS

PTO

PAID HOLIDAY'S

Paid Holidays

PAID SICK DAYS

5 Paid Sick Days

CHILDCARE BENEFITS

Full time employees enrolling their child in the school are eligible to enroll their child at regular tuition rate. All enrollments will be offered on space availability.

WORKERS COMPENSATION

According to the PENNSYLVANIA WORKERS COMPENSATION, Workers' Compensation Insurance is provided to all employees, which applies to all accidental injuries to an employee while at work. Workers' Compensation is carried to cover expenses and earnings lost due to injury while you are on the job.

SOCIAL SECURITY

Social Security benefits provide a source of supplemental retirement income. Under Federal law, the school is required to withhold, from eligible employees' paychecks, a certain percentage of earnings for Social Security (FICA).

EMPLOYEE EVALUATIONS AND ASSESSMENT OF WORK

Employee evaluations and assessments are conducted to assess the work of an employee, increase productivity levels, and encourage motivation in performance. Staff evaluations are conducted 30 days upon hired, 90 days upon being hired and then once a year, or as needed.

During an evaluation employee may qualify for an annual increase in salary. Outstanding performance above the center's standards and expectations will be recognized. At London Bridges Child Development Center, staff will undergo an **annual performance review** to assess

job performance, discuss professional goals, and provide constructive feedback. Reviews will be based on key performance indicators, including classroom management, adherence to policies, and professional development.

In addition to the annual review, **regular observations** will be conducted throughout the year to ensure ongoing support, identify areas for growth, and maintain high standards of care. Staff will be informed in advance of observation dates, and feedback will be provided to encourage continuous improvement. This process is designed to support staff development and ensure the highest quality care for children.

Evaluations are conducted by the director or owner of the center and is based on the following criteria, but is not limited to:

- ☐ Fulfillment of job responsibilities
- ☐ Meeting the center's expectations
- ☐ Knowledge of the field
- ☐ Compliance with the center's goals, values, and philosophy of education,
- ☐ Reliability and loyalty
- ☐ Attendance
- ☐ Overall work ethic and attitude
- ☐ Curriculum development and creativity
- ☐ Working with fellow employees
- ☐ Working with parents
- ☐ Interactions with students
- ☐ Overall communication skills

☐ Passion and drive seen towards the field of ECE

☐ Professional development records

☐ Overall work ethic

☐ Attendance to ALL monthly staff meetings

***Agendas usually focus on professional development activities, consistency in best practices and quality, sharing information, problems, opinions, and supporting one another**

EMPLOYEE DISCIPLINARY POLICIES AND TERMINATION

PERFORMANCE CORRECTIVE REVIEW

If an employee's performance is at a level that does not meet the school's standards, at any time administration will conduct a performance corrective review. The purpose of this review is to provide insight and information into the employees work ethic and overall general performance at the school which is unsatisfactory and doesn't meet the school's standards.

Immediate changes must occur within 30 days of the review to improve employee's performance. At the end of the 30 days, a new review will be completed for the employer to determine if the employee has made progress on their work ethic and performance.

DISCIPLINARY POLICY

As an employee of London Bridges Child Development Center, you must perform your duties to the best of your ability. This includes complying, understanding and respecting all policies, procedures and rules of the school. In cases where an employee's job performance or conduct to not meet our standards, administration will need to take appropriate action. This action may include verbal warnings, written warning, or termination of employment. **Violation of the following policies, rules and procedures will result in a verbal warning, written warnings, suspension or termination of employment. This list provides minimal examples:**

☐ failure to maintain satisfactory work performance

☐ No Professionalism

☐ Lack of positive communication between admin, coworkers, children, families

- ☐ damaging center property
- ☐ stealing center property
- ☐ harming a student or fellow employee
- ☐ negligent performance of work assignments
- ☐ leaving children or a child unattended
- ☐ failure to immediately report injuries
- ☐ fighting, assaulting or attempting to assault children, members of management, employees or visitors of the school
- ☐ unsanitary conditions
- ☐ leaving the center for any reason during your shift without authorization
- ☐ No personal cell phone use while on duty will be tolerated
- ☐ consistent tardiness
- ☐ not having positive attitude
- ☐ unexcused or excessive absenteeism
- ☐ absence for three consecutive workdays without notifying the administration will result in your automatic termination
- ☐ sleeping while supervising children
- ☐ misuse or removal of center or employee information or records from school property without authorization
- ☐ revealing confidential business information to another employee not authorized to receive it or to any unauthorized person
- ☐ disloyalty to the reputation of the center
- ☐ disloyalty to the reputation of another employees

DISCIPLINARY POLICY PROCEDURE

When an employee is not performing up to the standards of the center, or if an employee violates any policy, procedure or rule stated in this handbook, or the emergency procedures handbook, a meeting will be conducted, and they will be informed immediately of the violation. The following steps below will be conducted to correct and address the employee's work performance and behavior. At any time, administration has the right to implement corrective actions which they decide are appropriate based on the situation.

1. Verbal Warning:

After the first offense, an employee will receive a verbal warning. A meeting with the employee and the employer will be conducted in which the administration will address the problem and ask the employee to respond and explain their actions. A verbal warning is documented with a written summary for both parties to sign and is used as a letter of confirmation that the situation was addressed, and all understand the seriousness of the warning. This letter also will document the improvements the employee will be required to make immediately, with a timeframe which the improvements must be made.

2. First Written Warning:

A written warning may be given for any violation or misconduct of the following, but is not limited to the center's policies, procedures, rule, unsatisfactory work performance, absences or tardiness. A meeting will be conducted before the written warning is issued. This is an opportunity for the employee to respond, told face to face of the transgression and create an opportunity for the employer to have a clear understanding of the situation at hand. Both parties sign the written warning form, and it is kept in the employee's file.

3. Second Written Warning:

A second written warning will be given for any violation or misconduct of the following, but is not limited to the center's rules, policies procedures, the employees unsatisfactory work performance. A second meeting will be conducted to warn the employee that this is their final write up before suspension or termination. Both parties sign the written warning form, and it is kept in the employee's file.

4. Suspension/Probation/Termination:

After the two written warning meetings have been conducted and the write ups have been issued, administration will decide the next step. Consequences for failure to correct the misconduct and unsatisfactory behavior discussed prior may result in a 2-day, 3-day, full week,

or 30-day suspension or probation period. If administration feels that the employee, even under probation, won't make progress or meet the school's standard, the employee may be subject to termination from their job at London Bridges Child Development Center LLC.

TERMINATION

An employee may be terminated from the center if the steps listed under the disciplinary policy have not been satisfied. Termination and or any disciplinary action is at the discretion of the owner and/or director. A written termination form will be completed by administration, and both parties will sign. This form will then be placed in the employee's file. The employees file will be kept onsite for 5 years.

RESIGNATION

Employees at London Bridges Child Development Center must submit in writing, a letter of resignation. London Bridged Child Development Center appreciates and encourages our employees to provide at least a two weeks' notice of their resignation. A resignation form will be completed by the director and signed by both parties.

EMPLOYEE ATTENDANCE AND PUNCTUALITY

Being on time and punctual is important in our center. The students come early in the morning, and stay late, and we must have an adequate number of teachers present, and ready to work.

London Bridges Child Development Center cannot operate efficiently unless its employees can be depended on for coming to work on their scheduled time, and on a consistent basis.

Consistent attendance is essential at London Bridges Child Development Center to maintain quality care for our children. Staff are expected to arrive on time for all scheduled shifts. If you are unable to work, you must notify your supervisor at least **2 hours before your shift** begins. Repeated tardiness or call-offs without valid reasons may result in disciplinary action.

NOTICE OF ABSENCE

London Bridges Child Development Center requires all employees to call administration no later than 2 hours before their scheduled shift to report absence. In cases of emergencies, London

Bridges Child Development Center asks that the employee notifies administration as soon as possible through our London Bridges Staff What's App communication group.

Do not leave a voicemail when contacting the director. Employees must continue to call the administration until they answer or message to our Staff WhatsApp Group to ensure they are aware of the absence. If you are absent without notifying the school for 3 consecutive shifts, you will have considered to terminate yourself from London Bridges Child Development.

ABSENCE

If any employee is not at the center at their scheduled starting time, the employee is considered late. All employees must use our BRIGHTWHEEL App ONLY to stamp clock in time for arrival, lunches, and departures. If an employee must leave the school during work hours, you must first obtain permission from the Director or Owner for clearance.

TARDINESS

If an employee is late to work 3 times in one month, the employee will receive a write up. No prior verbal warning will be given. After the 4th tardy, the teacher will receive a final write up and a 30-day probation period. Any more than 4 tardies in one school year, the employee is subject to termination from London Bridges Child Development Center.

EXUSED ABSENCE

We understand that situations may arise where an employee is unable to come to work. The following is a list of excused absences.

- ☐ Medical leave
- ☐ Personal leave
- ☐ Maternity leave
- ☐ Vacation time off
- ☐ Court Subpoena
- ☐ Jury Duty
- ☐ Approved time off, requested 2 weeks prior

Additional excused absence and emergency situations may be excused at the discretion of the owner or director.

STUDENT POLICIES

The following include general policies that educators must follow, comply and understand when it comes to work with, teaching and their interactions with students.

BITING

Biting is unfortunately not unexpected behavior for the younger aged. Some children communicate through this behavior. However, biting can be harmful to other children and to staff. As a licensed center, we understand that biting, unfortunately, is a part of a day care setting. Our goal is to help identify what is causing the biting and resolve these issues. If the issue cannot be resolved, this policy serves to protect the children that are bitten. If a biting incident occurs, state regulations require that the parent of the child biting and the parent of the child who was bitten be contacted. Names of the children are not shared with either parent. If the biting becomes excessive and the daycares skills have been exhausted, the school has the right to discharge the student. Please note, many measures will be taken prior to help the student prior to it getting to this.

POTTY TRAINING

London Bridges Child Development Center believes there are two steps to potty training or toilet learning. These stages are:

1. Toilet trained: This is the first stage towards becoming toilet learned or potty trained. The child is capable of using the toilet BUT it is the adult who gets the child to the bathroom on time by putting the child on the toilet at certain times or on a schedule. At this stage, the child often needs assistance with the whole toileting process, and this includes pulling pants up and down. Accidents occur frequently in this stage.
2. Toilet learned (learning) or potty training: The child is not only capable of using the toilet BUT has the developmental ability to express the need to go (both urine and bowel movement). In this stage, the child will demonstrate all or most of the readiness signs as listed below. Accidents occur, but very infrequently in this stage.

Verbal Stages of Potty-Training Readiness:

1. Basic verbal skills – the child is able to speak in three-to-four-word sentences.

2. The child tells you when he or she has wet his/her diaper (recognizes he or she is wet).
3. The child tells you when he or she is wetting his/her diaper (recognizes the sensation of wetting a diaper).
4. The child tells you that he or she needs to go to the bathroom (can control self and go to use the toilet).

Physical and Psychological Signs of Potty-Training Readiness:

1. Child stays dry for a long time – able to hold their urines or bowel movements.
2. Has bowel movements at regular times. The child chooses when to have a bowel movement.
3. Adult can recognize when the child is having a bowel movement.
4. The child can undress and pull up their own clothing/pants.
5. Child initiates using the toilet and asks to wear underwear. This is also a sign of wanting to be independent, which is very important.
6. Emotionally ready and open to learning.
7. Can follow three to four step instructions. This is critical to learning to pee, wipe, flush, and wash hands.

Potty training should be a positive experience for everyone involved. It should only take a short period of time when your child is truly ready. Problems arise when adults (parents and caregivers) do not pay attention to the child's lack of readiness. There is no right or wrong age to potty train a child. It should only be determined on an individual basis, much like learning to walk. No two children will potty train in the same time frame or even in the same manner.

It is the belief of London Bridges Child Development Center that potty training or toilet learning should begin at home with the child's parents or caregivers and at a time when there are not a lot of changes in the child's life. Life must be fairly stress free during this time for the child. We will assist your child in becoming potty trained once the signs of readiness found in the potty-training readiness information page, have been observed by the parents, as well as the classroom teacher.

We request that the following guidelines are followed when children are potty training or wearing underwear at school:

1. Your child **MUST** wear loose fitting clothing that are easy for the child to pull up or down.
2. **NO** overalls, pants that require the use of a belt, t-shirts with snaps between the legs, or pants with snaps and zippers that the child cannot get in and out of.
3. A change of clothing, underwear, and socks that are kept in your child's locker in case of accidents. Please be sure to change out the clothes when the weather changes.
4. Bring an extra pair of shoes if available. These can get wet too,
5. Training pants (the thick 5-layer underwear) if available.
6. If your child is male, inform the caregiver if your son will be sitting or standing. This really should be determined right from the beginning of the potty-training process. It is recommended that boys first learn to sit and pee in the potty and once they are consistent then can be taught to stand and go. This will also lessen problems with learning to put BM's in the toilet and will also avoid constipation issues.
7. Keep a small supply of Pull-Ups available at school until the child has shown naptime dryness for a week. Your child will be in a Pull-Up during naptime until he or she has shown that they can stay dry for that time.
8. We do not rinse out or wash soiled clothing so any clothing that becomes soiled during the day will need to go home that afternoon. Your child's teacher will place them in a plastic bag and will put them on your child's cubby.

If your child is of age to enroll in the Preschool Class, please note that they must be potty trained before being enrolled in this classroom.

TRANSITIONING A STUDENT

Students will transition to the next age group when they are age appropriate, there is space available and all parties including parents, teachers and administration agree it is the right time for the child. We transition our students to the next age group in chronological age to make it fair for everyone. Most transitions occur at the start or at the end of the school year (June), but some

may be able to occur during the beginning of school year (September) if a space becomes open. London Bridges Child Development Center transitioning schedule is based off how the students reacts to the new environment. On the first day, one of the student's current teachers will walk the student over to explore their new classroom, see their new friends and meet their new teachers. The second day, the student will be walked to the next classroom by the same teacher but will have more time to explore on their own. If the child does well, the teacher will observe and allow for more time in their new classroom. If we see the child is having a hard time, they will be taken back to their current classroom and discuss how exciting it was in their new classroom. The next day the teacher will walk the student over again to see any progress. Parents will be notified with detailed messages through the center's app HiMama on the students' progress. We believe that slow and steady wins this race, and positive energy by both the new and the old teacher will help the student feel comfortable and confident in this exciting new adventure!

When London Bridges Child Development Center enrolls a new child into our program admin will gather information about the prospective child, including age, any special needs and the desired enrollment schedule. A tour will be given of the facility with the parent and child, providing an overview of the program, daily activities, and safety measures. Children will be offered a trial period to assess the child's comfort and adaptability within the daycare setting. This trial will consist of a 2 hour frame where the new child to become familiar with the environment, meet caregivers, and interact with other children. Staff will continue to provide emotional support during the initial transition period, assisting the child in adapting to the new environment.

When a child's age transitions them out of the center a meeting will be scheduled with the child's parent to discuss the transition to kindergarten. Staff will share insights about the child's development, strengths, areas for growth, as well as resources of options for after school, or Pittsburgh Publics School System. Administration will provide a copy of the child's academic and developmental records, learning preferences and any special considerations to the school of choice. London Bridges CDC will maintain open communication with parents throughout the transition process.

SCREENS AND MEDIA

The use of visual media, such as television, films, and videotapes, shall be limited to developmentally appropriate programming. Media may be used as a special event, or to achieve a specific goal, but not be used as a regular daily routine. TV, video, internet, or DVD viewing shall not be allowed during meal or snack time. The director must approve all videos, and all screen time must be related to educational programming developed by the center.

ATTIRE FOR CHILDREN

London Bridges Child Development Center requires all children to wear comfortable attire that is weather appropriate, fit properly, easy to get on and off. Closed toe shoes should be worn on a daily basis. Expensive jewelry should not be worn to the center. Field trip days we require all children to wear a logo tee shirt that will be given the day of outing and must be given back that same day.

STAFF ATTIRE:

Our team members have the options to wear jeans, leggings, casual pants, or other pants that do not show visible skin or panty lines. Capris can be worn during spring and summer months. Skirts, shorts, and dresses can be worn if slightly above the knee or longer. Any logo shirts, as well as graphic child-care teacher shirts can be worn. Logo apron with pockets can be worn for our staff in the infant room as well as kitchen.

SPECIAL EVENTS

London Bridges Child Development Center hosts special events throughout the school year as an opportunity for our families to get together with our staff and have a wonderful time. You will be notified through email, 3 weeks prior to the event. Please note, alcohol and smoking are prohibited. Your participation in these events bring a feeling of connectiveness and collaboration at our school! Staff are required to attend ALL, families are required to attend at least 1 event per year.

YUMMY, IT IS TIME TO EAT!

PREPARATION OF FOOD

Food Service is supervised by London Bridges Child Development Center LLC. This person holds a valid food handler certificate as required by the state.

We promote family style lunches at London Bridges Child Development Center LLC which allows our staff the option to eat our hot breakfast, lunch, and snacks that are served daily.

MEALTIMES

Meals are served at 8:00am, 11:30am, and 3:00 pm, 7:00pm

MENUS

All food menus are posted in the kitchen, walkway entry, classrooms, and the office.

WATER AND MEALTIME FLUID

Drinking water is freely available to all children at London Bridges Child Development Center at all times. The water is supplied from our water fountains. London Bridges Child Development Center will provide milk to the students for breakfast, lunch and snack. Water will be served as requested. On occasion children will be served 100% juice with (one) meal/snack.

CHILDREN WITH SPECIAL DIETS

If a student has allergy or dietary restrictions, please inform the center immediately.

Parents/guardians must notify administration in writing and this is kept in the child's file. This information is also posted in London Bridges Child Development Center's classroom for all to be aware. Depending on the seriousness of the allergy and form of ramification used, parents may be asked to complete a Food Allergy Information form.

FOOD FROM HOME

If London Bridges Child Development Center is unable to provide the food needed for a special diet, meals or portions may be provided by the parent. This must be agreed upon by the parent and administration. Potentially hazardous and perishable food will be refrigerated upon arrival. Special foods provided by parents must be clearly labeled with the child's name, date, and identity of the food and will not be shared with other children. These special meals will not be shared with other students, and it is the parent's responsibility to ensure the student has food at the center every day.

SCHOOL CELEBRATIONS

London Bridges Child Development Center loves to celebrate your little ones as well as our staff team members during the school day! Parents/guardians and staff must confirm this with administration **one week** prior to the celebration to go over any allergy restrictions the center has, and the amount needed to satisfy the classrooms capacity. All food must be store bought/un-opened.

DISCIPLINARY POLICY FOR STUDENTS

DISCIPLINARY POLICY

London Bridges Child Development Center uses a positive reinforcement method to manage, and discipline behavior of children. We believe children receive positive, non-violent, and understanding interactions when a positive discipline approach is ALWAYS given.

DISCHARGE POLICY

London Bridges Child Development Center has the right to terminate a child's enrollment under specific circumstances. These include any child who after many attempts does not progress in their behavior and whose behavior is affecting the large group as a whole. This also includes any child whose needs cannot be met by the center's philosophies. Many attempts will be made prior to help the child thrive in our environment. These include observation notes, therapy referrals and tactics to be used at home and onsite at the school. As well as combative parents or guardians who are not following policy and procedures.

The following measures will occur prior to dismissal of a student from the school:

1. The teacher will document the student's behavior by providing detailed notes on the classroom behavior and academic performance checklist and provide additional notes with dates and other insights into why a situation or situations occur and what was the situation that may or may not have resulted in the behavior.
2. The director, parents/guardians, and teachers will meet to discuss any behavior concerns.
3. A Behavior Plan for the Individual is created and agreed on by all parties including staff, parents and administration. Behavior therapist and consultants may be used to support the staff when working with the child.
4. Staff and parents/guardians will have frequent communication to evaluate the success of the behavior plan.

Classroom Behavior and Academic Performance Checklist for an employee to complete:

Classroom Behavior and Academic Performance Teacher Checklist

Directions: Indicate observations by placing a X in the appropriate box to the left of the column:

Student: <input type="text"/>		Teacher: <input type="text"/>		Period: <input type="text"/>		Today's Date: <input type="text"/>	
Number of absences: <input type="text"/>		Subject: <input type="text"/>		Grade average: <input type="text"/>		Number of discipline referrals: <input type="text"/>	
<input checked="" type="checkbox"/>	Positive Academic Performance		<input checked="" type="checkbox"/>	Negative Classroom Behaviors		<input checked="" type="checkbox"/>	Academic Concerns
	Pays attention in class			Does not follow rules/non-compliant			Lacks motivation
	Engaged in school /class			Disrupts class			Does not pay attention
	Self motivated/self starter			Disrespectful towards teacher			Drop in grades
	Completes assignments on time			Disrespectful towards peers			Low grades due to low test scores
	Asks for assistance			Bullying/Intimidation towards teacher			Does not complete assignments on time
	Works to potential			Bullying/Intimidation towards peers			Wastes time beginning assignment
	Organized			Argumentative with teacher			Does not follow directions
	Good decision-making skills			Argumentative with peers			Disorganized
				Uses profanity towards teacher/peers			Inconsistent daily work
	Positive Behaviors			Does not think before acting			Does not ask for assistance
	Resolves conflicts peacefully			Displays obscene gestures			Lacks English skills
	Honest			Easily influenced by peer pressure			Not engaged in school/class
	Thinks before acting			Gets out of seat w/o permission			Homework incomplete
	Positive self-esteem			Physically aggressive			Other:
	Shows integrity			Displays negative attitude			
	Follows rules/compliant						Class Attendance
	Sense of empathy			Additional Behavior Concerns			Excessive absenteeism
	Is a leader			Dramatic attention-getting			Patterns of absences
	Positive view of future			Hyperactive or nervous			Frequent tardiness
	Responsible for actions			Agitation/fidgety			In jeopardy of losing credit
	Other:			Easily distracted			Frequent visits to restroom
				Takes no responsibility for actions			Frequent visits to nurse
	Classroom Interventions			Expresses low self-esteem			Frequent visits to counselor
	Guidance Referral:			Isolation/withdrawn			
	MTSS Referral:			Negative view of future			Other Concerns
	Preferential seating:			Dishonest			Substance abuse
	Phone calls home: details below:			Self destructive thoughts and behaviors			Poor social skills
	Conferences: details below			Other:			Overage for grade
	Number of time-out(s):						Medical problems
	Number of teacher detention(s):						Mental health issues
	Other:						Other:

Additional Comments:

Signature:
Review Date:

When the efforts to bring about change have been exhausted, parents/guardians and the director and owner will meet to determine the next course of action. The center and its staff reserve the right to determine any disputed factual matters regarding termination of enrollment.

ASSESSMENTS, OBSERVATIONS, EVALUATIONS OF STUDENTS

ASSESSMENTS AT LONDON BRIDGES CHILD DEVELOPMENT CENTER LLC

London Bridges Child Development Center reserves the right to conduct developmental assessments of children's growth and progress, to determine appropriate placements and programming.

PROFESSIONAL EVALUATIONS

London Bridges Child Development Center may ask parents to share professional evaluations when necessary to determine how best to meet the needs of their child. This information helps us to provide the best care possible for your child's unique growth and development.

PARENT AND TEACHER CONFERENCES

Parent-Teacher conferences occur twice during the year. These meetings provide parents with insight into their child's growth and development while enrolled at the school, and insight into what parents can do at home to support what is occurring at our childcare center, as well as results to Child Service Reports, and Ages and Stages. Parent teacher conference's also provide a chance for the teacher and the parents to form a more personal relationship to ensure the school is meeting the family's standards and so that the teacher can understand the family setting the child has outside of the center's doors. Staff are required to attend all parent teacher conferences! Parents and staff will be aware of their schedule for their Parent Teacher Conference Time two weeks prior to the scheduled meeting.

EMERGENCY PREPAREDNESS

EMERGENCY CONSENT FORMS

Emergency consent forms are completed by the parents or guardians upon enrolling their child(ren) at the center. A copy of these forms is located in every classroom, as well as our administrative office and always available on our company website www.londonbridgescdc.org.

EMERGENCY HANDBOOK ONSITE

London Bridges Child Development Center has an emergency procedure handbook created to define policies and protocols in emergency situations. This handbook is reviewed annually, and all staff upon hire will be trained and be required to sign off.

EMERGENCY PROCEDURES

IMMEDIATE MEDICAL ATTENTION

If a child or a staff member receives an injury while at our center, an accident report is completed no matter how little or big the severity. The report includes information regarding the time and date of the injury, what happened, how it was treated, and a signature of the witnessing teacher. This report is provided to parents before the child leaves the center and is also recorded in the center's medical logbook on our parent Himama App.

FIRE

In the case of a fire drill staff should:

- evacuate anyone in immediate danger!
- PULL FIRE ALLARM or call out CODE RED if alarm does not work.
- Report fire to 911 once everyone outside using a cell phone. Tell 911 "There's a fire at your place of facility, stating our address.
- Use portable fire extinguisher if it is safe to do so.
- Continue to evacuate ALL children and ALL adults through the nearest exit away from the fire to an area far away from the building as practiced in Escape Plan. Infant room will evacuate from their direct exit and report to the designated area.
- The director or designee (if absent) will check all bathrooms and any other room or areas where someone may be.
- All teachers will take attendance log, time sheet, first aid kit, emergency files, cash, checks, and any other record easily carried.
- Teachers will close all doors as they leave the building.
- Teacher will account for all children by checking attendance log and reporting to the director or designee will provide first aid as needed.
- DO NOT RE-ENTER the building until permission is given from the Fire Officials.
- Notify parents to pick up children as soon as safety permits.

TORNADO

Tornado drills will occur twice a year, at most times during the spring and summer as tornados occur during the warmer months. Evacuations maps are posted throughout the school and easy to access and see at all times. London Bridges Child Development Center LLC employees and students will be prepared for the drills, and review what happens during a drill often so that all are prepared! It is important that all remain calm and keep their heads during any emergency drill!

- The director or owner will inform the staff in advance that a drill will occur later in the week.
- The staff will talk to their students about the alarm, rules and procedures to take during shelter in place.
- The director or owner will sound the alarm, and the school will take action and do the shelter in place/lockdown procedure.
- Children will proceed immediately to the designated lockdown site/shelter in place designated spot.

- If possible, one staff member should try to grab the attendance sheets, emergency contact list, and cell phones with them.
- Students will take the safety position by kneeling on their knees and elbows with their foreheads on the floor and covering their heads with their hands.
- The staff will take attendance of the students and check off their attendance sheets or communication app while also comforting students to take the proper safety position.
- If safe, the director or owner will quickly check hiding spaces in the school for any lost children.
- The director or owner will meet at the shelter in place designated spot to review attendance by checking the sign in and out sheets, or other documentation for student's attendance (the school's communication app).
- The director or owner will time the drill to see how long it took for the students to take shelter.
- The director or owner will confirm when it is safe to leave the shelter in place designated spot. The director or owner will assist with children who need support to enter back into the program main area.
- The director or owner will complete the first drill log with the following information: date and time of the drill, number of students, number of teachers, and the length of time it took for the students and teachers to evacuate the building.
- Parents will be notified a drill occurred on this day.

MISSING CHILD

If a child is not accounted for at any time, the staff member responsible for the child should: •

Search the premises for the missing child. Each area that a child could potentially hide should be searched, as well as the outdoor areas of the facility.

- The staff member should also double-check to confirm the location of the child by checking the sign-in and sign-out log.
- If the child is not located after all potential hiding spots and immediate outdoor areas have been searched, the facility director should be notified that the child is missing.
- Begin Lock Down procedure. All exits must be monitored by employees letting no one in or out of the facility.
- The staff member responsible for the child will call 911, since he/she will have the best knowledge of what the child was wearing that day, along with other distinctive features.
- The facility director will notify the guardians of the child that the child is missing from the facility.
- While the police are in route to the facility, the staff will continue to search the facility for the missing child. The staff should look in every cabinet, closet, cubby, and every other location where a child may hide.
- The facility director will stay on the facility premises at all times to be the contact person for the police department, as well as the missing child's guardians.
- The police should be asked to activate Amber Alert by the facility director.

POISON PROCEDURE

- The Poison Control Center phone number will be posted on the list of emergency numbers by the telephone.
- Poison emergencies or requests for poison information will be made by contacting the Poison Control Center Hotline at 1-800-252-2022 first – unless the person who has been poisoned is unconscious, not breathing, having trouble breathing or is having convulsions. If any of these conditions are present, we will call 9-1-1 first.
- Chemicals, medications, pesticides, paints, cleaning agents and other potentially harmful substances will be stored in locked areas that are inaccessible to children. toxic substances will be stored away from food and food preparation areas.
- All chemical products and medications shall be stored in their original containers with original labels intact.
- Poisonous plants are not permitted in the center
- Staff must identify plants and determine “safe” prior to bringing to the facility. If the plant is not on the poisonous plant list, please contact the poison control center (1-800-252-2022 or 1-800-942-5969) for guidance.
- Food-handling staff will be trained in and follow Integrated Pest Management practices for prevention of pests.
- If additional pest control is necessary, only a licensed exterminator will apply pesticides.
- Pesticides must be EPA approved with natural pesticides that are non-toxic to humans.
- Pesticides and other potentially toxic chemicals will not be applied while children are present. Application shall be in a manner that prevents skin contact and other exposure and minimizes odors. A staff member will observe the application of the chemicals and verify that they are applied according to instructions on the label.
- The Program Director will notify parents and staff before using pesticides.
- Following use of pesticides or other potentially toxic chemicals the treated area shall be ventilated for the period recommended on the product label or by a nationally certified poison control center before being reoccupied.
- All staff purses and personal belongings will be securely stored in the staff lockers to prevent access by children. Purses and other personal belongings may contain items unsafe for children including medications, lighters, pocketknives, and etc.

MEDICATION POLICIES

This policy was written to encourage communication between the parent, the child’s health care provider and the childcare provider to assure maximum safety in the giving of medication to the child who requires medication to be provided during the time the child is in childcare. Whenever possible, it is best that medication be given at home. Dosing of medication can frequently be done so that the child receives medication prior to going to childcare, and again when returning home and/or at bedtime. The first dose of any medication should always be given at home and with sufficient time before the child returns to childcare to observe the child’s response to the medication given. The childcare provider must be notified by the parents that a dosage at home was given, and at what time it was administered to the child. Medication will only be accepted into the school if the proper documentation is completed and all policies and procedures for accepting medication are followed. Medication will only be used for the student whose name is documented and the medication has been approved for. Medication will not be shared. Medication will be always kept in a locked container. Medication will be administered in a manner that protects the safety of the child. Medications given in the Center will be administered by a staff member designated by the Center Director and will have been informed of the child’s

health needs related to the medication and will have had training in the safe administration of medication. Communication Agreement Between Parents and School Regarding Medication Information exchange between the parent/guardian and childcare provider about medication that a child is receiving should be shared when the child is brought to and pick-up from the Center. Parents/guardians should share with the staff any problems, observations, or suggestions that they may have in giving medication to their child at home, and likewise with the staff from the center to the parent/guardian. The Director or Director Designee is always authorized to contact the pharmacist or health care provider for more information about the medication the child is receiving and in the event that a situation arises that requires immediate attention to the child's health and safety particularly if the parent/guardian cannot be reached.

- ☐ All medication will be accepted in its original container. Medication that is not in its original container will not be accepted.
- ☐ Medication will not be used beyond the date of expiration.
- ☐ Consent forms from parents and doctors will be completed prior to arriving at the school and complete.
- ☐ The child's name must be written on all items.

REPORTING AND DOCUMENTATION OF ILLNESS, INJURIES AND ACCIDENTS

REPORTING OF COMMUNICABLE DISEASE

The center records and reports any suspected case or known communicable disease, illness, or injury to the local health authorities. Parents will be notified through email and phone calls of any contagious illnesses in the school. The school will maintain a file of reported illnesses that may indicate possible disease that is infectious on children and staff that will be reviewed and signed off on every 30 days. Staff are to report all illness, injuries, and accidents at the time of the event to director.

EMERGENCY CONTACT DOCUMENTATION FOR CHILDREN

Upon enrollment, parents completed an emergency contact form. This form must be updated every 6 months and signed off on, or when information has changed, and it is the responsibility of the parent to ensure all information is accurate and up to date. If after 3 attempts, the parents or guardians do not answer, the alternate emergency contact person will be contacted.

REPORT OF STUDENT INJURY

All injuries, whether small or large, must be documented on an accident report form. Employees can receive a copy of this in Director's office, a copy is also located in the classroom binder. The teacher who observed the injury, is responsible to complete the form with as much clear, detailed and honest information as possible. In serious events, the director or owner will decide to call the parent to notify them prior to pick up.

INJURY OBSERVATION REPORT

An injury observation report is written when a mark, bruised, or other injury a teacher noticed on the child when they arrived at school. After an injury observation report is written by the teacher

who observed it the observation form will be reviewed and signed by the director, the witnessing teacher and then signed by the parent at pickup. Completed reports will be filed in the student's personnel file.

REPORT OF SICK CHILD AT SCHOOL

A parent is immediately notified first through a direct phone call that their child is ill at center. The teacher will then complete a sick child report form which documents the child's temperature, symptoms, policies for when the child can return to the center and acknowledgement from the parents with a signature on the form. Depending on situation, parents will need to adhere directions for child to return. (Childcare CEO, Director will make best decision for staff and children enrolled, no matter if there is a doctor's note stating different)

OUTDOOR PLAY POLICIES

London Bridges Child Development Center uses our on-site back area, and Liberty Green Park 100 Larimer Ave Pittsburgh, PA 15206, the closest park to our facility, for our daily outdoor adventures. Below are the policies and procedure all staff must follow to ensure the safety of children outside.

General Outdoor Safety Tips for Childcare:

- Never leave children alone outside
- Teach children not to play near the street
- Explain that children must ask for help if toys roll into the street or driveway
- Check the outdoor play area routinely. Remove trash, sharp branches, tools, lawn equipment, and animal feces

Safe Set-up of the Outdoor Environment

- Be sure all outdoor play areas are fenced, especially near a street, parking lot, pond, well, or railroad track
- Surround electrical appliances in the play area, such as air conditioners, with fences so children cannot reach them
- Remove gas grills from outdoor play areas
- Keep gates closed and install childproof latches

- Lock storage sheds, barns, and garages

Safety with Tricycles and Other Riding Toys

- Require children to use helmets when using tricycles, bicycles, skateboards, roller skates, and ride-on toys
- Reduce choking risks by having children remove helmets when playing on playground equipment
- Use safety straps to secure children in strollers
- Do not put children who cannot sit up well in wagons with low sides

Playground Safety

Ensuring that the playground area is safe requires careful planning and monitoring. Remember that infants and toddlers (ages 0 – 2), preschool-age children (ages 3 – 5), and school-age children (ages 5 – 12) have different developmental needs and abilities and may need developmentally different. Different age groups may need different playground equipment in areas separated by fences to ensure that playgrounds are safe and fun for everyone. Here are some guidelines to assess playground safety.

- Regularly inspect surface and playground equipment for broken, worn, or missing parts. Remove, repair, or replace items immediately.
- Cover sand boxes when not in use so animals won't use them as a litter box
- Provide some shade in the play space, either from natural sources like trees or from a tent, awning, or other shelter
- Place metal playground equipment, such as platforms and slides, in the shade to prevent burns. A slide that faces north will receive the least direct sunlight.
- Place equipment that has moving parts, such as swings, on the outside of the play area
- Teach children to stay away from the front and back of the swing area
- Keep outdoor play equipment at least 6 feet away from pavement, fences, trees, buildings, walkways, and other play equipment
- Provide guardrails or barriers for platforms or ramps over 30 inches high
- Cover all protruding bolts or screws with plastic safety caps
- Close S-hooks completely on swings

- Never attach any ropes or cords to play equipment
- Safely anchor to the ground permanent outdoor equipment such as swing sets or climbers

Employees may never turn their backs or keep children unattended. Employees must circle the play area at all times to ensure all children are in view and safe.

An accurate count of children must occur every 10 minutes to ensure all children are present.

GENERAL PARENT POLICIES

LATE PICK UP POLICY FOR PARENTS

A \$20 late pick-up fee occurs the minute the family is late. Every minute after the first minute of being late the fee is increased to \$1. Late fee must be paid **at the time of pick-up** or the **morning of** next business day. **NO EXCEPTIONS...Care will be refused if not paid.**

ILLNESS POLICIES

Sick/Illness Policy

FEVER

Fevers are common in young children and are often a signal that something is wrong. If your child has a fever of **101.0F** or higher, please keep him or her home. If your child develops a fever of 101.0F or higher while at the childcare, you will be called to pick him/her up. If your child's fever is less than 101.0 F, you will be notified and you may express your wishes to us at that time.

Diarrhea and Vomiting

Diarrhea due to illness is highly contagious. If your child has diarrhea, please keep him/her home. If your child has 3 or more diarrhea episodes, or any uncontained diarrhea while at childcare, you will be called to pick him/her up. We use gloves while changing diapers and use proper hand washing techniques between diaper changes. The changing table is also disinfected after every diaper change. Please understand that germs from diarrhea can be spread through carpets, toys, swings and direct contact. It is very difficult to keep from spreading these germs to other children.

Please keep your child home until 24 hours after the vomiting or diarrhea has stopped.

RASH

A rash may be a sign of many illnesses, such as measles or chicken pox. In infants, an external rash may be a sign that something is going on internally. Please do not send your child to the childcare with a rash until the doctor says it is O.K. to do so.

When children return too soon, there is a much higher rate of recurrence and contagiousness.

Coughs and Colds

Colds are a common occurrence. However, there are some symptoms that warrant keeping a child home. These include, but are not limited to:

- Bad cold with hacking or persistent cough
- Green or yellow nasal drainage
- Productive cough with green or yellow phlegm being coughed up

These symptoms may be present with or without a fever.

If your child has just a cold, please notify us. We encourage extra fluids and proper hand washing. If there are cold medicines you know will make your child more comfortable, we will administer them with your doctor's advisement and your written permission.

Please do not expect us to keep a child with a cold indoors. If your child cannot participate in the ordinary daily routine, he/she is probably too sick to be in childcare. Fresh air with proper attire is always healthy.

Doctor's O.K.

In some instances you will be asked to keep your child home for a 24 hour period and/or until we have written permission from your doctor saying your child is well enough to return to childcare.

Bringing In Ill Children

If your child is not infectious and your doctor has said they may return to the childcare, but your child is still not feeling 100%, please see that we have everything to make him/her comfortable. Items such as extra clothing, pillows, blankets, etc. are very helpful to your child.

ARRIVAL PROCEDURE

Upon arriving to the center, parents must pull up in the designated pick up and drop off spot in the back of the building on Stevenson Place. Parent's must walk their child up to the front door. Parents will need to help their child wash their hands at the portable sink. The teacher will be ready to sign the child in and assist the child with putting their belongings away. During the nationwide pandemic parents should be prepared to get their child's temperature taken and answer a list of COVID-19 screening questions truthfully. Drop off time is between 6:30 am and 9:00 am. No exceptions! If a child has a doctor's appointment and parents are planning on dropping the child off later than 9am the parent will need to write a note or verbally state student will be coming in late **3 days prior notice** when can, or at least **24 hours prior notice for emergencies.**

DEPARTURE PROCEDURE

The allocated pick-up time is from 3pm to 6pm daily, 10 pm with select agreements. If you plan to pick up your child earlier, please notify administration 2 hours prior through text/call/parent app. Upon picking up your child, you are responsible to grab their belongings from their child's folder located near the portable sink. This includes nap time items, artwork and other personal items.

PICK UP AUTHORIZATION

For safety of the child, the only people authorized to pick up a child are those designated by the parent/guardian on the child's approved pick-up list. If a child is to be released to anyone other than the person(s) listed, a written note authorizing pick up must be received prior to pick-up time.

Pick Up Authorization Process:

- Parents/guardians must inform London Bridges Child Development Center (call, leave a note at drop off) of the name of the person who is picking up their child on any day when they themselves are not.
- The "Authorized Pick-Up Person" must be at least 18 years old and may be asked to provide a photo ID to the staff.
- This authorization shall remain in force until edited or rescinded in writing by the signers of this authorization.

LESSON PLANNING

London Bridges Child Development Center studies weekly thematic units for each age group. The thematic units focus on the students interests and are developmentally appropriate. Our lesson plans are developed using PA Early Learning (ELS) as a resource for staff to support planning and documentation of children's learning, as well as assistance from Teaching Strategies Creative Curriculum. Lead staff are given 1 hour of uninterrupted time a week to get lesson plan together. (Time is to be recorded and used wisely)

PLANNING ACTIVITIES

The lead teacher of the classroom must have the lesson plan complete and organized and handed into administration the Friday prior to the week of the study. Staff members are responsible for carrying out the lesson plan and working the learning in well with the daily schedule of activities. All lesson plans turned in must be age appropriate for your group including the supplies used. Lesson plan ideas should help children advance their cognitive, fine and gross motor, sensory, social, and art skills.

PARENT COMMUNICATION

Parent teacher communication starts from the moment the child enters the doors of the center. Parent's impressions are formed right away, so it is important to understand how important your verbal and nonverbal communication habits means to parents. Parent teacher communication is critical to providing the best care for their children. All staff should be having professional conversations with the parents only.

DAILY REPORTS

Daily reports are provided through parent app or daily report forms given at the end of each day for 12 months and younger. If you have any questions regarding your child's daily report form, parents must notify teachers immediately through email, or a phone call to the center. As an employee, it is your responsibility to respond promptly and factually.

EMPLOYEE CODE OF CONDUCT

London Bridges Child Development Center employees are expected to respect and maintain the rights and dignity of children, families, colleagues, and community. Administrators may reserve the right to take any action deemed appropriate if an employee fails to adhere to the standards of conduct.

Typical types of conduct include but are not limited to:

- Falsification of any employment application, personal records, time record, or any other business document.
- Theft and other forms of dishonesty including unauthorized use of company time, material, and equipment.

- Use of threatening, intimidating, harassing abusive or vulgar language toward any child, family, or employee.
- Insubordination in any form, or any act, which is detrimental to the health and safety and welfare of any child, parent, or employee.

Rudeness to a child parent or employee.

- Violation of the drug and alcohol policy.
- Fighting horseplay practical jokes or other disorderly conduct which may endanger the well-being of employees or others.
- Sleeping on the job.
- Leaving children unattended.
- Failure to report for scheduled work shift without properly reporting off prior to the shift.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYMENT HANDBOOK

Today's Date:

- ☐ I _____ an employee at London Bridges Child Development Center have received a copy of the London Bridges Child Development Center Employee and Parent Handbook.
- ☐ I agree and understand the policies and procedures listed in this handbook and will comply with the school's rule and regulations at all times.
- ☐ I understand that this policies and procedures listed in this handbook are subject to change to reflect the needs of the program.

- ☐ I understand I will be made aware of these changes in a timely fashion, and I will always adhere to the most up to date handbook.
- ☐ Staff agree to review and adhere to ALL changes and sign-off and date the required form annually or when there a changes.

Employee Signature

Date

Administration Signature

Date