

Parent Handbook



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Updated: January, 2025

PARENT HANDBOOK ACKNOWLEDGEMENT

London Bridges Child Development Center parent handbook is used to outline the expectations, policies, and procedure of the school that all families must understand and comply with. You have received this handbook as a partner in your child's development at London Bridges Child Development Center. After reviewing this document, the consent form on the last page must be completed and handed back to administration. 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. 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.

WHO ARE WE?!

MISSION STATEMENT AND PHILOSOPHY OF EDUCATION

Our mission at London Bridges Child Development Center is to assure parents, and guardians their children will be in a safe, clean, healthy, fundamental, and exciting environment.

Our philosophy at London Bridges Child Development Center is to believe each child has the potential to bring something unique and special into the world. We offer a program that provides a unique, play-based, child centered curriculum for infants, toddlers, and school age children. By having a respectful and caring bond with both the student and the family, we as a school can 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 recognize parents are the child's first teacher. Here we believe children learn best when their parents are involved in their educational program. We offer monthly parent participation to read stories, engage in activities, and chaperone on field trips. We strive to have the upmost respect and love for all children who walks through our school's doors. We are here

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 in what you are doing to the highest quality.

Integrity- Knowing and doing what is right.

Partnership- Building with parents and families.

Respect- Treating people how you want to be treated.

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 can 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 begins at 6 weeks to 18 months old.

In the infant classroom, we follow a wonderful daily flow. No matter what your baby's 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 begins at 19 months to 36 months old.

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!

PRESCHOOL/BLACK VIOLIN RUNNERS

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 Teaching Strategies Creative Curriculum as well as Experience Curriculum that is based on Pennsylvania standards. Keystone Stars Standards, which are the Standards, Training/Professional Development, Assistance, Resources program that provides families with a tool to gauge the quality of early learning programs. The STARS program supports early learning programs in the commitment to continuous quality improvement. They use methods that promote 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 love to study themes

that get them excited, interested and progresses their natural cognitive development. 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.

MEDICATION ADMINISTRATION

At London Bridges Child Development Center, the safety and well-being of every child in our care are our highest priorities. To ensure proper handling of medications, we have established the following medication administration policy to support the health needs of children while maintaining a safe environment. Parents/guardians must provide a completed and signed Medication Authorization Form for any medication to be administered at the center. This form must include the child's name, the name of the medication, dosage, time(s) of administration, and any specific instructions. Medications must be in their original containers, labeled with the child's full name, the prescribing physician's name (if applicable), and the medication's expiration date. Over-the-counter medications must also include a doctor's note indicating they are appropriate for the child. All medications will be stored securely in a designated area that is inaccessible to children. Medications requiring refrigeration will be kept in a designated refrigerator. Staff will check expiration dates regularly, and expired medications will not be administered. Only trained and authorized staff members will administer medications. Staff will verify the Medication Authorization Form, confirm the child's identity, and document each administration in the child's medication log. Staff will wash their hands before and after administering medication and will use gloves when necessary to ensure proper hygiene.

Caring for Children with Medication Needs: We are committed to supporting children who require medications as part of their daily routine. Our program uses Caring for our Children to establish policies and practices regarding care plans for children with special medical needs as well as medication administration. Our staff will work closely with families to ensure all necessary information is communicated and understood. If a child requires emergency medication, such as an EpiPen or asthma inhaler, parents/guardians must provide a written

Emergency Action Plan developed in collaboration with the child's healthcare provider. This plan will guide staff in responding to health emergencies effectively and promptly.

Parents/guardians will be informed immediately if a child refuses medication, has an adverse reaction, or if there are any concerns regarding medication administration. We encourage open communication to address any questions or updates related to the child's health needs.

By adhering to this medication administration policy, our center can ensure that children requiring medication are cared for safely and effectively, supporting their overall health and well-being.

COGNITIVE DEVELOPMENT: SCIENCE, MATH AND SOCIAL STUDIES

Cognitive development means how children explore, think, create answers, and figure things out. It is the development of knowledge, skills, and problem solving, which help children to think about and understand the world around them.

Math

Early math skills involve children learning the basic concepts of numbers, counting, simple addition and subtraction. We begin with learning how to count one by one using manipulative materials. We also learn how to recognize single and double-digit numbers, and once this skill is mastered, we learn how to add and subtract numbers. Visual representation is key as children learn how to build relationships between written numbers and represented items. Children also learn how to construct simple patterns and sort objects by color, shape, and size.

Science

Science helps children develop and understanding of scientific concepts and develop inquiry skills. Scientific development in young children consists of children using their senses to observe, compare, measure, make predictions, classify, and construct hypotheses. Students are born natural scientists. Students are eager and curious to explore the world around them. London Bridges Child Development Center our job is to nurture their scientific spirit and provide

students with the opportunity to enhance their scientific exploration experiences in and out of the classroom!

Social Studies

Social studies learning begins as children make friends and participate in decision-making in the classroom. Then it moves beyond the school into the neighborhood and around the world. Here at London Bridges Child Development Center, we explore different cultures, places, foods, music, and backgrounds of beautiful people around the world. We take monthly virtual trips to different countries, where we interact with people who share insight into their traditional customs and culture. We love exploring the world and opening our eyes to the many different beautiful people and places on this planet!

SOCIAL EMOTIONAL

Children's emotional well-being during their early years has a powerful impact on their social relationships. Children who are emotionally healthy are better able to establish and maintain positive relationships with adults and their friends. Children are learning to talk about their feelings and the feelings of others. Social-emotional development involves more than just expressing emotions. It involves taking turns, becoming independent, following routines, interacting more with peers than just verbal communication, engaging in meaningful relationships, controlling, and managing emotions, and developing a positive and loving self-image. These skills are crucial for children's successful participation in all aspects of life, in school and home experiences, and for their overall positive self-growth.

PHYSICAL DEVELOPMENT: FINE AND GROSS MOTOR

Fine Motor:

Fine motor skills involve movement of the smaller muscle groups in your child's hands, fingers, and wrists. While hand-eye coordination comes far more naturally to some, this is not true of all. Children must learn how to control their muscle movement in their hands to obtain hand-eye coordination and more. There are specific ways we do this in the classroom such as having your child use scissors, color, play with Legos, draw pictures and more. These skills can turn into

more advanced ones later, like when your child decides he/she wants to knit, play the guitar or type on the computer!

Gross Motor:

Gross motor skills involve movements of the large muscles of the arms, legs, and torso. Kids rely on gross motor skills for everyday activities at school, at home and in the community. It's these larger muscle groups that allow babies to sit up, turn over, crawl, and walk. By playing actively indoors and outdoors, each child develops muscle strength, endurance, agility, coordination, balance, and flexibility, as well as builds confidence and social skills.

SENSORY EXPLORATION

Sensory exploration is a child's way of examining, discovering, categorizing, and making sense of the world, and it's beneficial to provide them with opportunities for sensory play. Here at London Bridges Child Development Center the student participates in activities that allow them to explore different types of materials, and enhance their senses like music and dance games, sensory bin exploration, and playing with a variety of materials that smell, feel and taste feel different!

ART, MUSIC, DANCE AND CREATIVE EXPRESSION

At we encourage and provide opportunities for our students to explore creative expressions such as art, music, dancing, and drama. The creative arts engage children's minds, bodies, and senses and allows them to explore their imagination, sense of movement and rhythm, and their ability to express themselves through art. Teachers plan activities to introduce children to different kinds of art media, music, culture, and dance to encourage the student's development of creativity and imagination. Many opportunities are presented for exploration by playing with water, dirt, kinetic sand, many seasonal nature items, and various food items in the sensory table. The arts allow students to dive into different means of expressing themselves and have fun while doing so!

SUPPORT LEARNING AT HOME

We are committed to fostering a strong partnership with families to support children's learning and development. We will communicate regularly with families about curriculum objectives, themes, early childhood education (ECE) goals, and effective strategies for supporting their child's development through a variety of methods, including newsletters, emails, parent-teacher meetings, and our parent portal. We encourage families to engage in their child's learning at home by providing resources and recommendations to reinforce key concepts and strategies.

ADMISSIONS

ENROLLMENT REQUIRMENTS

To enroll your child at your child at London Bridges Child Development Center children must be between ages of 6 weeks-13 years of age.

REGISTRATION DOCUMENTS

The following forms must be completed to reserve your child's spot at London Bridges Child Development Center

- ☒ Enrollment Application
- ☒ Tuition Agreement
- ☒ First Months /Weeks Tuition
- ☒ Medications/Non Medications Form
- ☒ Allergy Policy Form
- ☒ Child's Birth Certificate
- ☒ IEP/IFSP Form
- ☒ CACFP Enrollment Form

- ☒ Parent Income/Snap Benefits Approval (Early Head Start ONLY)
- ☒ Parent Contact Information Form
- Well Child Health Assessment/Immunizations(Most Recent)

ENROLLMENT FEES

- \$75 registration fee
- 1st month/week enrollment before start of care

SPECIAL DISCOUNTS

- 10% off sibling discount off 2nd child ONLY
- 10% off military discount
- 10% off first responder and essential worker's discount (**DURING COVID-19 PANDEMIC**)
- 10% off if you pay 3 full months of tuition in advance

SIBLING ENROLLMENT PROGRAM

London Bridges Child Development Center requires advance notice of 3 months for the placement of a sibling into our program. Siblings are given priority into the school but are not guaranteed a spot.

WAITLIST INFORMATION

To join London Bridges Child Development Center waitlist, parents/guardians must complete a waitlist application that will be sent to your email once the email is received. A fee of \$75 registration fee is due when at the top the waitlist.

CLASSROOM PLAY DATE AND SCHOOL VISITATION

London Bridges Child Development Center allows a one hour scheduled playdate onsite, 2 weeks prior to the child's start date. This must be confirmed and scheduled with administration. It is the parent's responsibility to schedule the play date so that the administer can confirm the proper day and time.

ANNUAL ENROLLMENT FEE

London Bridges Child Development Center requires a \$25 re-enrollment fee on the first of March. This confirms your child's spot for the upcoming school year which starts the first week of September. This enrollment fee is a one-time or annual fee that parents pay when registering their child at a childcare center or renewing their child's spot for the upcoming year. This fee is separate from tuition and helps secure the child's placement in the program.

The enrollment fee covers administrative costs related to processing registration forms, updating records, and reserving space in the classroom. It may also contribute to initial supplies, classroom materials, and other setup expenses necessary to support your child's learning environment. This fee is non-refundable and ensures that your family is officially part of our program, allowing us to plan appropriately for staffing, resources, and classroom needs.

ITEMS TO BRING ON THE FIRST DAY OF SCHOOL

Your child must have the following on their first day of school

- ☒ Pair of closed toed indoor shoes
- ☒ Extra set of clothes brought in a Ziplock bag and labeled clearly with child's name
- ☒ A blanket for nap time
- ☒ A soft toy if desired for nap time
- ☒ Proper outdoor wear
- ☒ Diaper and wipes if required
- ☒ Pacifier if needed

UPDATING FORMS FOR YOUR CHILD'S FILE

London Bridges Child Development Center, requires all parents/guardians of enrolled students to keep their child's forms up to date with their current medical and emergency forms. It is the parent's responsibility to ensure all school forms are current and updated. Administration has the

right to not allow the student into the school if any forms are missing from their file after 2 notices from administration.

PAYMENT POLICIES

PROGRAM OPTIONS

London Bridges Child Development Center offers the following programs.

| | | | | |
|-------------|---------------|---------------|---------------|---------------|
| 2's and 3's | 2-day program | 3-day program | 4-day program | 5-day program |
| Preschool | 2-day program | 3-day program | 4-day program | 5-day program |
| Pre-K | 2-day program | 3-day program | 4-day program | 5-day program |

PROGRAM CHANGE OF DAYS ENROLLED

If you wish to change the days your child is enrolled in the program, you must do so with approval from the director. Adding days to your current program, and or switching the day of the week your child is enrolled, depends on our current space availability.

ADDED DAILY RATE

London Bridges Child Development Center, allows for occasional request for your child to add a day. This depends on space availability and with a 2-week prior approval notice from the director. Our daily rate is \$66.

TUITION FEE

Parents of London Bridges Child Development Center may make tuition payments by ACH automatic deduction only. Tuition payments of \$332 are due on Tuesday before the week of care.

ELRC Payment Policy

The Early Learning Resource Center (ELRC) subsidizes care for up to 10 hours per day. Regardless of whether a child attends fewer hours, families utilizing ELRC must adhere to this 10-hour limit, as it constitutes the full daily attendance rate.

If the ELRC does not cover the full weekly tuition amount of \$332, families are responsible for paying the remaining balance to ensure that weekly tuition is fully covered. This co-payment will be due alongside any other payments as per the regular tuition schedule.

If payment is not made by Friday a \$20.00 late fee will be added to your account. If tuition and late fee is not paid by that Monday childcare will be on hold until payment is received. If payment is not made your childcare slot will be filled.

FIELD TRIP FEE

London Bridges Child Development Center withdraws an annual fee of \$20 for field trips. This is withdrawn/due on January, 1 of each year.

LATE PAYMENT FEE

London Bridges Child Development Center, late payment fee is \$20 for the first minute and \$1 every minute you are late after. After 10 minutes it is increased to \$5 every minute you are late. **Full late fees are to be paid the same day, or by the next business day (morning). NO EXCEPTIONS...Care will be refused if not paid.**

PAYMENTS THAT ARE RETURNED

London Bridges Child Development Center, will charge a \$30 return fee for payments that are returned.

EVALUATION OF TUITION RATES

All families will be notified of any changes of tuition rates 5 months prior to when they become active. This enables our family time to be aware of the changes in prices and to contact administration with any questions.

ABSENCE FEE

London Bridges Child Development Center DOES NOT offer tuition refunds or make up days.

VACATIONS

Families who choose to remove their child from the school for more than 3 weeks, are required to pay full tuition costs for the child to reserve their current spot.

LATE PICK-UP CHARGE

London Bridges Child Development Center late payment fee is \$20 for the first minute then \$1 every minute you are late after. After 10 minutes it is increased to \$5 every minute you are late. **Full late fees are to be paid the same day, or by the next business day (morning). NO EXCEPTIONS...Care will be refused if not paid.**

HOLIDAYS

London Bridges Child Development Center is closed for the following holidays:

New Years Eve-3pm CLOSURE
New Years Day-CLOSED
Day After New Years-CLOSED
Martin Luther King JR-CLOSED
President's Day- Staff Professional Development Day
Good Friday-CLOSED
Memorial Day-CLOSED
Juneteenth-CLOSED
Summer Vacation-JUNE 24-28th
Independence Day-CLOSED
Labor Day-CLOSED
Day Before Thanksgiving-3PM CLOSURE
Thanksgiving Day-CLOSED
Friday After Thanksgiving-CLOSED
December 23- 3pm CLOSURE
Christmas Eve-CLOSED
Christmas Day-CLOSED

*There will be 12 in-service days per year where the center will either open 2 hours late, or close 2 hours early. Parents will be notified 1 month prior for planning.

WEATHER POLICY

London Bridges Child Development Center, may close due to harsh weather conditions. No discounts are given. The owner/director of the school will monitor local news and most likely go off Pittsburgh Public Schools weather schedule to address when the center must close early or cancel operations for that day and the parents will be notified through our parent weather whatsapp text group or WPXI, WTAE news channels.

WITHDRAWAL AND DISCHARGE POLICY

WITHDRAWING FROM THE CENTER

If you wish to withdraw your child from London Bridges Child Development Center, a 30-day written notice is required. If you fail to provide a 30-day notice.

DISCHARGE, SUSPENSION POLICY

London Bridges Child Development Center has the right to terminate a child's enrollment under specific circumstances. These include any child or parent 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 school's philosophies. Many attempts will be made prior to help the child thrive in our environment. We are committed to providing a safe and secure environment for all children. Suspension or expulsion is a last resort and will only occur after all other interventions have been exhausted. These include observation notes, therapy referrals and tactics to be used at home and onsite at the school.

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, with dates and other insights into why the situation occurred and what happened.
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.

Reasons for Suspension or Discharge

1. **Behavioral Concerns:** Repeated behaviors that pose a safety risk to the child, other children, or staff (e.g., physical aggression, biting, destruction of property)
2. **Parental Non-Compliance:** Failure to follow center policies, including tuition payment agreements, late pick-ups, or disruptive behavior toward staff.

3. Health or Safety Risks: Situation where a child's needs or behaviors significantly disrupt the program and cannot be adequately addressed.

Parents will receive written notice, including reasons for suspension/discharge, recommendations, and next steps (e.g., referrals to other programs or specialists). 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 length of the suspension will determine on the severity of the issue and may require conditions to be met before the child's return. The school and its staff reserve the right to determine any disputed factual matters regarding termination of enrollment.

ARRIVAL AND DEPARTURE

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. Parent's must walk their child up to the back door. 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 6:30am and 9 am. Our cook stops serving hot breakfast ends promptly at 8:25am. Any child dropped off between 8:30am and 8:50am will be given an option of cold cereal only for breakfast, any child dropped off after 8:51am will not receive breakfast **FYI SO PLEASE MAKE SURE CHILD IS FED BEFORE DROP OFF!** No child will be allowed to enter after 9:00am without a doctor's note. No exceptions! If a child has a doctor's appointment and parents are planning on dropping the child off later than 9 am, the parent will need to write a note or verbally state student will be coming in late 3 days prior notice when we can, or at least 24 hours prior notice for emergencies. No child will be allowed to enter after 9:00am without a doctor's note.

DEPARTURE PROCEDURE

The allocated pick-up time is from 3:00 pm to 6 pm daily 10 pm with select agreements. If you plan to pick up your child earlier, please notify administration 2 hours prior through email. Upon picking up your child, you are responsible to grab their belongings, and check their communication folder for the day. 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.
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SUPPORTING PROFESSIONAL GROWTH OF STAFF

STAFFING/NON-INSTRUCTIONAL

London Bridges Child Development Center, always provides sufficient number of staff, for the capacity of each classroom. This means that student to teacher ratios is always followed. A detailed staffing plan is maintained and kept in the office. If for any reason we are understaffed preventative measures will be implemented such as calling our designated floaters, combining classrooms to maintain child-adult-ratios, and last resource classroom closure.

Our Program will provide staff with access to professional development opportunities, resources (NAEY, ZERO to THREE), and information on topics relevant to early childhood education and care. These topics will include, but are not limited to, developmentally appropriate practices, diversity and cultural competence, age appropriate standards, and positive child-adult interactions (workshops positive guidance techniques, role playing, and feedback).

WHAT MAKES OUR STAFF SPECIAL?

Our staff are able to demonstrate the skill and competence necessary to contribute to each child's physical, intellectual, personal, emotional, and social development. Factors contributing to the attainment of this standard include:

- ☒ Emotional maturity when working with children.
- ☒ Highly educated and experienced staffed
- ☒ Cooperation with the purposes and services of the program.
- ☒ Respect for children and adults.
- ☒ Flexibility, understanding and patience.
- ☒ Physical and mental health that do not interfere with childcare responsibilities.
- ☒ Good personal hygiene.
- ☒ Frequent interaction with children.
- ☒ Listening skills, availability, and responsiveness to children.
- ☒ Sensitivity to children's socioeconomic, cultural, ethnic, and religious backgrounds, and individual needs and capabilities.
- ☒ Use of positive discipline and guidance techniques; and
- ☒ Ability to provide an environment in which children can feel comfortable, relaxed, happy, and involved in play, recreation, and other activities.

GENERAL EMPLOYEE CLASSIFICATIONS

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

- ☒ **Owner:** The owner oversees and oversees all elements of the program. The owner handles all business regarding 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.
- ☒ **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.
- ☒ **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.
- ☒ **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.

CONTINUITY OF CARE

At London Bridges Child Development Center, we are committed to providing consistent, stable, and nurturing relationships for the children in our care. Research shows that secure attachments with caregivers support healthy development, emotional well-being, and learning.

To ensure continuity of care:

1. **Consistent Caregivers:** Each child will be assigned to a primary caregiver who will oversee their care, communication with families, and developmental progress. Efforts will be made to minimize transitions between caregivers during the child's enrollment.
2. **Classroom Transitions:** Children will remain with the same caregiver(s) and peers for as long as possible, typically until they are developmentally ready to transition to the next age group. Families will receive advance notice and a transition plan to support this process.
3. **Open Communication:** Families are encouraged to communicate regularly with their child's primary caregiver. Daily reports and scheduled conferences will keep families informed about their child's experiences and growth.
4. **Staff Retention:** We prioritize hiring and retaining qualified, dedicated staff to reduce turnover and maintain continuity. Ongoing professional development and a positive work environment are central to this goal.

YUMMY, IT IS TIME TO EAT!

PREPARATION OF FOOD

Food Service is supervised by London Bridges Child Development Center staff and Child and Adult Food Program. Our cook holds a valid food handler certificate and follows all safety and health requirements as required by the state, health department, and Child and Adult Food Program (CACFP).

MEALTIMES

Meals are served at 8:00am, 11:30pm, 3:00 pm (Snack) and 3:30 pm (After School Age Snack)

MENUS

All food menus are posted in the kitchen, walkway entry, classrooms, and the office. Substitutions will only be made for allergy purposes ONLY.

WATER AND MEALTIME FLUIDS

Drinking water is always freely available to all children at London Bridges Child Development Center. The water is supplied from our water fountains. London Bridges Child Development Center will provide milk to the students for breakfast and lunch and snack.

CHILDREN WITH SPECIAL DIETS

If a student has allergy or dietary restrictions, please inform the school 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 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 school every day.

SCHOOL CELEBRATIONS

London Bridges Child Development Center loves to celebrate your little one during the school day! Parents/guardians must confirm this with administration one week prior to the celebration to go over any allergy restrictions the school has, and the amount needed to satisfy the classrooms capacity. All food/snack must be store bought.

GENERAL SCHOOL POLICIES

INSURANCE

London Bridges Child Development Center is an insured Company.

STATE REGULATIONS AND LICENSING

All London Bridges Child Development Center, employees must be knowledgeable in the states, Keystone STARS, and NAEYC childcare licensing rules and regulations. A copy of the state and local guidelines is kept in the school at all times, and each employee receives their own copy upon hire.

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. The Presence of strong marijuana odors **WILL NOT BE TOLERATED DURING DROP OFFS OR PICKUPS**. Parents will be given a verbal warning with first occurrence, second occurrence will be written, and a third occurrence staff will reserve the right to request an alternative authorized pick-up/drop-off person or deny entry until concern is resolved.

ALCOHOL POLICY

If at any time we feel that a parent, guardian, or anyone authorized to pick up or drop off the child is under the influence of alcohol and/or any other toxic substance, the school may refuse the release of the child and the school will contact another authorized person to come and collect the child, explaining the circumstances. In some cases, an incident of this nature could lead to a referral to our governing bodies and a call to social services.

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, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

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 HARASSMENT

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 c) 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. See the complaint procedure described below.

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 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.

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. We use our platforms to celebrate children's achievements, showcase artwork ect. Using these platforms helps us connect with families, celebrate our successes, and showcase our vibrant, nurturing environment we create for children. Only children with signed photo release consent forms will be included in any of my posts to ensure it reflects our commitment to professionalism and respect.

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.

BITING

Biting is a behavior that is often unexpected and one that can harm and frighten others. Biting is a natural developmental stage that many children go through. Most times it is a temporary behavior and one that is seen between the ages of 11 and 24 months old. Toddler's bite others for many different reasons. A child might be teething, feel tired, angry, frustrated, or even bite when they are overly happy and excited. Biting may also be a way for a child to get attention from other adults or friends. Toddlers do not have strong verbal skills, are impulsive and lack strong self-control and it is important to remember that they are developing these abilities at their own pace. Biting can also occur for no apparent reason, happen quickly and can be shocking to observe. Our primary concern at London Bridges Child Development Center is the safety and health of the children and our staff. We take all biting situations seriously and use our knowledge as educators to handle these tough situations in positive, constructive, and meaningful ways to stop them from occurring.

When it comes to a biting incident, our goal is to help identify what is causing the biting and resolve this issue immediately. The school will encourage the children to "use their words" if they become angry or frustrated. **The staff members will maintain a close and constant supervision of the children at all times.**

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. **For every bite incident, two actions will occur**

- 1. Parents will be contacted with a phone call.**

2. **An accident report will be completed and signed by the parent/guardian at pick up for the child who bit, and the child who was bitten.**

If the biting becomes excessive and the school's techniques have been exhausted, London Bridges Child Development Center 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 point. These measures are outlined as follows:

Procedure Employees will follow if Biting Occurs:

We do not use techniques to alarm, hurt, or frighten children. The staff's job is to keep the children safe and help a child that bites learn different, more appropriate behavior.

For the child that was bitten:

1. First aid is given to the bite. It is cleaned with soap and water. If the skin is broken, the bite is covered with a bandage.
2. Parents are notified with a phone call. If a parent cannot be reached, an email will be sent, and an additional phone call will occur until the parents are reached directly.
3. An accident report form is filled out documenting the incident for both children involved.
4. Parents/guardians will sign the form at pickup
5. This form is stored in the child's file. Parents/Guardians can receive a copy of the form if asked.

For the child that bit:

1. The teacher will firmly tell the child "NO! DO NOT BITE!"
2. The child will be brought to an area of the classroom where they can talk with the teacher.
3. Parents are notified with a phone call. If a parent cannot be reached, an email will be sent, and an additional phone call will occur until the parents are reached directly.
4. An accident report form is filled out documenting the incident for both children involved.

5. Parents/guardians will sign the form at pickup
6. This form is stored in the child's file. Parents/Guardians can receive a copy of the form if asked.

Procedure if Biting Continues:

1. The child will be shadowed to help prevent any biting incidents. This includes the teacher staying close by the child at all times and holding the child's hand in moments where there is free play, outside time, high energy activities, or times where the child bite in the past.
2. The child will be observed by the classroom staff to determine what is causing the child to bite (teething, communication, frustration, etc.)
3. The director and administrative staff will also observe the child if the classroom staff is unable to determine the cause.
4. The child will be given positive attention and approval for positive behavior.
5. The teachers will also support the learning of appropriate behaviors with books, short acceptable educational video clips, puppet shows, and modeling interactive games and activities.

Procedure if biting becomes excessive:

1. If a child inflicts 3 bites in a one-week period, a conference will be held with the parents to discuss the child's behavior and how the behavior may be modified.
2. An action plan will be created by administration, the teachers and the parents in which will be followed immediately in the classroom. This action plan can consist of shadowing and mirror techniques, half day exposure to school, or an agreed upon disciplinary approach.
3. At the end of the one-week action plan, if they child has 2 incidents of biting, suspension or discharge from the program will be decided by the administrator if they feel the behavior is disrupting the classroom, cannot be controlled and harming others.
4. Recommendations for therapy, alternative schooling and other ideas will be provided to the parents.

Please note, London Bridges Child Development Center will do it's best to integrate and teach appropriate behavior choices for children who bite or harm others, but in some situations, the environment may not be the best for this child, and the teachers may have exhausted all resources.

POTTY TRAINING

Stages of Potty Training

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

First Stage: Interested in the Potty!

This stage occurs when the child starts to communicate that they have gone potty in their diaper. They show interest in the potty by pointing, saying potty words, and being uncomfortable in their diaper. This is a great phase to start reading books about going potty and watching videos!

Second Stage: Toilet Trained with Adult Support

This occurs when the child is able to use the toilet, but it is the adult who gets the child to the bathroom on a set schedule. In summary, the adult initiates the use of the toilet by the child. During this stage, the child is full assisted by the adult. The adult walks the child to the toilet, sits them down, pulls up and down their pants, and helps with wiping. Accidents do occur frequently in this stage. This stage's focus is to get the child used to going to the bathroom, being aware of this new and exciting adventure, and assisting them to do it properly!

Third Stage: Potty Training

The student is capable of using the toilet, mostly on their own and expresses the need to go potty on the toilet. They are communicating interest and taking action. The child is

showing signs of readiness and is feeling independent to use the potty. Accidents occur very infrequently in this stage! They still may occur, so do not get discouraged.

Signs of Readiness

Verbal Signs:

- ☒ The child is able to speak in three-to-four-word sentences.
- ☒ The child is able to speak when his or her diaper is wet.
- ☒ The child is able to say they feel that they need to go potty or is wetting their diaper.
- ☒ The child tells you that he or she needs to go to the bathroom.

Physical/Psychological Signs:

- ☒ The child stays dry for longer periods of time
- ☒ The child is able to hold urine or bowel movements.
- ☒ The child has a somewhat consistent bowel movement schedule. This means their bowel movements are at somewhat regular times.
- ☒ The child can pull down and pull up pants and underwear
- ☒ The child asks and wants to wear underwear.
- ☒ The child initiates using the toilet by walking to it.
- ☒ The child can learn and initiate the following actions of going to the bathroom, pee, wipe, flush and wash hands.

General Notes on Potty Training

The following notes are important to remember while potty training your child:

1. Make potty training a POSTIVE EXPERIENCE for everyone!
2. Never make the child feel bad for having an accident. Remember, it is a process!
3. Positive reinforcements are beyond helpful in training
4. Make sure to pay attention to the child's signs of readiness and be ready yourself!
5. Remember that all children potty train at their own speed.

The Potty-Training Process at Home and School

London Bridges Child Development Center requires the potty-training process to begin at home. The process should begin when the parents and child can be dedicated and there is not a lot of changes in the child's life.

The Process at Home:

1. Notify the teacher of a schedule weekend you plan to start the process. Ensure that the teacher is aware and can start working with your child at school around the same time.
2. We recommend your child to stay in underwear for two to three consecutive days. This is because underwear feels different than a diaper on a child. They start to realize that the underwear cannot hold their urine/poo and they feel uncomfortable. Underwear helps produce the sensory signs of going to the bathroom on the toilet to maintain dry and clean underwear!
3. It is important that parents stay close to home and keep the child close to the bathroom while playing or participating in activities to ensure ease of use.
4. We recommend your child to wear comfortable, easy to remove clothing during this process.
5. Take your child to the bathroom every 2 hours, and reward them with cheering, or other positive reinforcement techniques even if they are just sitting on the toilet.
6. Read books throughout the process and watch clips to support this new and exciting milestone.
7. Staying consistent with the procedure at home is the most important step in this process.

The Process at School:

A successful weekend at home is defined by the child having 3 or less accidents and remain excited about the process. If your child goes more times during the weekend on the toilet, than in their underwear, this is a sign of success!

1. Notify the teacher that it was a successful weekend through a note in the app or face to face conversation.
2. Bring extra clothes and underwear in case of accidents.
3. Walk the child to the bathroom and show them how it looks just like the one at school. Stay a minute at the school to have the child sit down and become comfortable with a toilet outside of their home.
4. Talk with the child about how excited you are for them to use the potty at school.
5. The teachers will bring the student to the bathroom every 1.5 to 2 hours.
6. Notes on the potty-training process at school will be provided to the parent.

The following Guidelines must be followed when children are potty training at school/wearing underwear:

- ☒ No Overalls, pants that have a belt, pants that snap or any clothing that is hard to get out of quickly.
- ☒ Bring an extra pair of shoes if possible as they can get wet too.
- ☒ ALWAYS have extra clothes and underwear onsite at the school.
- ☒ Inform the teacher if your child prefers to sit or stand when using the toilet.
- ☒ Keep a small supply of pull-ups for nap time at the school.
- ☒ It is your responsibility to take home any soiled clothes to be cleaned and sanitized. Not the school!

TRANSITIONING A STUDENT TO THE NEXT AGE GROUP

Student's 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 of the end of the school year, which is in June

but some may be able to occur in September if a space becomes open. London Bridges Child Development Center transitioning schedule is based off of 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. This will continue until the child is in a place where their current teacher is no longer needed by their side in their new classroom, and they feel comfortable and positive! Parents will be notified with detailed messages through the school's app 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!

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

It is very important that your child wear clothing that is easy to manage and safe for the activities they will be participating in while at school. Dressing your child in simple, comfortable clothing that is washable. Please remember in choosing their clothing that children paint, glue and participate in large movement on a daily basis. Children must also be dressed appropriately for the weather. Children must wear comfortable shoes that are closed toed. No flip flops allowed for safety reasons. Don't forget to include a change of clothing to be left in your child's backpack, in case of emergency. All clothing items must be labeled with the child's name. The school is not responsible for any lost or damaged clothing items.

SPECIAL EVENTS/PARENT ENGAGEMENT

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 partnership and collaboration at our school! Parents will be notified when an special event is mandatory please when informed make sure a parent is available to attend.

Parent Engagement in Policy Development Policy

At London Bridges Child Development Center, we value family input in shaping our policies and procedures to better serve our community. To ensure your voice is heard, we require parents to participate by completing family surveys twice a year, sharing ideas or concerns through our suggestion box located in the parent entrance, and attending our quarterly Family Advisory Meetings. Your feedback and involvement are essential to maintaining a high-quality program that meets the needs of our children and families.

Home Learning Support Policy

At London Bridges Child Development Center, we believe in partnering with families to support children's learning and development both in the classroom and at home. To foster this collaboration, we provide families with a variety of resources and opportunities, including:

1. **Monthly Newsletters:** Families will receive newsletters with tips, activity ideas, and updates on what children are learning to encourage at-home engagement.
2. **Family Surveys and Feedback:** Parents are encouraged to share their needs and suggestions through biannual surveys and our suggestion box, ensuring resources are tailored to support their child's growth.
3. **Take-Home Activities:** We offer home learning kits and seasonal activity guides to reinforce classroom lessons in a fun and engaging way.

4. **Family Workshops and Meetings:** Quarterly family workshops and advisory meetings provide opportunities for parents to learn strategies to support their child's learning and to collaborate on center goals.
5. **Digital Communication:** Through our parent communication app, we share updates, activity ideas, and learning resources to keep families informed and engaged.

By maintaining open communication and offering these supports, we aim to empower families to take an active role in their child's educational journey.

DISCIPLINARY POLICY

London Bridges Child Development Center uses praise and positive reinforcement as effective methods of behavior management. When children receive positive feedback, they develop problem solving abilities, self-discipline strategies, and a stronger sense of self love. Based on this belief, the school uses a positive approach to discipline.

WHAT WE DO!

- ☐ Communicate to children using positive statements.
- ☐ Communicate with children on their level.
- ☐ Talk with children in a calm quiet manner.
- ☐ Explain unacceptable behavior to children. " Give attention to children for positive behavior.
- ☐ Praise and encourage the children. " Reason with and set limits for the children.
- ☐ Apply rules consistently.
- ☐ Model appropriate behavior.
- ☐ Set up the classroom environment to prevent problems.
- ☐ Provide alternatives and redirect children to acceptable activity.
- ☐ Give children opportunities to make choices and solve problems.
- ☐ Help children talk out problems and think of solutions.
- ☐ Listen to children and respect the children's needs, desires and feelings.
- ☐ Provide appropriate words to help solve conflicts.
- ☐ Use storybooks and discussion to work through common conflicts.

WHAT WE DO NOT DO!

- ☐ Inflict corporal punishment in any manner upon a child which includes any physical force to the body.
- ☐ Use any strategy that hurts, shames, or belittles a child.
- ☐ Use any strategy that threatens, intimidates, or forces a child.
- ☐ Use food as a form of reward or punishment.
- ☐ Use or withhold physical activity as a punishment.
- ☐ Shame or punish a child if a bathroom accident occurs.

- ☐ Embarrass any child in front of others.
- ☐ Compare children.
- ☐ Place children in a locked and/or dark room.
- ☐ Leave any child alone, unattended or without supervision.
- ☐ Allow discipline of a child by other children.
- ☐ Criticize, make fun of, or otherwise belittle a child's parents, families, or ethnic groups.

WHAT WE DO WHEN PROBLEMS OCCUR

When a more serious or consistent disciplinary policy occurs, a conference will be scheduled with the teachers of the classroom and the students' parents. Observations, accident reports and other important documentation relating to the events will be presented and used as evidence.

PARENT RESOURCES

Educational Assistance

- **Alliance for Infants and Toddlers – Allegheny County**
(Ages 0-3)
412.885.6000
- **Allegheny Intermediate Unit – Allegheny County**
(Ages 3-5)
412.394.5736
- **Connect Early Intervention Referral Line**
 - CONNECT can assist parents by making a direct link to their county Early Intervention program or local preschool Early Intervention program.
- 1.800.692.7288
- **Pittsburgh Public Schools**
(Ages 3-5)
412.323.3979

Healthcare and Medical Assistance

- **Children's Hospital of Pittsburgh of UPMC**
4401 Penn Avenue
Pittsburgh, PA 15224
412.692.5325
- **Pennsylvania Department of Human Services Helpline**

Assists recipients with questions concerning eligibility and other requirements for Medical Assistance, Medicare prescriptions and drug plans, cash assistance, Food Stamps, Energy Assistance and the Stay Warm program. 1.800.692.7462

- The Resource Center for assistance with Medical Assistance application & Public Access benefits - Phone: 412.255.1488

Department of Human Services (DHS) regulations for Child Care Centers

- **To access DHS regulations for Child Care Centers.** Type in your web browser: Pa code 55 chapter 3270.
- **Regional Child Care office for Allegheny County contact information.**

(Also manages Child Care Works Subsidy Program)

Early Learning Resource Center for Region 5

304 Wood Street

Pittsburgh, PA 15222-1928

Phone: 412.350.3577 Fax: 412.350.3575

Elrc5@alleghenycounty.us

Other Assistance

- **Make-A-Wish Foundation of Greater Pittsburgh**

1.800.676.9474

WOMEN, INFANTS, CHILDREN (WIC) Contact: 1-800-942-9467

** <https://www.fns.usda.gov/wic>

Trying Together: 5604 Solway Street Pittsburgh, PA 15217

Telephone 412.421.3889 Email info@tryingtogether.org

ASSESSMENTS, OBSERVATIONS, EVALUATIONS

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. We use Ages and Stages, Teaching Strategies Checkpoints, and Ounce/Work Sampling tools to observe and assess to support each child's growth and development. These practices help understand your child's unique strengths, interests, and needs. By gathering information through daily observations, developmental checklists, and progress assessments, we can create individualized curriculum lesson plans tailored to foster your child's learning success. Observation and assessments also help our staff identify areas where additional support may be

needed. If concerns arise, we will evaluate your child's needs and discuss the possibility of connecting your family with community resources, such as early intervention programs, educational services, or wellness support. We are committed to keeping you informed and partnering with you throughout this process. Assessment results are shared with families during conferences or upon request, ensuring open communication and collaboration in supporting your child's development.

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/Ounce Work Sampling Observations and Assessments. Parent teacher conferences 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. Please arrange schedule for in-person, phone, or zoom meetings.

EMERGENCY PREPARDNESS

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 are located in every classroom, and always available on the school app.

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 often, and all staff upon hire will be trained

EMERGENCY PROCEDURES

IMMEDIATE MEDICAL ATTENTION

If a child or a staff member receives an injury while at school, an accident report is completed. 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.

FIRE

Fire drill will be practiced at random times of the day. The drills will occur one to two times a month. at least once a month. Evacuations maps are posted throughout the school and easy to access and see at all times. All 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 while evacuating the building.
- The director or owner will sound the alarm, and the school will take action and do the evacuation procedure.
- Children will proceed immediately to their designated outside school meeting spot.

- If possible, one staff member should try to grab the attendance sheets, emergency contact list, and cell phones with them.
- The staff will take attendance of the students and check off their attendance sheets or communication app.
- If safe, the director or owner will quickly check hiding spaces in the school for any lost children. They will also check for any sources of smoke or fire during a real emergency fire situation.
- The director or owner will then meet the rest of the students and employees at the designated area.
- The director or owner will 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 to evacuate the building.
- The director or owner will confirm with local law officials when it is safe to return to the building. The director or owner will assist with children who need support to return to the building like children of the younger ages.
- 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 fire drill occurred on this day.

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 always see. London Bridges Child Development Center 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 to prevent access by children. Purses and other personal belongings may contain items unsafe for children including medications, lighters, pocketknives, and etc.

ILLNESS POLICIES

The following criteria will be considered in determining if your child must go home:

- ☒ a fever of 100 degrees or more
- ☒ inflammation of the eyes (excessive redness, glassy or discharge)
- ☒ vomiting
- ☒ more than one incidence of diarrhea or loose stool which is not contained within clothing
- ☒ communicable disease as defined by the Department of Health Services/Center for Disease Control
- ☒ unknown rash
- ☒ excessive nasal discharge
- ☒ pain

If your child is sent home due to illness, he cannot return to school until he has been free from symptoms for 24 hours without the use of a fever reducer, and the director or CEO has approved on the child returning no matter what note you have from a physician.. This is to allow your child time to recover and stop the spread of illness to the other children and staff. After your child has been ill, it is important to adhere to the following guidelines when determining whether or not your child is ready to return to school.

- ☒ Mood, appetite, behavior and activity are again normal
- ☒ No fever for 24 hours without a fever reducer
- ☒ Antibiotics (have been used for a full 24 hours
- ☒ Vomiting cleared for 24 hours
- ☒ diarrhea cleared for 24 hours
- ☒ Frequent coughing, excessive nasal discharge resolved
- ☒ Pain resolved

It is your responsibility to notify the school if your child has a communicable disease or infestation such as: measles, mumps, chicken pox, or head lice. A child may be readmitted without a statement from a physician only if the child has been absent for a period of time equal to the longest incubation period of the disease as specified by the Department of Health and Social Services. The local Health Department will immediately be notified of all communicable diseases and a note will be posted in the parent information center when there has been exposure to a communicable illness in the center.

Children returned to the center with signs of illness or communicable disease will be refused entry into the preschool.

Please consult with your Director if you need additional information.

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.

Important General Notes:

- ☒ 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 is the parent/guardian cannot be reached.

Accepting Medication

- ☐ 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.

Storing Medication

- ☐ Medications will be safely stored away from children and in a locked container/storage area.
- ☐ Medication containers must have child-protection caps.
- ☐ Medications will be kept in a well-lighted area.
- ☐ Medication will not be kept in rooms where food is prepared or stored, unless refrigerated in a separate locked container.

Empty/No Longer Needed Medication

- ☐ When a child no longer needs the medication, the unused portion or empty bottle will be returned to the parent.
- ☐ If a medication is close to expiration, the director will notify the parents to bring in new medication prior to the official expiration date.
- ☐ If the medication is empty, it will be discarded in a room where children are not present.
- ☐ All medication lids will be closed and locked whether the medication is empty or full

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| <u>PRESCRIPTION MEDICATION</u> |
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Forms Required to Administer Prescription Medication

- ☐ Parents must complete a consent form to allow the school to administer medication to their child.
- ☐ The school must receive a doctor's note. This can be in the form of a letter, labeled on the container/bottle or labeled on the packing.

- ☐ The administering of medication will be recording in a log with the date, times administered, dosage given. prescription name and signature of the person who administered medication.

Receiving the Prescription Medication:

- ☐ Prescription medication will ONLY be accepted only in its original container.
- ☐ Prescription medications will be labeled with the full pharmacy label. This label must be on the packaging of the medication or attached directly to the medication bottle.

The pharmacy label must clearly state:

- physician's directions for use
- physician's name and phone number
- child's first and last name
- the date the prescription was filled
- The expiration dates
- specific instructions for storing the medication

Administering Prescription Medication:

- ☐ Only the designated staff member will administer medication.
- ☐ Prescription medication will be administered as required by a physician.
- ☐ Prescription medication will be used only for the child named on the label.
- ☐ The administration of all medications will be recorded in a medication administration log.

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| <u>NON- PRESCRIPTION MEDICATION</u> |
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Forms Required to Administer Prescription Medication

- ☐ Parents must complete a consent form to allow the school to administer medication to their child.
- ☐ The administration of all medications will be recorded in a medication administration log with the date, times administered, dosages, prescription name and the name and signature of administering the medication.

Receiving Non-Prescription Medication:

- ☐ Non-Prescription medication shall be accepted only in its original container. Medication that is not in its original container will not be accepted into the school.
- ☐ Non-Prescription medication shall be clearly labeled with the child's first and last name.
- ☐ The container shall be in such condition that the name of the medication and the directions for use are clearly readable.

Administering Non-Prescription Medication:

- ☐ Only the designated staff person will administer medication.
- ☐ Non-Prescription medication shall be used only for the child who is confirmed to receive it.
- ☐ Non-Prescription medication may be dispensed in accordance with manufacturer's instructions.
- ☐ The administration of all medications will be recorded in a medication administration log with the date, times administered, dosages, prescription name and the name and signature of administering the medication.

**ACKNOWLEDGMENT OF RECEIPT OF PARENT
HANDBOOK**

Today's Date:

- ☒ We _____ the parents of _____ have received a copy of the London Bridges Child Development Center Parent Handbook.
- ☒ I agree and understand the policies and procedures listed in this handbook and will comply with the school's rule and regulations.
- ☒ I understand that the policy and procedures listed in this handbook are subject to change to reflect the needs of the program, as well as

it being updated annually. I understand I will be made aware of these changes in a timely fashion, and I will always adhere to the most up to handbook.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date