GROW AND PLAY ALL DAY!

Little Red School House

Parent Handbook

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PARENT HANDBOOK

Acknowledgment

The Little Red School House parent handbook is used to outline our Facility's expectations, policies, and procedures that all families must understand and comply with. You have received this handbook as a partner in your child's development at the Little Red School House. Thank you for being a part of the Little Red School House Family.

Understanding and Compliance

Please review this handbook thoroughly. It contains essential information to ensure a smooth and positive experience for you and your child.

After reviewing this document and upon enrollment, the consent form will be shared with you via Brightwheel and must be completed and submitted. This consent form states that you understand and adhere to all expectations, policies, and procedures of this learning environment.

Updates

Our handbook is updated periodically to reflect any changes in policies or procedures. The most current version will always be made available to you in the shared documents section of your child's Brightwheel account. All updates will require a new acknowledgement consent form.

Who We Are

Misson Statement:

At the Little Red School House our mission is to provide a nurturing, inclusive, and stimulating environment where every child can thrive and develop to their fullest potential. We are committed to: - Fostering Growth and Development: We offer a comprehensive and developmentally appropriate curriculum that supports the cognitive, social, emotional, and physical growth of each child. - Creating a Safe and Loving Environment: We prioritize the safety, well-being, and happiness of every child, ensuring a secure setting where children feel loved and valued. - Encouraging Curiosity and Creativity: We inspire a love for learning by encouraging exploration, creativity, and critical thinking through engaging activities and hands-on experiences. - Supporting Families: We build strong partnerships with families, fostering open communication and collaboration to support each child's unique needs and development. - Promoting Diversity and Inclusion: We celebrate diversity and inclusivity, teaching children the values of respect, kindness, and empathy towards others. At the Little Red School House, we believe that every child deserves the opportunity to shine, and we are dedicated to providing the foundation for lifelong learning and success.

Our Values

Our vision is to provide a community where all students feel respected, loved, and encouraged to become the best person they can be. Our vision is the backbone of our business, supporting children to develop to their fullest and greatest potential. Our values consist of the following, but are not limited to:

- Quality – We believe every child deserves excellence in early learning programs and services to make a difference in their lives and our community.
- Inclusion – All students will be included in our learning environment, regardless of age, race, gender, or learning level. Little Red School House welcomes all children with open arms and love in our hearts.
- Respect – Respect is essential in building long-lasting relationships with our students and their families. This key component helps us to optimize and highlight the talents and diversity we bring into the facility as partners in the children's growth and development.
- Accountability – We strive to provide open communication with all partners in our business. This allows us to be transparent, open, and honest with one another, and in turn, provides the best environment for our students at home and at the facility.
- Teamwork – The combined action of the educators and the families working together provides an effective and efficient working relationship. By acting together as a team, we can provide the best care for our little ones!

Our Goals

Little Red School House goals provide us a path to desirable outcomes for our students. These goals provide direction and motivation for the quality of care and education we provide.

- To provide a wide variety of developmentally appropriate practices, that children not only learn and develop from but also enjoy.
- To provide a flexible, calm, and nurturing environment where affection is given freely and from the heart.
- To set clear expectations for all students and encourage their independence.
- To meet the physical, emotional, and social needs of our students.
- To provide an atmosphere of respect for self and one another.
- To provide opportunities for cooperative play.
- To create a happy, warm, and exciting environment that is inviting, comfortable, and manageable for the children.
- To support a caring staff who show genuine respect, love, and encouragement for the children.
- To offer individual guidance to children based upon careful observation of each child's needs and in keeping with parent/guardian direction.
- To ensure the safety and welfare of all children.

A Look into Our Program

Little Red School House provides care and early learning for children ages 6 weeks through 10 years, subject to licensed capacity and classroom availability.

Special Features

Our curriculum is thoughtfully designed to cater to the developmental stages of each age group, ensuring that all activities are engaging, educational, and fun. We align our lessons with the PA Learning Standards, ensuring that children are meeting key developmental milestones.

- Tumblebus: Every week, we bring the excitement of the Tumblebus to our facility. This mobile gym on wheels provides a fun and interactive way for children to develop their gross motor skills outside of the classroom. The Tumblebus is equipped with age-appropriate equipment and activities designed to promote physical fitness, coordination, and confidence. From climbing and tumbling to balancing and jumping, children get to experience a variety of movements in a safe and supervised environment.
- Individualized Attention: We understand that each child is unique, with their own strengths, interests, and areas for growth. Our low child-to-teacher ratios ensure that every child receives the personalized attention they need to thrive. Our dedicated staff takes the time to get to know each child and tailor activities that suit their individual learning styles and developmental needs.
- Family Engagement: We believe that strong partnerships with families are key to a child's success. We offer various opportunities for parents and caregivers to be involved in their child's education, including regular updates, parent-teacher conferences, and family events. Our open-door policy encourages parents to visit and participate in classroom activities, fostering a sense of community and collaboration.
- Additional Enrichment Programs: To further enhance our curriculum, we offer a range of enrichment programs that add extra excitement to our daily schedule. These may include Language Classes: Introducing children to new languages through fun and interactive lessons. Music and Movement: Guided sessions where children can explore different musical instruments, rhythms, and dance styles. STEM Activities: Engaging experiments and projects that spark curiosity in science, technology, engineering, and math. Art Exploration: Encouraging creativity through various art mediums such as painting, drawing, and sculpting. Safe and Stimulating Environment: Our facility is designed with safety and stimulation in mind. We have secure entry systems, childproofed spaces, and regular safety drills to ensure the well-being of all children. Our classrooms are bright, colorful, and filled with age-appropriate toys and learning materials that invite exploration and discovery.
- Qualified and Caring Staff: Our team of educators and caregivers are highly qualified, experienced, and passionate about early childhood education. They undergo continuous professional development to stay current with best practices and innovative teaching methods. Above all, they are committed to creating a loving and supportive environment where every child feels valued and encouraged.
- Outdoor Play and Nature Exploration: We value the importance of outdoor play and nature exploration in a child's development. Our facility features a secure outdoor play area equipped with safe, age-appropriate playground equipment and a padded turf surface. Children have ample opportunities to engage in physical activities, explore nature, and develop a love for the outdoors. We organize nature walks, gardening projects, and seasonal activities to connect children with the natural world and promote environmental awareness.
- Holistic Development Focus: We strive to nurture every aspect of a child's growth—cognitive, emotional, social, and physical. Our program includes mindfulness and relaxation activities, teaching children how to manage their emotions and develop resilience. We also incorporate social-emotional learning to help children build strong relationships, empathy, and conflict-resolution skills.
- Community Involvement: Our program extends beyond the classroom to include the local community. We organize field trips to nearby parks, libraries, museums, and other educational venues. We also invite

community helpers like firefighters, police officers, and healthcare professionals to visit and share their experiences, broadening children's understanding of the world around them.

- Special Events and Celebrations: To make learning even more enjoyable, we celebrate various holidays, cultural events, and special milestones throughout the year. These celebrations provide opportunities for children to learn about different traditions, cultures, and the importance of diversity and inclusion.

Descriptions of Age Groups/Classrooms

Child to Staff Ratios

Age	Children:Staff
Infant (6 wks to 12 mos)	**4:1**
Young Toddler (12 mos to 24 mos)	**5:1**
Older Toddler (24 mos to 36 mos)	**6:1**
Preschool (3 yrs to 5 yrs)	**10:1**
School Age (5 yrs(Kindergarten) to 9 yrs)	**12:1**

Infants and Young Toddlers (6 weeks up to 24 months)

Our infant/young toddler classroom is a warm, secure, and loving space where caregivers provide individualized attention to meet the unique needs of each infant and young toddler. We offer Sensory activities, tummy time, Storytime, and gentle music to stimulate early cognitive and motor development. Our teachers focus on building strong bonds through consistent and responsive care, ensuring that each child feels safe and valued.

Older Toddlers (18 months to 3 years)

Our older toddler classroom is a dynamic, exploratory space where older toddlers can safely explore and learn. We offer Hands-on, interactive activities that promote language development, social skills, and gross motor skills. We provide activities that include art projects, simple science experiments, and interactive Storytime. Our teachers encourage independence while providing the support needed to foster self-confidence and social interactions.

Preschool and School-Age Children (3 years through 10 years)

Our preschool and school-age programs serve eligible children through age 10, subject to classroom availability and applicable licensing requirements.

Experience the Little Red School House Advantage

- Comprehensive Care: From the youngest infants to school-age children, our program is designed to provide comprehensive care and education that meets the needs of each developmental stage. We offer a seamless transition as children grow, ensuring continuity and stability in their early learning journey.
- Continuity of Care: Little Red School House, Inc believes in consistent and stable care, which is crucial for a child's emotional and developmental well-being. We provide continuous and stable care for all children. We believe that consistent relationships with caregivers are fundamental to the emotional security and

developmental progress of each child. Our team of teachers and caregivers is composed of dedicated professionals who have been with Little Red School House, Inc for several years. The longevity of our teachers is a testament to their commitment to our mission and to the families we serve. Many of our teachers have been part of our childcare community for 8 years or more, providing a stable and familiar environment for the children. The extensive experience and long-term dedication of our teachers ensure that children receive high-quality, consistent care that fosters trust and security. Long-tenured staff members are well-versed in our center's policies, curriculum, and values, enabling them to deliver a cohesive and seamless care experience. The established relationships between our teachers and families contribute to a supportive and collaborative childcare environment. We prioritize the professional development and well-being of our staff to support their long-term commitment to our childcare center. Open and ongoing communication between parents, guardians, and staff is encouraged to strengthen the relationships and trust that are essential for effective continuity of care. Parents and guardians are welcome to provide feedback and participate in the childcare experience, fostering a collaborative approach to their child's growth and development.

- Commitment to Excellence: Our commitment to excellence in early childhood education is reflected in everything we do. With our thoughtfully designed curriculum we strive to provide the highest quality of care and education for your child.
- Parental Peace of Mind: We understand that entrusting your child to someone else's care is a significant decision. Our transparent communication, open-door policy, and dedicated staff provide parents with the peace of mind that their child is in a safe, nurturing, and enriching environment.
- Lifelong Love of Learning: Our ultimate goal is to instill a lifelong love of learning in every child. By creating an environment where curiosity is encouraged, creativity is celebrated, and learning is fun, we prepare children not just for school, but for a lifetime of exploration and discovery. Join our childcare program and become part of our vibrant community.
- Inclusion: Little Red School House welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each child. We believe that each child is unique and work in partnerships with families and other professionals involved with the child to provide the support every child needs to reach their full potential. Early childhood educators use developmentally appropriate practices and consider the unique needs of all children when planning. Teachers will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Teachers will complete training to educate themselves or to help them better understand the mindset behind inclusion. Schedules, routines, and activities are flexible and early childhood educators will work with therapists, special educators, and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child. Many children with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers, and others. We welcome those professionals and work with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the early childhood classroom environment and the child's teacher and the service provider work collaboratively to determine the best strategies to support the child in the group setting. We support the teacher's participation in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings.
- Individualized Education Plans (IEP) & Individualized Family Service Plans (IFSP) Requests: Your child's growth and development are measured with developmental assessments and screenings. If your child currently has an

IEP or IFSP, it would be greatly beneficial to share a copy of this plan with us, so we can work together to ensure that the guidelines are put into practice. We recommend allowing your child's teacher to participate in the IEP meetings. You do not have to provide this information if you do not wish to do so. However, a signature will be required on release or refusal to release your child's IEP or IFSP to the facility.

- Home Language & English Language Learners: Little Red School House incorporates family's home languages whenever possible in our program. Opportunities for sharing languages include, but are not limited to songs/music, books or items from home countries, utilization of everyday words in the different languages represented in the program and sharing these opportunities with everyone. Additionally, we shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have enough resources. Sometimes children, families, and staff may have a first language other than English. We encourage open communication in the child's home language and will support the learning and development of the English language. Classroom teachers will encourage you to share books or music in your home language, family photos, special interests, and lists of common words your child uses in your home language to communicate needs. We want to make every effort to communicate with children and families whose primary language is not English, and teachers will attempt to label some of the classroom materials in the Home Language of the students. Non-English-speaking parents are encouraged to bring with them someone who can help interpret and translate questions, concerns, and documents. This information will help the teachers create a welcoming and comfortable environment for your child.
- Daily Reporting: Little Red School House, Inc utilizes a mobile application – BRIGHTWHEEL for daily reporting. Brightwheel immensely benefits parents by providing them with access to their child's daily activity on smart phones, tablets, and desktops. With a simple click on an Apple iPhone/iPad or Android phone/tablet or by going to the BRIGHTWHEEL website, parents will be able to access the latest status updates of the various activities of their child. This eco-friendly, innovative app will allow teachers, Director, and parents to send messages, pictures and files, newsletters, schedules etc. while eliminating printing/paper costs. Brightwheel is also used for billing and collecting online payments, as well as checking children in and out, which is required by State Regulations. When parents submit the Waitlist Form, a brightwheel account for their child will be created.
- Family Participation: Little Red School House believes that families are a key element in our program, and it is important to build a positive relationship with the family of each child in our care. Research shows that parents who are involved in their child's program can:
    - Help to strengthen and build relationships with the professionals who care for the child in relaxed, informal situations.
    - Increase parents' understanding of how the center operates and what happens each day.
    - Help parents to get to know other families and children at the center.
    - Give parents opportunities to see their child in the childcare setting.
    - Increase opportunities to contribute to the service's activities and projects.
- The Little Red School House communicates with parents in a variety of ways, such as, personal and group phone calls, texts, emails, or messages in Brightwheel. We also utilize wipe boards and post important information there, as well as send home handwritten notes or reminders. We also post and send weekly/monthly Newsletters with upcoming information, so parents can see what their child will be learning

that month, and the newsletter offers some activities for the parents to do with their children. Parents will also give feedback about the program annually in a survey that will be sent out each year.

- Education workshops for families will be offered 1 or 2 times a year on topics such as, early intervention, adult family literacy, positive family child interactions, cultural awareness, developmental issues, health and safety, and or topics that address the identified needs and interests of enrolled families, based on the annual parent survey. The dates and workshop topic will be emailed to all families when a workshop is scheduled. If a parent would like to learn more about a topic mentioned above or a topic related to their child, they can email Kelli with workshop suggestions.

Curriculum and School Readiness

At Little Red School House, we believe children learn best through nurturing relationships, hands-on experiences, active exploration, and purposeful play. Our educational program is designed to support the development of the whole child by fostering social-emotional, cognitive, language, literacy, physical, and creative growth in a safe and engaging environment.

We utilize Frog Street Curriculum as our primary curriculum resource for infants, toddlers, preschool, and pre-kindergarten children. Frog Street is a comprehensive, research-based curriculum that promotes school readiness while supporting each child's unique developmental journey. Learning experiences are designed to be engaging, developmentally appropriate, and responsive to children's interests and abilities.

Our curriculum aligns with Pennsylvania Early Learning Standards and incorporates opportunities for:

- Language and literacy development
- Early mathematics concepts
- Science and discovery
- Social studies and community awareness
- Creative arts and self-expression
- Social-emotional learning
- Physical development and healthy habits
- Problem-solving and critical thinking

Children learn through a combination of teacher-guided activities, child-initiated exploration, small-group experiences, large-group instruction, and purposeful play.

To support each child's growth, Little Red School House utilizes Teaching Strategies GOLD, an ongoing observation-based assessment system. Teachers regularly observe, document, and assess children's development to individualize learning experiences, monitor progress, and support school readiness goals.

Families are valued partners in their child's education. We encourage family involvement and regularly communicate classroom activities, learning objectives, developmental progress, and school readiness goals throughout the year.

Our goal is to provide every child with a strong foundation for future success by creating meaningful learning experiences that encourage confidence, curiosity, independence, and a lifelong love of learning.

Daily Classroom Schedules

Little Red School House uses consistent daily schedules to help children feel secure, anticipate transitions, and participate successfully in classroom routines. The schedules below represent each classroom's general daily flow.
Times may be adjusted slightly based on children's individual needs, classroom transitions, weather conditions, special activities, and other circumstances. Outdoor activities may be replaced with indoor gross-motor activities during unsuitable weather.

Infant Room Daily Schedule

Infant care is individualized and responsive. Bottles, meals, diapering, sleep, comfort, and one-on-one interaction are provided according to each child's developmental needs and cues.

Time	Activity
6:00–7:15 AM	Arrival, One-on-One Connection and Choice Play
7:15–8:00 AM	Breakfast, Feeding and Diapering
8:00–9:00 AM	Floor Play and Sensory Exploration
9:00–9:45 AM	Outdoor Exploration and Gross-Motor Play
9:45–10:15 AM	Story Time, Songs and Fingerplays
10:15–10:45 AM	Diapering, Individual Feeding and Lunch Preparation
10:45–11:15 AM	Lunch and Feeding
11:15–11:45 AM	Quiet Play, Diapering and Nap Preparation
11:45 AM–2:30 PM	Nap, Rest and Quiet Engagement
2:30–3:00 PM	Feeding, Afternoon Snack and Diapering
3:00–4:00 PM	Guided Play and Sensory Exploration
4:00–6:00 PM	Music, Movement, Outdoor Play, Free Play and Going Home

Infant diapering schedule: Diapers are checked at approximately 9:00 AM, 11:30 AM, 2:00 PM, and 4:30 PM. Children are also changed promptly whenever a bowel movement is discovered or a diaper is overly wet between scheduled checks.
Younger infants may eat, sleep, or require diapering outside these posted times. Staff will follow each child's feeding plan, observe individual hunger and sleep cues, and communicate with families regarding the child's daily care.

Toddler Room Daily Schedule

The toddler schedule provides a balance of active play, language experiences, sensory exploration, social interaction, caregiving routines, and rest.

Time	Activity
6:00–8:30 AM	Arrival and Greeting
8:30–9:15 AM	Outdoor Play and Free Play
9:15–9:45 AM	Diapering
9:45–10:15 AM	Stories, Songs and Language
10:15–10:45 AM	Sensory and Thinking Play
10:45–11:00 AM	Closing Circle Group
11:00 AM–12:00 PM	Lunch, Diapering and Transition to Nap

12:00–2:15 PM	Nap and Quiet Rest
2:15–3:00 PM	Afternoon Snack and Diapering
3:00–3:15 PM	Learning Centers, Social Play and Outdoor Play
3:15–6:00 PM	Music, Movement, Outdoor Play and Going Home

Diapering and bathroom assistance are also provided whenever needed outside the scheduled routine. Teachers support toddlers during transitions by using songs, simple directions, visual cues, and hands-on assistance.

Preschool Room Daily Schedule

The preschool schedule follows the Frog Street curriculum sequence and includes whole-group experiences, small-group instruction, learning centers, literacy, mathematics, music, movement, outdoor play, and opportunities for social development.

Time	**Activity**
6:00–8:30 AM	Arrival and Free-Choice Centers
8:30–8:50 AM	Greeting Circle and Morning Message
8:50–9:00 AM	Music and Movement
9:00–9:15 AM	Read-Aloud #1—Whole Group
9:15–9:50 AM	Practice Centers, Literacy and Small Group
9:50–10:10 AM	Outdoor Play
10:10–10:20 AM	Read-Aloud #2—Whole Group
10:20–11:20 AM	Practice Centers, Mathematics and Small Group
11:20–11:30 AM	Closing Circle
11:30 AM–12:00 PM	Bathroom, Handwashing and Lunch Preparation
12:00–12:30 PM	Lunch
12:30–2:30 PM	Nap and Quiet Rest
2:30–3:00 PM	Afternoon Snack and Bathroom
3:00–4:00 PM	Learning Centers, Social Play and Outdoor Play
4:00–6:00 PM	Music, Movement, Outdoor Play, Free Play and Going Home

Teachers may adjust the length or order of activities to respond to children's interests, developmental needs, classroom transitions, and special events. Curriculum experiences are incorporated throughout the entire day rather than being limited to a single instructional period.

Circle Time begins at 9:00 am. Please have your child arrive at 8:45 so they can get settled to begin at 9:00am. Circle time is especially important. This is where your child will learn to count, days of the week, months of the year, the calendar, shapes, colors, ABC's, etc...

We encourage and teach children to become independent. When dropping your child off for preschool please allow the child to take his or her own coat/shoes off and take belongings to the appropriate place. This teaches independence, as well as making the child responsible for his or her belongings. This will also help them to get in a routine.

Admissions

Enrollment Requirements

Children ages 6 weeks through 10 years may enroll, subject to availability, appropriate staffing, and applicable licensing requirements.

Waitlist Information

Due to the high demand for our quality childcare services, we maintain a waitlist to ensure a fair and organized enrollment process. Below is information on how our waitlist operates, including steps for joining and important details to keep in mind.

Joining the Waitlist

To join Little Red School House's waitlist, parents/guardians must follow these steps:

- Complete a waitlist application form. This form can be obtained from our website or by clicking on the link in this manual. Accessing this link will allow parents to fill out the waitlist form and create a Brightwheel account in the process. All communication after the waitlist is submitted will be conducted through the messaging feature in Brightwheel. Be sure to download the app or check your account online for all updates. The completed application form must include all required information, such as the child's name, date of birth, parent/guardian contact information, desired enrollment start date, and any specific care preferences or needs. Applications can only be submitted through the online application portal on our website. Incomplete applications will not be processed or may be returned for changes. If the requested changes are not corrected within 3 days, the application will not be processed and will be removed from the que.
- Submit the completed application via Brightwheel.
- Upon receipt of your application, you will receive a confirmation message acknowledging your child's placement on the waitlist.

Waitlist Process

- Our waitlist prioritizes siblings of currently enrolled children, alumni, followed by new families.
- Once the completed waitlist application form is received, the Director will review the application and determine if a spot is available or if the child will be placed on the waitlist. Families will be notified of their application status within 5-7 business days of submitting the application.
- If the child is placed on the waitlist, families will be informed of their position on the list. We understand the importance of timely enrollment and strive to accommodate all families in a timely manner.
- When a spot becomes available, we will contact families on the waitlist in order of their application date priority status. You will have 24 hours to accept or decline the spot.
- If you accept the available spot, we will proceed to and follow the registration and enrollment process.
- If you decline the spot, your child's name will be removed from the waitlist, unless stated otherwise. If you do not respond within the specified period, your child's name will be removed from the waitlist. If you decide later you would like to be added to the waitlist again, you can complete another waitlist form.

Maintaining Your Waitlist Status

It's essential to keep your contact information up to date. Notify us immediately of any changes to your phone number, email address, or mailing address to ensure we can reach you when a spot becomes available.

Your child will remain on the waitlist until a spot becomes available, you fail to return contact for an open spot, or fail to return contact for a waitlist check, or until you request removal. If your plans change and you no longer need a spot, please inform us promptly so we can update our records.

Additional Information

The length of the waitlist varies depending on the age group and the time of year. While we strive to accommodate all families as quickly as possible, wait times can vary.

Families on the waitlist are encouraged to schedule a tour of our facility to familiarize themselves with our environment, meet our staff, and understand our curriculum.

We provide periodic updates to families on the waitlist regarding their status and potential availability of spots.

Enrollment Process & Fees

When a spot becomes available, parents will be promptly notified with a message via Brightwheel, with a start date. If there is no response within 24 hours, we will try another method of contact, such as a phone call, text, or email, to confirm interest in the spot. Failure to return the phone call or message within 24 hours of when the phone call was made will result in the spot being offered to the next applicant on the waitlist. Your name will remain on the waitlist for 1 more business day, however on the 2nd day if no contact has been made by the family, your child's name will be removed from the list.

Enrollment reservation deposit: One week of contracted tuition is collected to reserve an agreed future enrollment place and credited to the first week of care when enrollment begins as agreed. If a currently available opening is held before attendance starts, a separate weekly holding charge equal to 50% of contracted tuition may apply during the approved holding period; this holding charge is not credited toward tuition. Terms must be disclosed in writing before payment.

Annual registration is $85 per child or $115 per family, billed in January for continuing families. New enrollments pay a prorated registration fee according to the schedule in this section. All continuing families pay the full annual fee in the following January, including families enrolled late in the prior year.

Enrollment Documents

The following forms must be completed to activate enrollment at Little Red School House. Most enrollment forms will be shared via Brightwheel, with the exception of ***Child's Health Assessment Form with Proof of Immunizations.***

- **Tuition Agreement**: A tuition agreement in childcare is a formal contract between the childcare provider and the parents or guardians of a child, outlining the terms and conditions related to the payment of childcare

services. The tuition agreement serves to clearly communicate financial expectations and obligations, helping to prevent misunderstandings and ensure a smooth and professional relationship between Little Red School House and the family. By signing this agreement, both parties acknowledge and agree to adhere to the specified terms, thereby fostering trust and accountability in the childcare arrangement.

Emergency Contact/Parental Consent Form:

All children enrolled at Little Red School House must have a completed Emergency Contact/Parental Consent form submitted before the first day of care. This form collects a lot of important information that is required by state regulations. Leaving fields blank or incomplete will not be accepted. All required fields must have complete information, full addresses for all the addresses listed on the form, house number, street name, city, state, and zip code. The phone number must be in the proper format, with the area code included. This form must be completed/updated every 6 months. Parents will receive Brightwheel message reminders when the dates are close to expiring. The director reviews forms at the beginning of each month and sends messages when forms are within 30 days of expiration. If a child's Emergency Contact/Parental Consent form expires services will be suspended until the forms are updated and current.

Emergency Contact and Pick-Up Authorizations

Parents and guardians must maintain accurate emergency contact information and authorized pick-up persons on their child's Emergency Contact/Parental Consent Form and in Brightwheel.

Individuals picking up a child must be at least 18 years old, in accordance with Little Red School House policy, and must present valid photo identification when requested.

For temporary pick-up changes, parents must notify the Director through Brightwheel and provide the individual's full name and authorization to pick up the child.

In an emergency when written authorization cannot reasonably be provided, verbal authorization may be accepted in accordance with Pennsylvania DHS requirements, provided the necessary identity verification and documentation are completed.

Children will only be released to individuals authorized under applicable law and the center's Pick-Up Authorization Policy.

Please refer to the complete Pick-Up Authorization Policy in the Arrival and Departure section for additional information.

Emergency Contact/Parental Consent Forms provide fields for drop off and pick-up times. These times are extremely important and must be followed each day. Please provide accurate drop-off and pick-up times that reflect the actual time you will drop off and pick up. Specifically, we ask that you do not use our opening and closing times as placeholders unless those are the actual times your child will be arriving and leaving. Accurate scheduling helps us ensure that we have the appropriate number of staff members available to provide the best care and supervision for all children throughout the day. Having precise times will also allow us to better plan activities and transitions, creating a smoother experience for everyone. Accurate schedules also provide an accurate schedule for the staff. If you need to make any adjustments

here and there, feel free to reach out to us, and we will be happy to assist. Parents can change or update these times at any time, by requesting a new Emergency Contact/Parental Consent Form.

Getting to Know You form:

The "Getting to Know You" questionnaire for childcare is a valuable tool designed to gather essential information about each child in a care setting. By collecting this information, childcare providers can create a more personalized and supportive environment that caters to each child's unique needs and fosters a sense of belonging. It also helps teachers build stronger relationships with the children and their families, ensuring open communication and effective collaboration. This proactive approach enhances the overall childcare experience and promotes the well-being and development of every child in the program.

***Custody Agreement Request (if applicable)*:**

Unless a valid court order restricts a parent's right to access or pick up their child, Little Red School House will not deny release solely because another parent requests it.

Parents and guardians are responsible for providing the Director with copies of current custody orders or other legal documents that restrict parental access or pickup authorization. These documents must be maintained in the child's confidential record. Staff will verify the identity and legal authority of individuals requesting to pick up a child and will follow applicable court orders. For additional information, please refer to the Custody and Parental Rights section under the Pick-Up Authorization Policy.

IEP/IFSP Request (if applicable)

Child Health Assessment Form and immunization information: Little Red School House requires the initial health assessment within 30 calendar days of first attendance as a CENTER policy. Pennsylvania DHS generally permits up to 60 days under §3270.131. Age-specific assessment intervals and report validity requirements remain applicable.

CDC Immunizations Recommendations

Little Red School House, Inc 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 facility forms are current. The facility has the right not to allow a child into the facility if any forms are missing from the file after two notices from the administration. Parents will receive notices at the beginning of each month with reminders to update forms. Failure to do so will result in suspension/termination.

Sibling Enrollment Program

At Little Red School House, we understand the importance of family and the convenience of having all your children in the same nurturing environment. Our Sibling Enrollment Program is designed to offer your family a seamless and beneficial experience. Below are the details of our policy to ensure clarity and ease for all families considering enrolling siblings in our program.

To provide the best possible care and accommodate your needs, families expecting to enroll a sibling are encouraged, but not required, to notify the Director at least three months in advance. This allows us to plan and ensure we have the necessary resources and space available.

Priority Placement

Siblings of currently enrolled children receive priority consideration when an appropriate opening becomes available. Placement is subject to classroom availability, staffing, and applicable licensing requirements. Advance notice does not guarantee enrollment.

Sibling Enrollment Process

- Families planning to enroll a sibling are encouraged, but not required, to notify the Director at least three months before their desired enrollment date.
- Complete and submit an enrollment application for the sibling. Ensure all required documentation and information are provided.
- The Director will review your application and confirm the availability of a spot for the sibling. We will communicate the status of your application within two weeks of submission.

Additional Information

- Placement is subject to the age group and specific class availability.
- If immediate placement is not available, the sibling will be placed on a priority waitlist. We will notify you as soon as a spot becomes available.
- We encourage ongoing communication with our staff regarding your child's progress and any changes in your plans or needs. We are here to support your family and make the enrollment process as smooth as possible.

Program Selection

- Little Red School House offers a 1- day, 2-day, 3- day, 4- day, or 5- day per week programs. Enrollments can and will only be enrolled if a spot is available. The facility reserves the right to choose the days based on availability. For example: Child A enrolls for the 3 day per week program and attends Monday, Tuesday, and Wednesday. This allows available on Thursday and Friday open for two 1-day enrollments or one 2-day enrollment. Child B is enrolling for 1 day a week and will be given the choice of attending Thursday or Friday, as those are the 2 days that are available. Child B chooses Friday, leaving Thursday open for a 1-day enrollment. Child C is enrolling for a 1-day enrollment, therefore would be required to select Thursday for their contracted enrollment selection. If Child C confirms the Thursday program selection, they will be contracted for Thursday each week, however if the Thursday program selection is denied, the child will remain on the waiting list until another day becomes available. The goal of accepting 1 day, 2-day, 3 day, or 4-day enrollments is to create one full-time spot, having every spot filled in all classrooms daily. This will also create job stability for our staff.
- Parents enrolling for 3 days a week, however the 3 days will change each week and are not consistent, are required to pay the weekly rate, as we will not be able to fill the other 2 days with a 1-day or 2-day enrollment, because different days will be needed each week.
- The Preschool Only Program *is offered Monday through Friday from 8:45am to 12:00pm. There is a 3-day minimum for the Preschool Only Program. The preschool program runs with the Penn Cambria School District, therefore for whatever reason Penn Cambria does not have school, there will not be preschool. During Christmas break there is no preschool program, and payment for the Preschool Only Program IS NOT due during this time*.

Requesting a Change of Enrolled Days

- 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 availability. A parent needing to change days of enrollment or increase days attending each week must make a request to the director with a brightwheel message. This is contingent on availability.

Classroom Playdate and Facility Visitation

Little Red School House allows a one-hour scheduled playdate onsite, one month prior to the child's start date. This must be confirmed and scheduled with the director. The parent is responsible for scheduling the playdate so that the director can confirm the proper day and time.

Open Door Policy

Parents are permitted free access, without prior notice, throughout the facility whenever their child is in care. Little Red School House requests that parents respect the designated times for rest time, as if one child wakes up usually, they all do. If you need to pick up during rest time, please call ahead so we can have your child ready, so we do not disrupt those who are sleeping.

Items To Bring on Your Childs First Day

Your child must have the following items on their first day at the facility: Please note all enrolled children will be given a red Little Red School House, Inc bag. The bag should be brought each day and will be sent home each day.

- Extra set of clothes brought in a labeled Ziplock bag
- Food for the day: Breakfast, Lunch, snacks brought in a labeled Ziplock bag—Please no lunch boxes due to limited storage space. One bag for all items.
- Formula/Breast milk if applicable. Please be sure to label all items.
- Labeled Baby Bottle(s) that can stay at the facility
- Beginning January 2027, children ages 1 year and older are required to have an age-appropriate, washable toddler or preschool fabric nap mat with a padded sleeping surface and attached blanket. An attached pillow may be included when age-appropriate but is not required.
- Children under 12 months sleep in approved cribs following applicable infant safe-sleep requirements.
- Children who do not sleep will be provided with quiet, developmentally appropriate activities during the designated rest period.
- A small soft toy if desired for nap time
- Proper outdoor wear
- Diaper and wipes if required
- Pacifier, if needed
- Water bottle-preferably one with no straw or hard to clean pieces. Example 1, Example 2
- Updating Forms for Your Child's File

Payment Policies

- Cash, Check and online payments are accepted.
- Cash payments must be placed in an envelope with the child's name and what week you are paying for before being placed in the payment box. If you drop your child off at the front door, and don't access the locked payment box at the rear entrance, please hand your labeled envelope to a teacher, or put it in your child's Ziplock food bag. Please do not place it in your child's bag, as it may be overseen.
- Payments made by check can be placed directly in the locked payment box. If you drop your child off at the front door, and don't access the locked payment box at the rear entrance, please hand your check to a teacher, or put it in your child's Ziplock food bag. Please do not place it in your child's bag, as it may be overseen.
- Brightwheel: Online payments are accepted through brightwheel. This will streamline all communications, including billing, into one place. The brightwheel billing system will offer a variety of wonderful services that provide parents with an easy way to see what they are being charged and make a payment. With this billing system, you will be able to:
    - Receive itemized statements from Little Red School House through brightwheel. On brightwheel parents/guardians can view the previous balance, new charges, current balance, and the statement due date (like a phone, cable, or utility bill)
    - Enter and update the preferred payment method. This can be a bank account or a Credit/Debit card.
    - As with all payment's processors, there are fees, and they depend on your payment method:
    - For Credit/Debit card, 2.95% per transaction.
    - For ACH (bank to bank transfers), 0.06% with a minimum fee of $0.25 and maximum of $2.
    - Automatically submit payments on the due date through autopay without touching a button (this is optional but recommended to avoid late payment fees)
    - Make payments directly through the app at any time
    - Access and print payment history for tax and reimbursement purposes
    - Custom payment settings that include:
        - Multiple forms of online payment methods (a default payment must be selected)
        - Auto-pay enrollment so the balance due can automatically be paid on the due date
        - Direct access to brightwheel Support at help@mybrightwheel.com and Parent Help Center Articles
        - Access to a report for tax purposes at the end of the year. You can learn more about how to export your tax report.

Annual Registration Fee

- Annual registration fee: $85 individual / $115 family, due upon invoicing through Brightwheel. New-enrollment prorating: January–March $85/$115; April–June $65/$85; July–September $45/$60; October–December $25/$35 (individual/family). Continuing families pay the full annual fee each January.

Rate for Added Date

Additional days or schedule switches require advance Director approval and availability. An approved switch of an existing contracted day is not an additional day; an extra day is billed at the published daily rate. Permanent schedule changes require an updated signed Tuition Agreement.

Weekly Tuition Fee

Private-pay contracted tuition is due Friday in advance of the next service week. Tuition reserves the contracted place and is owed regardless of attendance, except for expressly stated program exceptions. Electronic payments that are later returned or rejected do not satisfy the obligation. ELRC family copayments are handled under the separate ELRC policy.

Changes to published tuition rates will be communicated in writing in advance, consistent with the signed Tuition Agreement and applicable requirements.

Daily rates apply to eligible part-time enrollment. School-Age Reserved Enrollment is $139/week during the school year and includes a guaranteed summer enrollment spot. School-Age Summer Care is $166/week. Before/After School Only is $11 per contracted hour, up to four hours per day; additional care and summer enrollment are not guaranteed under that plan.

2027 tuition rates — see the tuition schedule below. The child's actual contracted weekly amount is recorded on the signed Tuition Agreement.

Program	Weekly tuition	Part-time / notes
Infant	$202	$47 per day
Young Toddler	$198	$47 per day
Older Toddler	$192	$45 per day
Preschool	$182	$45 per day
Preschool Only — 3 mornings	$97	Weekly
Preschool Only — 5 mornings	$157	Weekly
School Age — School Year Reserved	$139	Reserved summer spot
School Age — Summer	$166	Weekly summer tuition
Before/After School Only	$11 per contracted hour	Up to 4 hours/day

Field Trip Fee

Field trips provide valuable learning experiences for children and enhance their educational and social development. While we strive to fundraise for field trip expenses, parents may be required to pay out of pocket in certain circumstances. Little Red School House, Inc. will make every effort to organize fundraising activities to cover the costs of field trips. Participation in fundraising activities is encouraged but not mandatory. Families who can contribute to fundraising efforts are appreciated for their support in providing enriching experiences for all children in the program. If fundraising efforts do not cover the full cost of a field trip or if a child's family does not participate in the fundraiser, parents may be required to pay out of pocket to cover the remaining expenses. The cost of the field trip will be communicated to all families in advance, along with the deadline for payment. Payment can be made in cash or check. Families facing financial hardship or unable to afford the field trip cost may request financial assistance by contacting the director. Financial assistance will be provided on a case-by-case basis, taking into consideration the family's circumstances and the availability of scholarship funds or fee waivers. This Field Trip Policy is designed to ensure that all children in our program can participate in enriching and educational field trip experiences. We appreciate the support and cooperation of parents in fundraising efforts and contributions to make these experiences possible.

Late Payment Fee

Private-pay tuition is due Friday in advance. A $35 late fee may be assessed once per overdue weekly invoice, as disclosed in the signed Tuition Agreement. A family will be notified through Brightwheel of a missed or failed payment. Care may be suspended for unresolved private-pay balances only in accordance with the signed agreement and applicable law. ELRC copayments follow the separate subsidy procedure and are not automatically subject to this fee or Monday suspension.

Returned Payments

A $35 fee for a returned or failed payment may apply when expressly agreed in the Tuition Agreement and permitted by law. Families will be notified through Brightwheel and asked to provide an approved replacement payment within one business day. The center will not automatically stack duplicative bank or processing charges. ELRC copayments are excluded from private-pay late-fee enforcement.

Evaluation Of Tuition Rates

Families will receive written notice of tuition rate changes in advance, normally 30–60 days when practicable. Changes requiring an updated Tuition Agreement will be documented and signed.

Absence Policy

The purpose of this policy is to establish guidelines and procedures for managing absences of children enrolled at Little Red School House, Inc. This policy aims to ensure clear communication, consistency, and accountability regarding absences to maintain the safety and well-being of all children in our care. Parents/guardians are required to notify the childcare facility in advance if their child will be absent for any reason. Notification should be provided as soon as possible, preferably before the scheduled start time of the childcare session. Absence notifications will be communicated through Brightwheel. Parents/guardians are requested to provide a brief explanation for the absence when notifying the childcare facility to assist with record-keeping and planning. Families who receive funding through the Early Learning Resource Center, or ELRC, have absence limits. The ELRC has specific guidelines regarding the maximum number of consecutive or cumulative absences permitted for enrolled children. The ELRC communicates these limits to parents/guardians upon eligibility.

Make-Up Days

Little Red School House, Inc does not offer tuition refunds or guaranteed make up days. The facility tries to accommodate make up days, when possible, but make up days are not guaranteed. Depending on availability and scheduling, parents/guardians may inquire about the possibility of arranging make-up days for any missed childcare sessions. Make-up days, if permitted, must be scheduled in advance and are subject to the discretion of Little Red School House, Inc. based on availability and staffing considerations.

Absence Fees and Payments

Childcare fees are typically charged based on enrollment rather than attendance. Therefore, regular fees apply even for days when the child is absent, unless otherwise specified in the enrollment agreement. Parents/guardians are responsible for fulfilling their financial obligations for the agreed-upon childcare services, regardless of absences, unless alternative arrangements have been made with the director.

Emergency Absences

In the case of an emergency absence, such as sudden illness or family crisis, parents/guardians are encouraged to communicate with the childcare facility as soon as possible to ensure the well-being and safety of their child. The childcare facility will make every effort to accommodate emergency absences and provide support to the family during such situations.

Vacation Policy

The purpose of this policy is to outline the guidelines and procedures for managing vacation absences of children enrolled in Little Red School House, Inc. This policy aims to provide clarity and consistency regarding vacation absences while maintaining the operational and financial integrity of the childcare program. Parents/guardians are required to notify the childcare facility in advance of any planned vacation absences for their child. Notification should be provided at least 1 week before the scheduled absence. Absence notifications for vacations can be communicated through Brightwheel. Childcare tuition fees are based on enrollment rather than attendance. Therefore, regular tuition fees are still due for the duration of the planned vacation absence. The childcare facility does not offer discounts or pro-rated tuition for vacation absences, as staffing, operational, and facility costs are incurred regardless of the child's attendance.

Families who choose to remove their child from the facility for more than three weeks must pay 60% of the child's tuition to reserve their current spot.

Late Pick-up Fee Policy

The purpose of this policy is to establish guidelines and procedures for managing late pick-up of children enrolled in Little Red School House, Inc. This policy aims to promote punctuality, ensure the safety and well-being of children, and address the impact of late pick-ups on staff and operational efficiency. A late pick-up is defined as any instance where a child is not picked up by the designated pick-up time established on the Emergency Contact/Parental Consent form. Little Red School House understands that unforeseen circumstances may occasionally cause delays, but consistent late pick-ups can have a negative impact on staff, children, and the overall operation of the facility.

- Pick-up Time: The designated pick-up time for children at Little Red School House, Inc. is determined by the parent upon enrollment, and for the duration of enrollment. The Emergency Contact/Parental Consent form requires drop off and pick up times to be established. Parents/guardians are expected to arrive promptly to pick up their child at their scheduled times. Any changes to the pick-up time must be communicated, through Brightwheel, or a phone call to the facility, in advance to avoid misunderstandings or disruptions.
- Late Pick-up Fee: Parents/guardians are expected to pick up their child by the scheduled pick-up time documented on the Emergency Contact/Parental Consent Form. A late pick-up fee of $3 per minute will be assessed when a child is picked up after their scheduled pick-up time.

  Discretionary Emergency Grace Period: Little Red School House understands that genuine emergencies and unforeseen circumstances may occasionally delay a parent or guardian. At the Director's discretion, a grace

period of up to 15 minutes may be granted for an occasional, unforeseen emergency when the parent promptly notifies the center. This grace period is not automatic or guaranteed and does not apply to habitual late pick-ups. When a grace period is granted, no late fee will be charged for the minutes covered by that grace period.

Pick-Ups at or After 6:00 PM: A separate late pick-up fee of $50 for each 15-minute period, or portion thereof, will apply when a child remains in care at or after the center's 6:00 PM closing time. The discretionary grace period does not apply after 6:00 PM. The $3-per-minute fee and the after-closing fee will not both be assessed for the same minutes.

Notification and Repeated Late Pick-Ups: Parents/guardians must notify the center through Brightwheel or by telephone as soon as they anticipate being late. Repeated late pick-ups may result in a meeting with the Director, suspension of services, or termination of enrollment, consistent with the signed Tuition Agreement and applicable requirements.

- Early Drop Off: The designated drop off time for a child is determined by the parent upon enrollment, and for the duration of enrollment. Parents/guardians are expected to drop off their child at their scheduled time to ensure staffing ratios are maintained. Any changes to a child's drop off time must be communicated, through Brightwheel, or verbally to a lead teacher, in advance to avoid misunderstandings or disruptions.

Holidays Policy

The purpose of this policy is to establish guidelines and procedures for managing childcare closures on holidays while maintaining the continuity of services and financial obligations for families enrolled in Little Red School House, Inc. This policy aims to provide clarity and consistency regarding tuition payments during scheduled closures. Little Red School House reserves the right to change or amend these guidelines.

Holiday Closures

Little Red School House will be closed for the following holidays

- New Year's Day
- President's Day
- Good Friday OR Easter Monday
- Memorial Day
- July 4th
- Labor Day
- Thanksgiving
- Black Friday
- Christmas Day
- Day after Christmas.
- Scheduled 3:00 PM early closures apply only to Christmas Eve and New Year's Eve when the center is otherwise open. If either day is already an observed full-day holiday, no separate early closure applies. Early closings and delayed openings do not count toward the annual 15 full-day closure allowance.

Make-Up Days

Little Red School House, Inc may offer the option of scheduling make-up days for missed sessions due to holiday closures, subject to availability and scheduling constraints, but it is not guaranteed. Make-up days, if available, must be scheduled in advance and are at the discretion of the childcare facility based on operational considerations

Weather Policy

The purpose of this policy is to establish guidelines and procedures for managing childcare services during inclement weather conditions at Little Red School House, Inc. This policy aims to prioritize the safety and well-being of children, families, and staff while maintaining operational efficiency and communication in response to weather-related challenges.

Weather Monitoring

The facility will monitor weather conditions, such as severe storms, snowstorms, extreme heat, or other hazardous weather events that may impact the safety of children and staff. Decisions regarding operational changes or closures due to weather will be made based on the guidance of local authorities, weather advisories, and the safety considerations of the childcare facility. Parents/guardians will be notified of any weather-related changes to the childcare facility's schedule through designated communication channels, such as emails, text messages, phone calls, or social media updates. It is essential for parents/guardians to ensure that their contact information is up to date to receive timely notifications regarding weather-related updates. Please use extreme caution when entering and exiting the building, as although the parking lot and walkaways are maintained to the best of our ability, there are times that the parking lot and walkways may be icy. If you are not comfortable using the parking lot, please use the front entrance instead. Little Red School House will not be responsible for slips and falls.

Delayed Opening or Early Closure

In the event of severe weather conditions, the facility may implement a delayed opening or early closure to ensure the safety of children, families, and staff. Parents/guardians will be informed of the revised operating hours and pick-up procedures in advance to accommodate any changes due to weather conditions.

The childcare facility will have emergency preparedness plans in place to address weather-related emergencies, such as power outages, evacuation procedures, or sheltering protocols. Staff members will receive training on emergency procedures and will be prepared to respond effectively to weather-related incidents to ensure the safety of children in their care.

Weather-Related Closures Tuition and Fees

In the event of weather-related closures or schedule changes, regular tuition fees are still due for the affected days, as operational costs and staff commitments are maintained during such circumstances. The facility does not offer discounts or pro-rated fees for weather-related closures, as the safety and well-being of children remain the top priority.

Withdrawal and Discharge Policy

Withdrawing From the Center

The purpose of this policy is to establish guidelines and procedures for withdrawing or discharging a child from enrollment at Little Red School House, Inc. This policy aims to ensure a smooth transition for families and the facility, maintain operational efficiency, and provide clear expectations regarding the notice period for withdrawal or discharge.

Parent-initiated withdrawal requires at least 14 calendar days' written notice through Brightwheel. Regular contracted tuition remains due during that notice period, regardless of attendance. A reduction in contracted days also requires 14 calendar days' written notice, Director approval, and a new signed Tuition Agreement.

Transfer of Records

Parents and legal guardians may request access to their child's records through the Director. Electronic copies available for lawful release are provided without charge. A $10 printed-copy fee may apply only where permitted by law and may not restrict legally required access. Records are retained for at least the period required by Pennsylvania law and may be retained longer.

Discharge Policy

Little Red School House, Inc reserves the right to discharge a child from enrollment due to non-compliance with policies, disruptive behavior, safety concerns, or other valid reasons. This includes any child who after numerous attempts from staff to remedy the behavior, does not progress in their behavior and whose behavior is negatively impacting other children's experience. This also includes any child whose needs cannot be met by the Facility's philosophies and resources. Many attempts will be made to help the child thrive in our environment. This includes observational notes, therapy referrals, and tactics to be used at home and onsite in the classroom. In the event of a discharge, Little Red School House, Inc. will provide written notification to the parent/guardian outlining the reasons for the discharge and the effective date of the child's removal from the program.

The following measures will occur before the dismissal of a student from the Facility:

- The teacher will document the student's behavior by providing detailed notes of the incident, including dates and insights into why the incident occurred. This will be documented on your child's daily activity log, and/or in a message through Brightwheel.
- The director, parents/guardians, and teachers will meet to discuss any behavior concerns.
- A behavior plan for the child will be created and agreed on by all parties, including staff, parents/guardians, and administration. Behavior therapists and consultants may be used to support the staff when working with the child.
- Staff and parents/guardians will have frequent communication to evaluate the success of the behavior plan.
- Once these efforts have been made and resources have been exhausted, parents/guardians and the director will meet to determine the next course of action. The facility and its staff reserve the right to determine any disputed factual matters regarding termination of enrollment.

Expulsion/Suspension

We want you to know that we will do everything possible to work with the family of the child(ren) to prevent this policy from being enforced.

Parental and Child Actions leading to Expulsion/Suspension

- The child is at risk of causing serious injury to other children or him/herself.
- Parent threatens physical or intimidating actions towards staff members.
- Parents exhibit verbal abuse to staff in front of enrolled children.
- Failure to pay/habitual lateness in payments.
- Failure to complete required forms including the child's immunization records.
- Habitual tardiness when picking up your child. Verbal abuse to staff.
- Failure of child to adjust after a reasonable amount of time.
- Uncontrollable tantrums/angry outbursts.
- Ongoing physical or verbal abuse to staff or other children.

Our job as early childhood educators is to ensure that each child enjoys and learns each day. The tools we use in supporting positive behavior management include praise, respect, positive redirection, active listening, and fair consequences. Appropriate limit setting, positive reinforcement, and consistency go a long way in helping give children a solid foundation in learning to manage their behavior. We encourage children to solve issues themselves, but our teachers are always willing and ready to assist and solve problems if necessary.

If all the listed strategies above have been implemented and he/she is still struggling with a behavior issue the following steps will be taken before a child is suspended or expelled.

- All children receive an initial screening within 45 days of enrollment. Screenings can be repeated if teachers felt it would provide valuable input.
- Track challenging behavior- ongoing assessment of what caused the behavior, who is involved in the situation, what the consequences for the behavior was, and what the outcome was for the child. This would also be data collection for the parent meeting if needed. Parents are informed & involved throughout this process.
- Staff training and development as needed to address children's needs
- Adjust schedule and/or environment if needed
- Set up a conference with parents to discuss further options and develop a plan of action around behavior management goals.
- Discuss resource options: Behavior specialist, Early intervention - 1800-692-7288, or other local services depending on the needs of the child. Additional resources will be requested from OCDEL.
- For ordinary parent-initiated withdrawal or reduction in contracted days, the notice period is 14 calendar days. Center-initiated discharge follows the center's safety, inclusion, nonpayment, and applicable legal procedures; no automatic 30-day notice is promised.

Tuition and Fees

Tuition remains due during the applicable 14-calendar-day parent withdrawal notice period. During center-initiated suspension, payment obligations depend on the signed agreement, whether the space remains reserved, the reason for suspension, and applicable law or ELRC requirements; no indefinite post-termination tuition is imposed.

Return of Property

Parents/guardians are responsible for returning any borrowed items, such as supplies, or equipment, to the childcare facility upon the child's withdrawal or discharge, as well as collecting the child's belongings from the facility. Failure to return borrowed items may result in additional charges or fees assessed to the parent/guardian's account. Belongings left at the facility will be donated after 30 days of withdrawal or discharge.

Arrival And Departure

Drop-Off Policy

The purpose of this policy is to establish guidelines and procedures for drop-off times at Little Red School House, Inc between the hours of 6:00 am to 10:30 am. This policy aims to ensure a smooth and efficient drop-off process for children and families, maintain safety and security protocols, and support the daily operations of the childcare facility.

Drop-Off Hours

Drop-off hours are between 6:00 am to 10:30 am, Monday through Friday. Parents/guardians are encouraged to adhere to the designated drop-off time, listed on the Emergency Contact/Parental Consent form, to facilitate a structured and consistent routine for children and staff.

Arrival Procedures

Upon arrival at the facility during the designated drop-off hours, parents/guardians are required to sign their child in through the Brightwheel app and provide any necessary information to staff. Children are required to be accompanied by a parent/guardian or authorized adult during drop-off, and teachers will assist with the transition into the facility.

Late Drop-Offs

Parents/guardians who anticipate arriving after the designated drop-off hours are encouraged to notify the childcare facility in advance to make appropriate arrangements. Late drop-offs disrupt the daily schedule and routines of the program, so punctuality is appreciated to ensure a smooth start to the day for all children and staff.

Departure Procedure

Pick-Up Policy

The purpose of this policy is to establish guidelines and procedures for pick-up times at Little Red School House, Inc. allowing for flexibility in early pick-ups while ensuring the rest and well-being of children during designated rest times. This policy aims to accommodate parents' schedules while maintaining a peaceful and restful environment for children in care.

Pick-Up Hours

Parents/guardians are encouraged to adhere to the designated pick-up times established during enrollment at Little Red School House, Inc. Flexible pick-up arrangements may be accommodated outside of the designated pick-up time with prior notification to the childcare facility. Parents/guardians who need to pick up their child before the designated pick-up time are required to notify the facility before arrival. Early pick-ups should be arranged with consideration for the child's activities, routines, and well-being to ensure a smooth transition and minimal disruption.

Rest Time

Rest time for children is scheduled between 12:00 pm to 2:30 pm to allow for a period of rest and relaxation without distractions. Parents/guardians are kindly requested not to pick up children during the designated rest time to support a peaceful and uninterrupted rest period for all children in care. Parents/guardians who anticipate arriving after the designated pick-up time are encouraged to notify the childcare facility in advance to make appropriate arrangements. Late pick-ups may disrupt the daily schedule and routines of the childcare program, so punctuality is appreciated to ensure a smooth end to the day for all children and staff. Parents/guardians are required to sign out their child each day

We appreciate the cooperation and understanding of parents/guardians in adhering to this policy to support a positive and peaceful environment for all children in our care. Should you have any further questions or require additional information regarding our pick-up policy please do not hesitate to contact the Director. Thank you for entrusting us with the care and education of your child, and we are committed to accommodating your needs while prioritizing the well-being and rest of all children at our childcare facility.

Pick-Up Authorization

Pick-Up Authorization Policy

Little Red School House is committed to ensuring that every child is released only to a parent, legal guardian, or properly authorized individual.

Authorized Pick-Up Persons

Parents and guardians are responsible for maintaining an accurate list of authorized pick-up persons on their child's Emergency Contact/Parental Consent Form and in Brightwheel.

- Authorized individuals must be at least 18 years old, in accordance with Little Red School House policy.
- Individuals unfamiliar to staff must present a valid photo ID before a child will be released.
- Parents must notify the center through Brightwheel when someone other than the child's usual pick-up person will be arriving.
- Individuals who are not authorized to pick up a child will not be permitted to do so unless appropriate authorization is received and verified.

Temporary Pick-Up Changes

When a parent needs someone who is not currently listed as an authorized pick-up person to collect their child, the parent must send a Brightwheel message to the Director identifying the individual's full name and confirming permission for that person to pick up the child.

The individual must present a valid photo ID upon arrival. Staff will verify the authorization before releasing the child.

Emergency Verbal Authorization

Little Red School House understands that emergencies may occur when a parent cannot access Brightwheel or provide written authorization.

In these circumstances, emergency verbal authorization may be accepted when permitted under Pennsylvania DHS regulations.

Staff will verify the parent's identity and the identity of the individual picking up the child. The authorization and required details will be documented in the child's record before release.

Emergency verbal authorization is intended for exceptional circumstances and does not replace the center's routine written authorization procedure.

Custody and Parental Rights

Unless a valid court order on file restricts a parent's right to pick up their child, Little Red School House cannot deny release solely because the other parent requests it.

Staff will verify the individual's identity and parental status before releasing the child.

Parents are responsible for providing the Director with current court orders or custody documents that legally restrict access to their child.

When custody disagreements arise, families are encouraged to resolve them before pick-up whenever possible. Little Red School House will not mediate custody disputes. Law enforcement may be contacted if a situation creates an immediate safety concern.

Child Safety

Little Red School House reserves the right to delay release briefly when necessary to verify an individual's identity, authorization, or applicable court restrictions.

If an individual appears unable to transport a child safely, staff will contact the Director and follow the center's child safety and emergency procedures.

Transportation and Transfer of Care Policy & Procedure

Little Red School House, Inc. (LRSH) follows strict procedures to ensure every child is safely supervised during all transitions in and out of our care. A “transfer of care” occurs when responsibility for a child moves from a parent or school district to LRSH staff, or from LRSH to another approved provider. These procedures are designed to meet DHS regulations and protect the safety of all children at all times.

Children may only be transferred into or out of LRSH supervision in specific approved situations: boarding or exiting the school bus, participating in the Tumblebus program, or attending scheduled therapy or TSS sessions as outlined in a child's active IEP. LRSH staff document all transfers in Brightwheel and ensure that each child moves safely from one responsible adult to another. Parents/guardians are responsible for their child before the child is signed into care, while present in the building, and after signing the child out for the day. Children may not be left unsupervised at any time during drop-off, pick-up, or transitions.

For school bus transitions, LRSH staff meet the bus daily to ensure children arrive and depart safely. In the morning, children remain under the school district's supervision until they step off the bus and are met by LRSH staff. In the afternoon, staff verify that all scheduled children exit the bus. If a child expected to arrive does not get off the bus, LRSH will contact the parent immediately and follow up with the bus company as needed.

For Tumblebus participation, parents must complete the required Tumblebus consent form. Tumblebus staff assume responsibility upon exiting the building at the threshold of the door. LRSH Staff assume responsibility upon entering the threshold of the door. Children are never permitted to walk to or from the Tumblebus without an LRSH escort.

For children receiving on-site therapy services such as Occupational Therapy, Physical Therapy, Speech Therapy, or Behavioral Support, parents must provide LRSH with a copy of the child's active IEP. Therapists sign in upon arrival, and LRSH staff escort children to and from their scheduled sessions. Therapists return children directly to LRSH staff once the session is complete.

Children who work with a Therapeutic Support Staff (TSS) must also have an IEP on file. The TSS signs in daily and returns the child to LRSH staff when the session ends. TSS providers work alongside LRSH staff but do not replace required childcare supervision.

If any scheduled provider—including a bus, therapist, TSS, or Tumblebus—does not arrive, cancels, or is more than ten minutes late, LRSH will keep the child in their classroom and notify the parent promptly.

Parents are responsible for keeping LRSH informed of changes to bus schedules, therapy appointments, and TSS sessions. Updated consent forms and accurate information ensure that transfers of care are handled smoothly and safely. LRSH is committed to maintaining a safe, supervised environment for every child during all transitions throughout the day.

General Employee Information

Little Red School House, Inc always provides enough staff for the capacity of each classroom. This means that the student-to-teacher ratios are always followed.

What Makes Our Staff Special

Our staff can demonstrate the skill and competence necessary to contribute to each child's physical, intellectual, personal, emotional, and social development. Factors that contribute to the attainment of this standard include Emotional maturity when working with children, 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, religious backgrounds, and individual needs and capabilities, Use of positive discipline and guidance techniques, The ability to provide an environment where children can feel comfortable, relaxed, happy, and are able to be involved in playtime, recreation, and other activities, Overall passion and drive

General Employee Classifications

Employees of Little Red School House are expected to demonstrate excellence and quality of service and care. They will do this by following the policy and procedures discussed in our employee handbook. The employee handbook is just a broad tool for conduct. They are oriented on more specific policies and procedures through on-going professional development to help guide decision-making and best practices. All decision making regarding the children and their actions are guided by the regulations set forth by the Department of Human Services (DHS), formally known as the Department of Public Welfare (DPW), as well as standards that are outlined by the PA KEYS, and in the Caring for Our Children 5th edition. All staff at The Little Red School House possess all clearances required by law to be employed in childcare. All staff are CPR and First Aid certified. All staff are required to meet 12 training hours each year. Individuals who apply for employment at The Little Red School House are screened prior to employment.

Little Red School House, Inc has the following employees on staff to ensure proper supervision and a safe learning environment for children.

- Owner/Director: The owner oversees all program elements. The owner handles all business concerning the city and state. The owner manages the business finances and the business. The director is 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. The 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 overall classroom management, assist in planning and implementing activities to meet the physical, emotional, intellectual, and social needs of students, assist in teaching social-emotional management and independence, assist in the creation and planning of activities, class projects, field trips, and other program activities, stay on task and following the daily schedule, and help to communicate with parents.
- Floater and Substitutes: The floater/substitute position supports all teachers in the classroom. This person is required to have all the same qualifications as an assistant teacher and have the correct paperwork on file.
- Non-Instructional staff: Non-Instructional staff will receive information and professional development on topics of relevance which might include developmentally appropriate practices, diversity, age-appropriate standards, and appropriate child-adult interactions.

Nutrition Policy

The purpose of this policy is to outline the guidelines and procedures for mealtimes at Little Red School House, Inc. emphasizing the importance of parental responsibility in providing meals for their child while in care. This policy aims to ensure the well-being and nutrition of children, maintain cleanliness and efficiency in meal service, and establish clear expectations for mealtime routines.

- **Meal Provision**: Parents are responsible for providing breakfast, lunch, and snacks for their child while in care. All packed items must be placed in a gallon zip lock bag labeled with the child's name for identification purposes. Lunch boxes are not permitted; only gallon zip lock bags will be accepted. The zip lock bag will be sent home each day to be reused for the next day's meals.
- **Meal Schedule**: Breakfast is served from 6:30 am until 8:30 am. Parents dropping off their child after 8:30 am are encouraged to ensure breakfast is served at home to maintain the daily routine. Lunch is served at 11 am in the infant and toddler classrooms and at 12 pm in the preschool classroom. Snacks may be offered in the morning and in the afternoon after rest time, depending on the child's schedule.
- **Milk Provision**: Little Red School House provides 2% or whole milk for children during mealtimes. Parents are not required to provide milk for their child, as it will be provided by the facility.
- **Water**: Drinking water is always freely available to all children at Little Red School House. Parents/guardians should supply the facility with an approved water bottle. We request that water bottles do not require the use of a straw and any hard to clean pieces. Water bottles will be washed daily.
- **Children With Special Diets**: If a child has an allergy or dietary restrictions, please be sure to include that information on all childcare forms submitted for enrollment, and verbally discuss with the director. This information will be kept in the child's file and posted in all classrooms for all staff to be aware of. Depending on the method used in allergy emergency situations, parents are required to complete a Special Care Plan.

Breastfeeding

- Little Red School House is committed to providing a breastfeeding friendly environment for our enrolled children and staff. A refrigerator will be made available for storage of expressed breast milk. Mothers should provide their own containers, clearly labeled with name and date. Sensitivity will be shown to breastfeeding mothers and their babies. The center is committed to providing ongoing support to breastfeeding mothers, including providing an opportunity to breastfeed their baby in the morning and evening, and holding off giving a bottle, if possible, when mom is due to arrive. Babies will be held closely when feeding. Staff will be trained in handling breast milk. All teachers will be trained in the proper storage and handling of breast milk, as well as ways to support breastfeeding mothers. The center will follow human milk storage guidelines from the American Academy of Pediatrics and Centers for Disease Control and Prevention to avoid waste and prevent food borne illness. We like to keep one bottle at the facility, which will be labeled, to use while the child is in our care. The bottle will be washed after each use.

Formula

- Parents can send formula in however they choose. However, to prevent waste, teachers will only mix what the child is currently eating. We understand the cost of formula, therefore, will only make what the child will drink. Parents can supply their own water, or we offer roaring spring bottled water to mix bottles. We like to keep one bottle at the facility, which will be labeled, to use while the child is in our care. The bottle will be washed after each use.

REST PERIOD

- A rest period is part of the daily schedule for infants, toddlers, and preschool aged children (time differs for preschool aged children: see schedule). All children are encouraged to rest; however, we cannot force them to sleep. We will rock them and rub their backs to help them settle to sleep. Some preschool children do not sleep, in which case we do request that they stay on their cots and remain quiet. Children who do not rest will be offered a quiet bag during rest time after the others fall asleep.
- For infants (age 0-12 months) we follow the ABC's of infant safe sleep: **A**lone on their **B**ack in a **C**rib. We care about the safety of your child, and it is best practice for your baby to sleep on his or her back. If you would like to send in a sleep sac, we are permitted to use a sleep sac in place of a blanket for infants, however parents will need to provide the sleep sac. Infants will NOT be covered up with a blanket.

Facility Celebrations/Birthday Celebration Policy

Little Red School House loves to celebrate with your little one during special occasions! The purpose of this policy is to establish guidelines and procedures for birthday & facility celebrations, emphasizing the importance of safety, inclusivity, and transparency in providing treats for children. This policy aims to create a positive and enjoyable birthday experience for all children while maintaining awareness of dietary restrictions and allergies.

Treat Guidelines

Parents are welcome to send in treats to celebrate their child's birthday at Little Red School House, Inc. All treats must be store-bought with a visible ingredients list to ensure transparency and safety for all children. Homemade treats will not be accepted due to potential allergens and unknown ingredients.

Allergies and Restrictions

If a child has allergies or dietary restrictions, parents are encouraged to send in alternative treats that meet their child's needs for celebrations. These alternative treats will be kept on hand by the facility to ensure that the child can participate in birthday celebrations without risk of exposure to allergens.

Celebration Procedures

Birthday celebrations will be scheduled at a designated time to minimize disruptions to the daily routine. Treats provided by parents will be distributed to children during the celebration, with portions monitored by staff to ensure fairness and inclusivity. Non-food alternatives, such as stickers or small toys, may be provided as an option for children with dietary restrictions or allergies.

General Facility Policies

State Regulations and Licensing

All Little Red School House employees must be knowledgeable of the state's childcare licensing rules and regulations. A copy of the regulations is always kept in each classroom. The Little Red School House's policies uphold the state mandated requirements as set by The Department of Human Services. All the policies are set forth to ensure the best possible care and protection for your child and the other children in the facility. Our goal is to assist you in caring for, nurturing, and providing the best possible beginning for your child. If you feel that Little Red School House, Inc is not compliant with any of the regulations, you have the right to contact the Department of Human Services to file a complaint at 800-222-2149. DHS regulations are available onsite upon request or can be accessed online at the Department's website.

Keystone Stars

Little Red School House is a proud participant of the Keystone Star program. We strive for continuous quality improvement and believe in early learning! Little Red School House is currently a Star 4 facility. Learn more about Keystone Stars.

Smoking Policy

Marijuana, cigarettes, and other smokeless tobacco products are not allowed at Little Red School House. Parents/guardians who smoke are strongly encouraged not to do so before picking up their child from the facility, as smoke stays on clothing and hair for some time. All parents and guardians must wash their hands after smoking before arriving at the facility.

The purpose of this policy is to ensure a healthy and smoke-free environment for all children, staff, parents, and visitors associated with Little Red School House, Inc. This policy outlines the regulations and expectations regarding smoking on the premises. This policy applies to all individuals, including parents, guardians, staff members, volunteers, and visitors.

Smoke-Free Environment: Smoking, including the use of electronic cigarettes (e-cigarettes) and vaping devices, is strictly prohibited on the premises of. This includes all indoor areas, outdoor play areas, parking lots, and any facility-owned vehicles. Smoking is also prohibited at any off-site events or activities that are sponsored or endorsed by Little Red School House, Inc., where children are present.

Arrival and Departure: Parents, guardians, and other authorized individuals are prohibited from smoking on the premises when dropping off or picking up children. Staff members have the right to refuse the release of a child to an individual who is observed smoking on or near the premises. In such cases, an alternate authorized individual listed on the child's emergency contact form will be contacted to pick up the child. Staff members are prohibited from smoking while on the premises. Smoking breaks must be taken off-site and away from the childcare center to ensure a smoke-free environment for children and staff.

Alcohol Policy

The purpose of this policy is to ensure a safe, healthy, and professional environment for all children, staff, and families associated with Little Red School House, Inc. This policy outlines the expectations and regulations regarding the presence and use of alcohol/drugs on the premises of Little Red School House, Inc. This policy applies to all parents, guardians, staff members, volunteers, and visitors.

Prohibition of Alcohol/Drugs: - The possession, consumption, or distribution of alcoholic beverages/drugs is strictly always prohibited on the premises. This includes but is not limited to classrooms, playgrounds, parking lots, and any facility-owned vehicles.

Arrival and Departure: - Parents, guardians, and other authorized individuals are strictly prohibited from entering the premises under the influence of alcohol or drugs when dropping off or picking up children. Staff members have the right and responsibility to refuse the release of a child to an individual who appears to be under the influence of alcohol/drugs. In such cases, an alternate authorized individual listed on the child's emergency contact form will be contacted to pick up the child.

Staff Conduct: Staff members are prohibited from consuming alcohol/drugs during work hours or arriving at work under the influence of alcohol. Violation of this policy by staff members will result in disciplinary action, up to and including termination of employment.

Reporting and Enforcement: Any parent, guardian, staff member, or visitor who observes a violation of this policy is encouraged to report the incident to the director immediately. The director will take appropriate action to address any violations, which may include contacting law enforcement if necessary.

Parents and Guardians: Any parent or guardian found in violation of this policy will be subject to a meeting with the director to discuss the infraction. Repeated violations may result in the termination of childcare services for their child(ren). Visitors who violate this policy will be asked to leave the premises immediately. Repeated violations may result in a ban from the premises. Staff members found in violation of this policy will face disciplinary action, up to and including termination of employment.

Emergency Situations: In cases where a parent or guardian arrives under the influence of alcohol/drugs and insists on taking their child, the staff will immediately contact another authorized individual from the emergency contact list. If the situation escalates or the child’s safety is at risk, law enforcement will be contacted.

Equal Employment

Little Red School House, Inc. 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 Little Red School House, Inc, 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 other characteristics protected by law. If you feel that you have been discriminated against, may file a complaint of discrimination with: Department of Human Services Bureau of Equal Opportunity, PA Human Relations Commissions, US Department of Health and Human Services Office of Civil Rights.

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.

Little Red School House encourages reporting 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, or human resources.

Child Neglect and Abuse

All Little Red School House employees will be screened by the appropriate law enforcement agency using The Pennsylvania Child Abuse History Certification, FBI Criminal History Clearance, PA State Police Criminal History Clearance (PATCH), and name search on the National Crime Information Center's National Sex Offender Registry (NSOR). Visitors and Volunteers are also screened using the above agency clearances.

Little Red School House employees are mandated reporters under Pennsylvania law. Any staff member who has reasonable cause to suspect child abuse must make the required report directly to Pennsylvania ChildLine without delay. Staff must follow applicable reporting and documentation requirements.

Parents and guardians may also report suspected abuse directly to ChildLine at 1-800-932-0313.

A written report will be completed and filed with the director. The director will also inform the DHS certification representative of the report. Internal notification must never delay reporting.

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. Little Red School House is on Facebook and Instagram and uses social media as a form of marketing and advertising. Upon enrolling a child into the center, all parents who are guardians must accept or deny, on the Emergency Contact/Parental Consent form, their child's photograph to be used on social media platforms and other forms of marketing or advertising.

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

Little Red School House has clear guidelines on identifying, using, and storing dangerous products, plants, and objects. This policy aims to protect employees, children, families, and visitors from the risks associated with chemical products, medicines, other dangerous substances, and dangerous equipment used in the facility's outdoor and indoor environments.

Sanitation Practices

The facility is sanitized and disinfected utilizing a solution mixture of Bleach and water. The ratio of bleach to water is determined by the EPA on the Bleach bottle.

Toy Policy

We request that all toys from home be left at home unless your child's teacher has indicated otherwise. An exception to this would be a transitional object or lovey that young children often bring to the facility when they are learning to comfortably separate from a parent. When a very young child is attached to a special blanket or stuffed animal, bringing it to facility often aids in the transition from home. All toys must be washed daily and returned to the facility clean. We offer age-appropriate toys for the children to play with while in our care. We do permit children to bring toys from home on special occasions like "Show and Tell," however toys must be appropriate for our program, and not contain anything with a battery. We do not allow any type of toy gun or toy weapons of any kind. We understand that children have a great imagination, and a lot of superheroes use weapons, however we discourage the use of any type of play violence. If your child comes in with an inappropriate toy, we will ask that you take it with you when you leave, or we will place it in their book bag. Please note that we are not responsible for lost or damaged toys that are brought from home.

Biting

The purpose of this policy is to address the occurrence of biting incidents in childcare, ensure the safety and well-being of all children in our care, and outline the procedures for managing and preventing biting behavior.

- Biting is a behavior that is often unexpected and 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 months and 24 months. Toddlers 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 be shocking to observe. Our primary concern 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 a positive, constructive, and meaningful way 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 it immediately. Teachers will encourage the children to "use their words" if they become angry or frustrated. If a child does not have the words, Teachers will model the words for them. The staff members will always maintain close and constant supervision of the children. Teachers will never encourage a child to bite back or to retaliate in any way shape or form. When a child bites, Teachers will firmly tell the child, “NO! NO BITING!” The teacher will talk with the child, identifying the emotions of the child who was bit.
- 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.
- Little Red School House recognizes that biting is often a normal developmental behavior, particularly among infants and toddlers. A child will not be terminated solely for an isolated biting incident or typical developmental biting. If biting becomes persistent or severe, the Director and teachers will work with the family to identify possible causes, implement appropriate interventions, document incidents, and seek additional professional support when appropriate. When biting presents an ongoing significant safety risk despite reasonable interventions and available resources, the Director may consider temporary suspension or, as a last resort, termination of enrollment. Any decision will consider the individual child's developmental needs, the safety of all children and staff, reasonable accommodation, and applicable legal requirements.
- **Biting Incident Response**: In the event of a biting incident involving a child at Little Red School House, Inc immediate attention and first aid will be given to the affected child to ensure their safety and well-being. The bite is cleaned with soap and water. If the skin is broken, the bite is covered with a bandage. The parents or guardians of both the child who bit and the child who was bitten will be informed of the incident promptly with an incident report in Brightwheel.
- **Behavior Management and Intervention:** Teachers will work closely with parents or guardians to address the underlying causes of biting behavior in the child who bit. Positive behavior management strategies and interventions will be implemented to prevent future biting incidents and promote positive social interactions. The child will be shadowed to help prevent any biting incidents. This includes the teacher always staying close to the child and holding the child’s hand in moments where there is free play, outside time, high-energy activities, or times when the child has chosen to bite in the past.

- **Documentation and Communication:** All biting incidents will be documented in writing, including details of the incident, actions taken, and any follow-up steps. Parents or guardians of the children involved will be provided with an incident report in Brightwheel and will have the opportunity to discuss the incident with staff.
- **Temporary Suspension of Services:** In extreme cases where a child exhibits persistent and severe biting behavior that poses a significant risk to the safety and well-being of other children in the childcare center, a temporary suspension of services may be considered. The decision to temporarily suspend services will be made in consultation with the facility staff, parents or guardians of the child exhibiting biting behavior, and relevant authorities if necessary. Temporary suspension of services in extreme cases of persistent and severe biting behavior allows for: The implementation of intensive behavior intervention strategies tailored to the specific needs of the child. Protection of the safety and well-being of other children in the childcare center. Time for parents or guardians to seek additional support or resources to address the underlying causes of the biting behavior. Following a temporary suspension of services, the re-enrollment of the child who exhibited biting behavior will be subject to a re-evaluation of the child's behavior and readiness to return to the childcare center. A meeting will be scheduled with the parents or guardians, childcare center staff, and any external professionals involved in addressing the biting behavior to discuss a plan for the child's successful reintegration. The child may be required to demonstrate progress in behavior management and show readiness to interact positively with peers before re-enrollment.
- Parents or guardians of the child exhibiting biting behavior will be encouraged to collaborate with the childcare center staff and any external professionals to address the underlying causes of the behavior

Please note, our teachers will do their 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. Check out these helpful resources: Understanding and Responding to Children Who Bite | NAEYC, Toddler Biting: Finding the Right Response | ZERO TO THREE, What to do about BITING BEHAVIOR (youtube.com), Why do toddlers bite? | ZERO TO THREE, Responding to Your Child's Bite - National Center for Pyramid Model Innovations (challengingbehavior.org), Biting: A Fact Sheet for Families.

Caring For Our Children 5th Edition

All decision making regarding the children and all developed policies and to be developed policies are guided by the regulations set forth by DHS, as well as the standards outlined by the PA KEYS, and in the Caring For Our Children 5th Edition. Caring for Our Children, (CFOC) is a collection of national standards that represent the best practices, based on evidence, expertise, and experience, for quality health and safety policies and practices for today's early care and education settings. It is used to help establish policies and procedures regarding illnesses, medication administration and special medical needs. The care plans will be used regarding children with special medical needs as well as medication administration.

Diaper Changing

Proper diapering procedures are posted at each changing table. Changing tables are impervious, non-absorbent surfaces. The tables are sturdy and adult-height. The changing area is never located in food preparation areas and is never used for the temporary placement of food. Hand-washing sinks with liquid soap dispensers are within arm's length of each changing table. A closable, foot-pedal-operated, plastic-lined trash receptacle is used in every diaper changing area for contaminated diapers, pull-ups, wipes, and liners. Parents are responsible for

supplying diapers, wipes, and diaper rash cream. When a child's diaper/wipe supply is running low, a message will be sent in Brightwheel, logged on their daily activity log, and in some cases a note will be stapled around the handle of the child's red bag. Diapers are checked frequently and changed every 2 to 2.5 hours or more often if needed. If a child has a BM, the diaper is changed immediately. Please note all children are checked and/or changed if need be 5-10 minutes prior to pick-up time. Diaper changing areas are cleaned and disinfected after each diaper change. Staff and children are required to wash their hands after each diaper change.

Diaper Changing Procedures

Teachers prepare the diapering area with diapers and disposable wipes. Minimal contact is made with the child's soiled clothes and diaper. Teachers always have one hand on the child during a diaper change. Teachers are trained in and follow proper procedures for cleaning a child's genital area. Used diapers and wipes are disposed in a hands-free garbage can or hands-free diaper genie. If necessary, soiled clothes are placed in a plastic bag to be sent home to parents. A clean diaper is placed on the child. During diaper change, teachers talk with and relate warmly to children. The child is carefully removed from the changing table. The child's hands are washed at a sink with soap and running water, and the changing table is disinfected after each use. The staff member washes his or her hands after each diaper change with soap and water. The Stand-Up Method for diapering is used in some classrooms. These procedures are posted in classrooms where this method is used.

Transitioning A Student to The Next Age Group

Transitioning into childcare and into different rooms can be incredibly challenging for some children and their parents. Teachers will make the transition as smooth as possible. Transition from room to room depends on a variety of factors, which include, developmental readiness of the child, age of the child, and spot availability. All our teachers get to know all the children in all the rooms. Of course, a child will be more comfortable with the staff that they see daily, however all staff faces become familiar over time. When a child is ready to transition to the next room you will be made aware through verbal communication from your child's teacher, as well as through Brightwheel. We use a gradual approach with all transitions. Your child will not just arrive one day and be placed in a new room. We will prepare your child by talking to them about the transition, as well as letting them spend some time in the new room before they will be in the new room full time. We will observe the child in their new environment and work through the anxieties, if any. If the child becomes too overwhelmed, we will place them back in the original environment in which they are most comfortable and try again the next day. We will continue to increase the time spent in the new room more and more each day until the child is ready to be in that new room full time. Parents will be notified of their children's progress with detailed messages through the facility's app. We believe that slow and steady wins this race, and positive energy from both the new and the old teacher will help the student feel comfortable and confident in this exciting new adventure! Most transitions occur at the start of the new facility year, which is in September, but some may occur during the facility year if a space becomes open.

- Transition into childcare: What to expect: New environment, new caregivers, new friends, new routine. Tears from parent and child. (Separation Anxiety) Some kids adjust more quickly than others, but children are resilient and will adjust to their new environment.
- Transition into the Toddler Room: What to expect: new teachers, increased structured and learning time, potty training, increased independence and social skills.

- Transition into the Preschool Room: What to expect: new teachers, increased structure and learning time, increased independence and social skills, increased accountability.
- School Age Transition: What to expect: Kindergarten registration information will be sent home around March for the upcoming school year, increased independence, social skills, and accountability.
- Self-Care Transition: What to expect: Reading Material and Checklists can be requested about self-care transitioning.

Screens And Media

The purpose of this policy is to provide guidelines for the appropriate and responsible use of screen time in Little Red School House, Inc., ensuring that technology is used purposefully to support the educational and developmental needs of children in our care.

Screen time is primarily used for music and movement activities, educational clips that complement the curriculum, and occasional movie viewing on special occasions, before lunch, or at the end of the day. The use of screens is intended to enhance learning, stimulate creativity, and provide educational opportunities for children in a controlled and supervised environment.

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 as a regular daily routine. TV, video, internet, or DVD viewing shall not be allowed during meal or snack times.

All screen time content, including music, videos, and educational clips, will be carefully selected to align with the age-appropriate curriculum and learning objectives of the facility. Educational content is engaging, interactive, and developmentally suitable for the children in our care.

Screen time will be limited to specific time slots during the day, as outlined in the daily schedule. The duration of screen time will be age-appropriate, with consideration given to the individual needs and attention spans of the children.

Screen time activities will be supervised by teachers who will actively engage with the children during the viewing to encourage participation, discussion, and learning. Teachers will monitor children's reactions to screen content and intervene if necessary to ensure a positive and educational experience. Screen time will be used as a supplement to hands-on, interactive learning experiences and outdoor play, rather than as a primary form of entertainment. Teachers will model responsible screen use and emphasize the importance of balanced play and physical activity for overall child development

Movie viewing will be limited to special occasions, before lunch, or at the end of the day. - Movies selected for viewing will be age-appropriate, culturally diverse, and aligned with the values and principles of the childcare center. Teachers will encourage children to take breaks and engage in physical activities after screen time sessions to promote healthy screen habits. Children will be encouraged to ask questions, share their thoughts, and participate in discussions related to the screen content to enhance their learning experience.

Attire For Children

Children must wear clothing that is easy to manage and safe for the activities they will be participating in while at the facility. Dress your child in simple, comfortable clothing that is washable. Please remember in choosing their clothing that children paint, glue, and participate in large movements daily. Children must also be dressed appropriately for the weather. Children must wear comfortable, closed-toed shoes. No flip-flops are allowed for safety reasons.

Don't forget to include a change of clothing to be left in your child's red bag in case of emergency. All clothing items must be labeled with the child's name. The facility is not responsible for any lost or damaged clothing items.

Field Trips

Little Red School House, Inc believes that field trips are a creative way to enrich a study and expand the learning environment. The purpose of this policy is to ensure the safety, security, and well-being of all children, teachers, and volunteers during field trips organized while providing enriching educational experiences outside the childcare setting. Preschool and school age children will participate in field trips. Any child, who is 3 years of age, but hasn't transitioned into the preschool classroom, will be permitted to participate in the field trips, however they must be accompanied by a parent/guardian.

- Approval and Planning: Field trips must be approved by the director. Detailed planning, including destination, transportation, itinerary, emergency procedures, and necessary permissions, must be completed before the field trip. Teachers will be assigned specific roles and responsibilities to oversee the safety and security of children during the field trip. Written parental consent will be obtained for each child participating in the field trip, including permission for emergency medical treatment if necessary. Parents will be provided with detailed information about the field trip, including the purpose, destination, schedule, transportation arrangements, and emergency contact information. Adequate staff-to-child ratios will be maintained during field trips to ensure the safety and supervision of all children. The required staff-to-child ratio will be based on the age of the children, the nature of the field trip, and any specific needs of the children. We do ask parents/guardians to chaperone. All chaperones must complete the required volunteer clearances. Transportation for field trips will be arranged using McIlwain School Bus Company located in Cresson. Children will be seated according to safety guidelines and supervised by teachers and chaperones during transportation. Teachers are trained in emergency procedures and protocols specific to field trips, including first aid and emergency contacts. A designated teacher will carry a first aid kit and emergency contact information for all children and staff.
- Behavior Expectations: Children will be briefed on behavior expectations and guidelines for the field trip before departure. Children will be reminded to follow the instructions of the teachers and chaperones, and to stay together as a group, and respect the rules of the field trip location. Teachers will address any behavior issues promptly and appropriately to ensure the safety and enjoyment of all participants.
- Head counts will take place every 5-10 minutes during a field trip, as well as at the following times: Before leaving the classroom. Onn the bus and seated. After children exit the bus at the field trip location. After entering the field trip location. When exiting the field trip location. On the bus and seated. After exiting the bus at the facility. When back into the classroom.

- Special Considerations: Any special needs, medical conditions, allergies, or dietary restrictions of children participating in the field trip will be taken into consideration when planning and organizing the trip. Accommodation and support will be provided as needed to ensure the inclusion and comfort of all children.
- Documentation and Reporting: Teachers will maintain accurate records of attendance, parental consent forms, emergency contact information, and any incidents or observations during the field trip.

Local (walking distance) Trips

Little Red School House gets the children outside as much as possible, weather and staff permitting. We walk the children to Keystone Park (Older toddlers, preschool, school age), which is located one block behind and up from the Little Red School House, at times we may walk to Veteran's Park (preschool, school age) on Country Club Road. We take trips down to the trains on Front Street, to the Cresson Public Library, to the Cresson Fire Hall, to the Cresson Post Office, Vito's, Dunny's and sometimes to the Little League Field and Park in Sankertown. Sometimes we may just walk around the neighborhood (all children). If you cannot answer "YES" to "WALKS & TRIPS" on the Emergency Contact/Parental Consent form, the program will not be able to accommodate a child staying behind due to ratio, as in the summer months we go for walks and to the parks daily, and all children and staff go, so there would not be staff available to stay back with a child who does not have permission to leave the facility grounds.

Lice Policy

If a child t is found to have live head lice, we will notify their parent/guardian by phone and provide them with information on head lice when they pick up their child. The child must be picked up promptly and cannot return to the facility until 24 hours after they've used a medicated lice shampoo treatment. Only in certain cases will we check the student's head for lice when they return to school. Ultimately, it's the parent/guardian's responsibility to manage head lice by checking for live lice daily and before returning to school. Children found to have nits/eggs will also be excluded until there aren't any nits/eggs present. We encourage parents/guardians to comb them out daily for 14 days and complete a follow-up treatment in 7-10 days. We will conduct classroom screenings for head lice, when a case of lice is found. The classrooms will be vacuumed, stuffed animals and pillows and all cloth toys will be removed for 14 days, and coats, hats, scarves, will be stowed away in the child's red bag, as they always should be.

Potty Training

Little Red School House 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 communicates 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 can 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 fully 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 frequently occur at this stage. This stage focuses on getting the child used to going to the bathroom, being aware of this new and exciting adventure, and assisting them to do it correctly!

- Third Stage: Potty Training. The student can use the toilet, mostly independently, and express the need to go potty on the toilet. They are communicating interest and acting. The child shows signs of readiness and feels 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 can speak in three-to-four-word sentences. The child can speak when their diaper is wet. The child can say they need to go potty or is wetting their diaper. The child tells you that they need to go to the bathroom.
- Physical/Psychological Signs: The child stays dry for longer periods. The child can 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: Make potty training a POSITIVE EXPERIENCE for everyone! Never make the child feel bad about having an accident. Remember, it is a process! Positive reinforcements are beyond helpful in training. Make sure to pay attention to the child's signs of readiness and be ready yourself! All children potty train at their own speed.

- The Potty-Training Process at Home and Facility
- Little Red School House requires the potty-training process to begin at home. The process should begin when the parents and child can be dedicated, and there are not many changes in the child's life.

The Process at Home:

- Notify the teacher of a scheduled weekend that you plan to start the process. Ensure that the teacher is aware and can start working with your child at the facility around the same time. We recommend your child 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/poop and they feel uncomfortable. Underwear helps produce the sensory signs of going to the bathroom on the toilet to maintain dry and clean underwear! 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. We recommend your child wear comfortable, easy-to-remove clothing during this process. 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. A successful weekend at home is defined by the child having three or fewer accidents and remaining 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!

The Process at the Facility:

- We recommend your child wear comfortable, easy to remove clothing during this process. Teachers will take the child to the bathroom every 2 hours or less if needed, and reward them with cheering, or other positive reinforcement techniques even if they are just sitting on the toilet.

The following guidelines must be followed when children are potty training/wearing underwear at the facility:

- No overalls, pants with a belt, pants that snap, or any clothing that is hard to get the child out of quickly. If possible, bring an extra pair of shoes as they can get wet too. ALWAYS have extra clothes and underwear onsite at the facility. 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 facility. Your responsibility is to take home any soiled clothes to be cleaned and sanitized.

Outdoor Play Policies

Children will be provided with a safe outdoor environment to allow for creative and constructive play. To keep children safe while they enjoy the outdoors, the following guidelines must be followed:

Preparation for Outdoor Play

Parents and employees will ensure children are dressed properly for the weather. Parents and teachers will ensure children have appropriate shoes for the weather and outdoor activity. This includes ensuring children are wearing closed toed shoes and that shoelaces are tied when applicable. Teachers will take attendance of children present and will confirm attendance before leaving the building. Teachers will have an appropriate communication device on hand in case of emergencies. Teachers will carry emergency supplies which include a first-aid kit, attendance list, medication for children, if applicable, and emergency contact forms. Teachers will review playground and walking rules with children before going outdoors.

During Outdoor Play

Upon arrival at the playground, during a walk, or arrival into the play yard teachers will take attendance again. Teachers will take attendance intermittently throughout any outdoor activity. Teachers will not congregate in groups with other adults. All teachers will be positioned so that each adult can adequately supervise children in all areas of play. When equipment is in use, teachers will show children how to use it properly and safely. To encourage positive behaviors, teachers will use clear and positive statements: “Walk around swings” rather than “Don’t get in the way.” In the case of an injury, teachers will perform basic first aid and will notify the parent by logging the incident on the child’s daily activity log. Additionally, teachers will report any safety issues on the playground or during the walk they observe. Teachers will utilize outdoor play as an extension of the classroom. This may include the addition of toys, books, and art supplies to the existing equipment, allowing children the choice to explore and inquire. Children will not be allowed to go into the building unattended, to go to the bathroom or for any other reason. If more than one adult is present, teachers will take small groups into the building during playground activities. If assistance is needed, Teachers will communicate with other teachers. Teachers and children will refrain from eating or drinking unless sitting. Water will be encouraged. Teachers will refrain from recreational cell phone usage to ensure proper supervision of children and activities.

After Outdoor Play

Before going inside, teachers will inspect playground equipment for broken, worn, or missing parts. Teachers will ensure the playground and walking path is free of trash, and that toys and materials are back in place. This will ensure the playground and walking path are inviting for the next group of children. Teachers will take attendance

before leaving the playground/play yard or coming back from the walk. Additionally, teachers will take attendance one last time upon entering the building. Teachers will have children wash their hands and use the restroom.

During Inclement Weather

If the play yard is not safe (i.e. slippery due to icy surface), children will go for a walk if the sidewalks have been cleared and are safe to use. If the temperature is 20 degrees or colder, including wind chill, children will remain indoors. If it is raining, thundering, lightning, snowing, hailing, and/or extreme winds, children will remain indoors.

Sunscreen and Insect Repellent

The container must be labeled with the child's name. It will be kept in the locked cabinet in the child's classroom and the teachers will use it as needed. The product will not be applied after its expiration date and will be either disposed of or returned to the parent. Parents must grant permission, on the Emergency Contact/Parental Consent form for teachers to apply sunscreen.

Animal Handling and Policy

Research shows that interacting with animals improves children's social skills by helping them learn responsibility, respect, and empathy. Having animals in this setting has also been proven to reduce stress while increasing motivation and engagement with learning. From time to time, this facility may allow pets in the building or on the premises. This policy details how the facility and its staff will handle interactions between children and pets.

Guidelines and Policies Regarding Animals

Types of animals allowed on the premises:

- Small animals are allowed when properly inoculated and seen by a veterinarian to verify they are free of diseases that are dangerous to human health.
- The following animals are not allowed on the premises: reptiles, amphibians, poultry, rodents, ferrets, and any animal deemed as wild or dangerous; venomous or toxin-producing spiders and insects; animals more likely to spread rabies, such as bats, raccoons, skunks, foxes, and coyotes; and stray animals.

First Aid

The facility is responsible for the immediate treatment of any child who sustains bites, scratches, or any injury from animals. If the injury is too severe for our staff to treat, emergency services may be contacted. In either case, guardians will be notified of the circumstances and will also be advised to watch for signs of infection.

Risks

When animals are brought onto the premises, your child may be exposed to allergens. It is your responsibility to inform the facility if your child has allergies, asthma, or other health conditions that would be exacerbated by the presence of animals. We will keep animals away from these children, and we will also confine pets to a limited area to reduce contact between these children and the animals.

Interactions with animals run an inherent risk of injury from bites or scratches, whether intentional or unintentional. To curb this risk, we will teach the children how to treat animals respectfully and safely, and we will immediately remove children from the interaction if the child behaves in a way that provokes the animal or if the animal shows signs of aggression. Some animals may carry diseases such as salmonella or E. coli. To avoid contact with these diseases, animals will not be permitted at any time in food areas. We will also ensure proper hand-washing protocols for all adults and children, and we will clean and sanitize all areas where animals have been.

Emergency Situations

If staff believes an animal is becoming a threat, the animal will immediately be caged or detained by its owner, or the supervising staff member and all children will be separated from the animal. If the animal becomes uncontrollable, emergency services will be contacted, and everyone will evacuate the area.

Discipline Policy

Little Red School House has made praise and positive reinforcement the backbone of our discipline policy. Many studies have proven that a positive approach to behavior management helps children develop critical thinking skills, self-discipline, and higher self-esteem. Our disciplinary methods are based on these findings and are used for the betterment of your child.

Little Red School House teachers believe that keeping children busy and actively engaged decreases the frequency of behavior problems. Teachers use positive guidance and redirection. Setting consistent, clear, and understandable limits for each child gives them the ability to become self-disciplined. If positive guidance and redirection do not work, the child will be spoken to and removed from the situation. We prohibit corporal punishment of any kind including cruel, severe punishment, humiliation, or verbal abuse. This will not be tolerated by any employee, staff member, or parent within the facility.

Little Red School House teachers make every effort to create a fun, safe, and encouraging atmosphere for the children, in which all children are encouraged to be who they are and increase self-esteem and build self-confidence. We believe in positive reinforcement (catching them when they are doing well, or praising them for good manners, and consistent redirection. We believe that every child needs boundaries, and these boundaries are consistently reinforced, as well as believe that children need to learn personal responsibility and accept consequences for their actions. Little Red School House has adopted a few techniques to aid in guidance and discipline:

- Positive reinforcement: Praising the child when he or she is observed demonstrating appropriate behavior. Use positive statements and affirmations when speaking to children.
- Redirection: A child is redirected to another activity and given another chance to make good choices. Redirect children to the appropriate activity or behavior, providing alternatives if needed. Allow children to make choices.
- Cool down period: The child is separated for an appropriate amount of time (one minute per age) and is placed in a safe area away from the other children. This technique is used only when the child has been talked to several times about the behavior he or she has been displaying, hurting self or others, or damaging furniture or

equipment. When time is up the child will be asked if he or she is ready to come back and join the group and will be given another chance.

- Language: Use terms and phrases the children understand. Talk with children in a calm manner at a normal speaking volume. Explain and demonstrate which behaviors are unacceptable and why. Help children talk out problems and think of solutions. Provide appropriate words to help solve conflicts. Listen to children and respect their needs, desires, and feelings. Reason with and set limits for children.
- Consistency: Apply rules and consequences consistently. Model appropriate behavior.

Techniques We Avoid

- Inflict any type of corporal punishment upon a child, including any physical force.
- Use any strategy that hurts, shames, or belittles a child.
- Use any strategy that threatens, intimidates, or forces a child.
- Use or withhold physical activity or food as a punishment.
- Shame or punish a child if a bathroom accident occurs.
- Compare children to one another.
- Place children in a locked and/or dark room.
- Leave any child alone, unattended, or without adult supervision.
- Allow discipline of a child by other children.
- Criticize, make fun of, or otherwise belittle a child's parents/guardians, families, or ethnic groups.

Serious And Habitual Behavior

When more serious or habitual misbehavior occurs, a conference will be scheduled with the teachers of the classroom and the child's parents/guardians. Observations, accident reports, and other important documentation relating to the events will be presented and used as evidence. We will work together to develop a Behavior Plan and determine the next steps.

Challenging Behavior Process

Little Red School House has found that repeated misbehavior can cause stress and disruption to the classroom. Consistent misbehavior also indicates that the student needs extra support to develop their social and emotional skills. If serious concerns arise, teachers and director will work with the child's parents/guardians and professionals who specialize in supporting children's social-emotional development.

Methods and procedures we use to help children with behavior concerns:

- Safe or quiet space: When a child disrupts the class, they will be encouraged and asked to go to a dedicated space in the classroom. In this space, the teacher will supply calming tools (i.e., calming sensory bottles, breathing technique tools, books, etc.) to help the child regain control of their emotions and display appropriate behaviors. The teacher's role is to talk with the student about their behavior after they have calmed down and to show them that they are there to support and to give love and care while the child experiences these emotions. After this discussion has occurred and the child is calm, the child will rejoin the class.
- Walk or change of environment: If a child's misbehavior continues, they will be encouraged to join a teacher on a walk or participate in an activity that helps the child's mood and encourages positive behavior.

- Notifying Parents/Guardians: Parents/guardians will always be made aware of the child's day through the daily reports. If there was a time when the child had an emotional outburst or were moments where the staff could not calm the child, the director may decide the child needs other support and/or a discussion with their parents/guardians at home. The director will then call to notify the parents/guardians and provide as much detail as possible.
- If further support is needed, actions will be taken that are specific to the child's needs. These actions will be implemented quickly and consistently, and these actions will be age-appropriate and be at the child's level of understanding.
- If the behavior continues to be disruptive to the classroom, constitutes an immediate danger to the child, staff, or other children, or is considered uncontrollable and the facility's techniques for behavior management have been exhausted, the following will occur:
- The child's parents/guardians, teachers, and director will attend a meeting to discuss what the facility needs to help the child and the steps that the parents/guardians must take to support the child and the facility.
- With the facility's support, the parents/guardians will call special education services in the local area. (If a child's behavior is such that it necessitates temporary removal on a repeated basis, there should be sufficient documentation for consideration of special education services.)
- Staff will document the outcomes of the incident, the subsequent conference, and the plan developed, including appropriate intervention strategies. The purpose of the conference is to develop a plan jointly with the family and available resources to address specific behaviors that are disruptive and/or pose an imminent danger (recurring violence, behavior, or aggression).
- If, after approximately three months of documented interventions and continuous support, a child continues to exhibit significant behavioral challenges, the Director will review the child's progress with the family, teachers, and any involved support professionals.
- This review will consider the child's individual developmental needs, the effectiveness of interventions, reasonable accommodations, available resources, and the safety and well-being of all children and staff. If the child's behavior continues to present a significant safety risk despite reasonable efforts and appropriate accommodations, the Director may consider additional interventions, temporary suspension, or, as a last resort, termination of enrollment, consistent with applicable legal requirements. The three-month review period does not automatically result in discharge. Immediate safety concerns may require earlier action when necessary to protect children and staff, subject to applicable legal requirements.

Screenings, Assessments, Observations, Evaluations

Little Red School House reserves the right to conduct developmental screenings and assessments of children's growth and progress to determine appropriate placements and programming. Results from observations, assessments, and screenings will be used for curriculum planning and instruction.

Screenings

- All children will be screened within 45 days of enrollment using the Ages and Stages Questionnaire (ASQ). ASQ is a comprehensive developmental screening tool used to assess the developmental progress of children from birth to 5 years old. It is designed to identify children who may be at risk for developmental delays or disabilities, allowing for early intervention and support to be provided. The ASQ consists of a series of questionnaires, each

tailored to a specific age range, from 1 month to 5 years. The questions are designed to assess a child's development in various areas such as communication, gross motor skills, fine motor skills, problem-solving, and personal-social skills. The ASQ is completed by parents or caregivers who answer a series of questions about their child's behaviors and abilities. This involvement of parents allows for a more comprehensive assessment of the child's development in their natural environment. The ASQ is designed to detect developmental delays early on, before they become more significant challenges. By identifying potential delays at an early stage, appropriate interventions and support can be implemented to help the child reach their full potential. The ASQ is easy to administer and can be completed in a relatively short amount of time. The questionnaires are user-friendly and do not require specialized training to administer, making them accessible to a wide range of caregivers and professionals. The ASQ covers a broad range of developmental areas, allowing for a comprehensive assessment of a child's overall development. It provides valuable insights into a child's strengths and areas for growth, guiding the development of individualized intervention plans. The ASQ helps identify developmental delays early, enabling timely intervention and support.

Child Assessment and Developmental Progress

Little Red School House utilizes Teaching Strategies GOLD® as our primary child assessment system. Teaching Strategies GOLD is a research-based, observation-driven assessment tool that allows teachers to monitor children's growth and development across all areas of learning.

Rather than relying on formal testing, teachers gather information through everyday observations, conversations, work samples, photographs, and participation in classroom activities. This approach allows us to gain a comprehensive understanding of each child's strengths, interests, and developmental progress.

Teaching Strategies GOLD helps teachers:

- Monitor developmental milestones and learning progress.
- Identify individual strengths and areas for growth.
- Individualize learning experiences to meet each child's needs.
- Plan meaningful and engaging classroom activities.
- Support school readiness goals.
- Communicate children's progress with families.

Assessment information is collected throughout the year and is used to guide instruction and support each child's ongoing development. Information gathered through Teaching Strategies GOLD remains confidential and is shared only with parents or legal guardians, authorized staff members, and other individuals as permitted by law or with parental consent.

Families play an important role in the assessment process. Parents are encouraged to share information about their child's interests, strengths, and developmental milestones and may request a conference to discuss their child's progress at any time.

Our goal is to use assessment as a positive tool to support each child's growth and ensure they receive the individualized support needed to be successful learners.

School Age Assessments

- Little Red School House is required to complete or obtain a copy of your school-age children's report cards for all four quarters. Collecting this information serves several key purposes in our childcare program:
    - Monitoring Academic Progress: By reviewing report cards, we can monitor your child's academic progress and identify areas where they may need additional support or enrichment. This enables us to tailor our activities and resources to better meet each child's individual needs.
    - Parent-Teacher Collaboration: Sharing report cards fosters open communication between parents, teachers, and our childcare staff. It helps us stay informed about your child's achievements and challenges, allowing us to work collaboratively to support their educational journey.
    - Compliance with Program Standards: Many regulatory agencies and accreditation bodies require childcare programs to maintain records of children's academic performance. Keeping copies of report cards ensures that we remain compliant with these standards and continue to provide high-quality care and education.
    - Personalized Support Plans: With access to report cards, we can develop more personalized support plans for your child. This might include homework assistance, additional learning activities, or behavioral interventions that align with their school performance and goals.
    - Holistic Development: Understanding your child's academic progress helps us focus not only on their intellectual growth but also on their social, emotional, and physical development. By addressing all aspects of their well-being, we can create a more comprehensive and supportive environment.
- Each quarter a Brightwheel Request form will be shared to your child's Brightwheel account. Parents are easily able to snap a picture of both sides of the report card and upload the file to Brightwheel. We appreciate your cooperation in providing copies of your child's report cards. This information is vital for us to offer the best possible care and support for your child's educational and developmental needs.

Professional Evaluations

Little Red School House may ask parents to share professional evaluations, or to seek professional evaluations when necessary to determine how best to meet their child's needs. This information helps us provide the best care possible for your child's unique growth and development.

Parent-Teacher Conferences

Parent-Teacher conferences are offered multiple times throughout the year or can be requested by the parent/guardian anytime. These meetings provide parents with insight into their child's growth and development while enrolled at the facility and what parents can do at home to support what is occurring at the facility. Parent-Teacher conferences also allow the teacher and the parents to form a more personal relationship to ensure the facility is meeting the family's standards and so that the teacher can understand the family setting the child has outside of the facility's doors.

After a screening (within 45 days after enrollment), or assessment (Fall, Winter, and Spring) is completed, the screening/assessment checkmark will be uploaded to Brightwheel. Screenings will be uploaded to your child's

Brightwheel account in the “Attachments” tab, and a screening acknowledge form will be shared with the parent via Brightwheel. Parents can schedule a conference if needed through the acknowledgement form. After the acknowledgement form is signed, dated, and submitted, the director will contact the parents to set up a conference if one is requested. Assessments will be uploaded and shared through Brightwheel. Parents will review the assessment, sign, date, request/deny a conference and submit electronically. Once all assessments are submitted with signatures, the parents, who requested a conference will receive a sign-up form to have the opportunity to pick a timeslot that works best for them. Conferences can take place in the form of a phone call, email, or in person.

Injury

In the event of minor injuries, first aid will be given. The Emergency Contact/Parental Consent form contains a section for parents to grant permission for Little Red School House to administer basic first aid. Children are supervised, however minor injuries, such as bruises, scrapes, or scratches, commonly occur, especially when playing outside. Any accident is reported to the parent through an incident report through Brightwheel. The incident report explains the injury, what led up to the incident, a picture of the injury (if possible), and what treatment was applied. If your child accidentally or even purposefully injured another child, you will also be notified through an incident report through Brightwheel. If emergency medical care is necessary, staff will immediately call 911 and the parent or guardian. ***The child’s family is responsible for any medical expenses incurred for injuries. We are not responsible for anything that may happen as to false or incomplete information given at the time of enrollment. Every precaution will be taken to ensure the safety and well-being of your child. ***

Health & Safety Checklists

Health & Safety Checklists are completed every quarter by the director and a safety plan is written for low scored items. Staff will be diligent in monitoring the safety, daily, in their classrooms and remove and or inform the director of the potential danger.

Emergency Preparedness

Emergency Consent Forms

Emergency consent authorizations are completed by the parents or guardians, on the Emergency Contact/Parental Consent form upon enrolling their child(ren) at the center.

Emergency Handbook Onsite

Little Red School House has an emergency procedure handbook to define policies and protocols in emergencies. This handbook is reviewed often, and all staff will be trained on these policies upon hire, and then annually or when the plan is updated.

Emergency Procedures

Immediate Medical Attention

If a child or a staff member receives an injury while at the facility, an accident report will be completed. The report includes information regarding the time and date of the injury, what happened, how it was treated, and the

signature of the witnessing teacher. This report is provided to parents before the child leaves the center and is also documented on the child's daily log.

Fire

Fire drills will be practiced at random times of the day. The drills will occur one to two times a month, at least once a month. Evacuation maps are posted throughout the facility and are easy to access during a drill so that all parties are prepared. It is important that all staff and children remain calm during any emergency drill.

- The director or teacher running the drill will inform the staff in advance that a drill will occur later in the week.
- The teachers will talk to the children about the alarm as well as the rules and procedures to follow while evacuating the building but will not prepare for the drill to maintain efficiency in the event of a real fire.
- The director or teacher running the drill will sound the alarm, and the facility will perform the evacuation procedure.
- Children will proceed immediately to their designated outside facility meeting spot.
- The lead teachers in each classroom are required and trained to grab the blue Emergency Preparedness folder, that hangs by each door, the classroom iPad, that contains all the emergency contacts, as well as the emergency preparedness plan, and a phone, and the whiteboard.
- Teachers will take attendance of the students and check off the whiteboard or Brightwheel app.
- If safe, the director or teacher running the drill will quickly check hiding spaces in the facility for any lost children. They will also check for any sources of smoke or fire during a real emergency fire situation.
- The director or teacher running the drill will then meet the rest of the students and employees at the designated area outside the building.
- The teachers review attendance serval times throughout the day, as children come and go, so the attendance number in Brightwheel always matches the headcount.
- The director or teacher running the drill will time the drill to see how long it took to evacuate the building.
- The director or teacher in charge will confirm with local law officials when it is safe to return to the building, in the event of a real emergency.
- The director or teacher running the drill will assist with children who may need support to return to the building.
- The director or teacher in charge will complete the first drill log with the following information: date and time of the drill, hypothetical location of the fire, 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 that a fire drill occurred on this day.

Emergency Drills

Plans for emergency situations are reviewed annually. The specific type of emergency will guide where and what special care will be provided. Cresson Borough Police Department, the 911 center, Cresson Volunteer Fire Department, as well as local EMT's have been notified of the exact location of The Little Red School House in the event there is an emergency.

Lock Down/Shelter in Place

Emergency drills will occur once or twice a year. Evacuation maps are posted throughout the facility and are kept easy to access in the blue Emergency preparedness folder that hangs by each door. All Little Red School House

employees and children will be prepared for the drills, and review what happens during a drill often. It is important that all teachers and children remain calm during any emergency drill.

- The director or designated staff member will inform the teachers in advance that a drill will occur later in the week.
- The teachers will talk to the children about the alarm as well as the rules and procedures to follow while evacuating the building but will not prepare for the drill to maintain efficiency in the event of a real emergency.
- The director or designated staff member will sound the alarm, and the facility will follow the shelter in place/lockdown procedure.
- Children will proceed immediately to the designated lockdown site/shelter in place spot.
- The lead teachers in each classroom are required and trained to grab the blue Emergency Preparedness folder, that hangs by each door, the classroom iPad, that contains all the emergency contacts, as well as the emergency preparedness plan, and a phone, and the whiteboard.
- Children 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 children and check off their attendance in Brightwheel or on the whiteboard. while helping children to take the proper safety position.
- If safe, the director or designated staff member will quickly check hiding spaces in the facility for any lost children.
- The director or designated staff member will meet at the shelter in place designated spot to review attendance by checking attendance in Brightwheel.
- The director designated staff member will time the drill to see how long it took for the children to take shelter.
- The director or designated staff member will confirm when it is safe to leave the shelter in place designated spot.
- The director or designated staff member will assist children who may need support to enter back into the program's main area.
- The director or designated staff member will complete the first drill log with the following information: date and time of the drill, number of children, number of teachers, and the length of time it took for the students and teachers to evacuate the building.
- Parents will be notified that a drill occurred on this day.

Evacuations

Evacuation to another site

This plan will go into effect in any event in which it is not safe for the children to remain at The Little Red School House. We have arranged for the children and staff to report to Penn Cambria High School 400 Linden Avenue Cresson, PA 16630; 814-886-8188 during an emergency.

Method to contact parents

In the event of an emergency, parents will be notified through an alert message in Brightwheel. If evacuating to another site, a note will be placed on the door stating where parents can pick up the children. Depending on the

emergency and the severity of it, the children will either be transported by staff from the Little Red School House or walk.

Emergency cleared/reuniting with the children

Parents will be notified immediately when the emergency has been cleared for pick u via a phone call or Brightwheel message.

It is especially important to keep the Emergency Contact/Parental Consent form up to date in the event an emergency occurs. The purpose of sharing this Emergency Evacuation Plan with families is not to cause worry, but for reassurance that The Little Red School House is prepared to handle all types of emergencies in a way that will ensure the safety of the children. In the event of an actual emergency, Teachers will call the parents or send a message in Brightwheel as soon as it is safe to do so and will be informed at that time what steps will be taken. Please do not call the facility during an Emergency Situation as the phone lines need to remain open to make emergency calls. If you have any questions regarding this evacuation plan, please contact The Little Red School House.

Illness Policies

The following criteria will be considered in determining if your child must go home: For the safety of each child, the state requires children to be excluded from care if a child shows any of the following symptoms. If a child with any of the following or a child develops any of the symptoms listed below, the child will be sent home immediately.

- Fever of 100.05 degrees or higher. There are times that a child runs a low-grade temp 99.5-100.5, usually from teething. If no other symptoms are present, teachers will evaluate them on a case-by-case basis, however if the child is not acting normally or like their usual self, and needs more one on one care, teachers will message/call the parent to pick up the child. If a fever is present, if low grade, no other symptoms are present, and the child seems fine, eating and drinking like normal, teachers will notify the parent through the app with a notification, however, will not require a pickup, unless the child develops other symptoms along with the fever. If a child is sent home sick or called off sick, teachers will log that on your child's daily report for tracking purposes. Children sent home with a fever, or other symptoms are not permitted back in care until they have been fever and symptom free for 24 hours without the use of pain/fever reducing medications.
- Hands Foot & Mouth Disease: This disease begins with a fever and then leads to blisters. A child with blisters is still considered contagious, as the fluid inside the blister carries the virus. The child will need a doctor's excuse to return to childcare. Hands, Foot and Mouth is a common disease usually seen in the summer months. When one child is diagnosed with HFM we will be checking the children for any symptoms related to the HFM, just as a precaution, as it is very contagious. Please know that we will do everything that we can do here as far as bleaching everything, and therefore we feel that it is necessary that we check all the children daily and observe those who are not acting themselves. If your child has HFM they are not to return to childcare for 72 hours after the fever breaks and/or the blisters are gone...completely. We will NOT PERMIT a child in the childcare setting with any of these symptoms, even with a doctor's excuse. For more information on HFM please follow the link: http://www.cdc.gov/hand-foot-mouth/index.html:
- Inflammation of the eyes (excessive redness, glassy or discharge)
- Vomiting

- More than one incidence of diarrhea or loose stool that is not contained within the clothing
- Communicable disease as defined by the Department of Health Services/Center for Disease Control
- Unknown rash
- Lice
- Heavy, thick, colored nasal discharge for more than 2 days, which could indicate infection and a doctor's visit, is recommended by the state.
- Pain
- Any illness that prevents your child from comfortably participating in our daily schedule.
- Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children.

If a child becomes ill while in care, the child will be isolated from the other children, and the parent will be notified to pick up the child within 30-60 minutes. If the parent cannot be reached, Emergency Contacts will be utilized. Please be sure to keep these numbers up to date! If a child is sent home due to illness, the child cannot return to the facility until the child has been free from symptoms for 24 hours without using a fever reducer. This allows the child time to recover and stop the spread of illness to other children and staff.

After a child has been ill, it is important to adhere to the following guidelines when determining if the child is ready to return to the facility.

- 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 the parents/guardian's responsibility to notify the facility if the child has a communicable disease or infestation such as measles, mumps, chickenpox, hands foot & mouth (HFM) or head lice. A child may be readmitted without a statement from a physician only if the child has been absent for a period 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 infectious diseases, and a Brightwheel message will be sent when there has been exposure to a communicable illness in the center or a highly contagious illness.

Children returned to the center with signs of illness, or communicable disease will be refused entry into the facility. Please consult with your director if you need additional information.

If a child is kept at home due to illness, any siblings attending must also remain at home until the ill child is symptom-free for at least 24 hours. This measure is to prevent the spread of contagious illnesses within the childcare center and to protect the health of all children and staff. This policy applies to the following: Lice, Hands Foot & Mouth, pink eye, Covid, and or Stomach Viruses.

Do not send a sick child to the facility. If a child must be medicated before attending care, the child is not appropriate for care, even if the child is teething. If a child spiked a fever in the middle of the night the child is not appropriate for care. If a child vomited the night before, the child is not appropriate for care.

Understand that our childcare program houses up to 52 children and 10-12 staff per day, sending a knowingly sick child to attend care, is jeopardizing the health and safety of said 52 other children, and staff. It becomes a vicious cycle that is difficult to maintain. The purpose of this illness policy is to ensure the health and well-being of all children, staff members, and families at Little Red School House, by preventing the spread of illness and maintaining a safe and healthy environment. Open communication between parents, guardians, and the childcare center is essential for the effective management of illnesses. Parents and guardians are encouraged to cooperate with the childcare center's sick policy to ensure the health and safety of all children and staff members.

Medication Policies

This policy was written to encourage communication between the parent, the child's healthcare 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. If a child requires medication while at the childcare center, parents or guardians must complete a Medication Authorization Form. All medications must be in their original container, labeled with the child's name, and include specific instructions for administration. Teachers will only administer medication that has been authorized in writing by the child's parent or guardian

Important General Notes

Whenever possible, medication should be given at home. Dosing of medication can frequently be done so that the child receives medicines before 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 parents must notify the childcare provider of the dosage that was given at home and at what time it was administered to the child.

- Medication will only be accepted into the facility 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 always be kept in a locked container.
- Medication will be administered in a manner that protects the child's safety.
- Medications given in the Center will be administered by a teacher or director. The designated person will be fully briefed on the child's health needs related to the medication.

Communication Agreement Between Parents and Facility 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 picked 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 healthcare provider for more information about the medication the child is receiving and if a situation arises that requires immediate attention to the child's health and safety, particularly when 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 facility.
- 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-lit 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. Medication is not permitted to stay in the child's red bag.
- If a medication is near 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.

Prescription Medication

- Forms Required to Administer Prescription Medication: Parents must complete a consent form to allow the facility to administer medication to their children.
- Medication administration will be recorded in a log with the date, times administered, dosage given, prescription name, and signature of the person who administered the medication.

Receiving the Prescription Medication:

- Prescription medication will ONLY be accepted 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 date

- specific instructions for storing the medication

Administering Prescription Medication

- Designated staff member will administer medication
- Prescription medication will be administered as instructed and prescribed 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.

Non- Prescription Medication

- Forms Required to Administer Prescription Medication: Parents must complete a consent form to allow the facility 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 not in its original container will not be accepted into the facility.
- 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

- 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 the 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.

SPECIAL CARE PLANS

Some medications require a special care plan, such as EpiPen, inhaler, nebulizer, insulin, etc. When a child is enrolled and has special medicine, a Special Care Plan will be required. You can obtain a Special Care Plan from the facility if one is not provided before enrollment. The Special Care Plan will need to be completed before the child attends.

Public Health Emergencies

Little Red School House follows applicable public health requirements during communicable disease outbreaks and declared emergencies.

Temporary health measures and changes in operations will be communicated through Brightwheel as soon as reasonably practicable.

The center may implement temporary cleaning, screening, illness exclusion, staffing, or closure procedures when required by authorities or necessary for safety.

Return-to-care requirements follow applicable public health and childcare licensing guidance.

Public Health Emergency Tuition

Regular contracted tuition remains due for temporary full-day closures included within the 15 full-day annual closure allowance, subject to subsidy and enrollment-agreement requirements. If closures exceed that allowance, the Director will review circumstances and communicate any additional arrangements in writing.

Individual child illness or absence does not normally reduce contracted tuition, subject to the enrollment agreement and applicable law.

No automatic 50% pandemic tuition formula applies.

Public health closure arrangements beyond the normal allowance will be addressed in writing.

Families may withdraw under the ordinary 14-calendar-day written notice policy, subject to applicable law and subsidy requirements.

2027 Payment and Enrollment Clarifications

ELRC Copayments

Families receiving Child Care Works assistance are expected to pay their ELRC-assigned copayment on Friday in advance of the following service week. A Friday missed payment prompts a Brightwheel reminder; it does not automatically trigger the private-pay late fee or Monday suspension. Official delinquency and reporting follow ELRC service-week rules and the provider agreement. The center contacts ELRC before any subsidized-care suspension or expulsion, as required. Any additional family charges must be permitted by the provider agreement.

Annual Closures and Program Exceptions

Up to 15 full-day center closures per calendar year are included in tuition; scheduled holidays and emergency full-day closures count. Partial-day closures do not count. The 2027 scheduled observed holidays total 11 full days, leaving up to four additional full-day closures under the allowance. Unused closure days are not credited. Preschool Only tuition is not charged during its Christmas break. Other program-specific schedules and contracted tuition continue as stated in the published rate schedule and signed agreement.

Rest Equipment Effective January 2027

Infants under 12 months sleep in approved cribs following infant safe-sleep requirements. Children ages 1 and older must bring an individually labeled, washable, age-appropriate toddler or preschool fabric nap mat with a padded sleeping surface and attached blanket. An attached pillow may be used when age appropriate but is not mandatory. Any brand meeting the center's safety and storage requirements is acceptable.

Records and Reporting

Children's records are maintained confidentially and for at least the legally required retention period; the center may keep them longer. Parents have access as required by §3270.184. Staff who have reasonable cause to suspect child abuse must report directly and promptly to ChildLine; notifying the Director does not replace or delay the report.

Community Resources

Little Red School House is committed to supporting access to outside resources that may be of benefit to families. If you have any questions or need assistance accessing these resources, please contact the Director.

Department of Human Services

Childcare Center regulations

Compass

DHS site for parents to access all childcare providers and view contact information, Star ranking, capacity, as well as violations during announced and unannounced visits.

Career Link

This agency can help you develop a resume and match your skills and background with job openings in your area.

Beginnings, Inc

Early Intervention

Services provided to families, infants, and toddlers with disabilities, and at-risk children to maximize the child's developmental potential. These services focus on meeting the unique needs of the child, addressing concerns and priorities of each family, and building on family and community resources (PA Code Chapter 4226.1). Services include occupational, physical, speech, hearing and vision therapy, as well as nutritional support, social work services and in-home teachers

Cambria County Children and Youth Services

Cambria County Mental Health and Mental Retardation:

Offers quality behavioral health services.

Early Learning Resource Center | Center for Community Action

Helps with childcare payment.

United Way

Community Action Program

CHIP

CHIP is short for the Children's Health Insurance Program-PA's program to provide health insurance to all uninsured children and teens who are not eligible for or enrolled in Medical Assistance. Regardless of the reasons your child might not have health insurance, CHIP may be able to help you.

Domestic Violence Hotline

Hotlines can provide a variety of services and support to individuals who are experiencing abuse.

Housing Assistance

Programs that help regarding housing can help you to locate housing, provide information on resources for first time home buyers and help answer questions if you are fearful of losing your home.

- Johnstown Housing Authority
  501 Chestnut St Johnstown, PA 15906
  814-535-7771
- Altoona Housing Authority
  2700 Pleasant Valley Boulevard Altoona, PA 16602
  814-949-2000

Society of Saint Vincent DePaul *Aids families in need.*

115 Ashcroft Ave, Cresson, PA 16630; 8148869566

Parent to Parent of PA

Parent to parent of Pa matches parents and family members of individuals with disabilities and special needs on a one-to-one basis for the purpose of support and to share information and resources.

Penn Cambria School District *(Kindergarten Registration)*

Women, Infant, and Children Program (WIC)

Cribs: www.cribsforkids.org

National Resources

American Academy of Pediatrics: Parent Corner

The Center for Early Literacy Learning

The Center on the Social and Emotional Foundations for Early Learning

Prevention of Shaken Baby Syndrome:

- www.dontshake.org
- www.purplecrying.info
- www.healthychildren.org
- www.keepkidssafe.org

Safety during Drop-off and Pick-up of children

(D.H.S. Day Care Regulations 3270.171(b)(c) 3280.171(b)(c)

Parents shall enter and exit the parking area via the alley behind the facility, driving slowly and watching for children being accompanied to and from the day care and outdoor play areas.

The ignition of all cars must be turned OFF and the keys removed from the ignition. NO CHILD MAY BE LEFT UNATTENDED IN A VEHICLE.

All children must be accompanied by a parent or designated adult into the child's care area at the facility. While children are in the hallways, or walking to and from their cars, their care and safety are the responsibility of the parent.

Children will be released only to a parent or legal guardian who is legally entitled to pick up the child, or to an individual properly authorized under Little Red School House's Pick-Up Authorization Policy.

Parents must communicate temporary pick-up changes through Brightwheel. Staff will verify the identity of unfamiliar individuals before releasing a child.

Emergency verbal authorization may be accepted when permitted by Pennsylvania DHS regulations, with appropriate verification and documentation.

Current court orders restricting parental access must be provided to the Director and maintained in the child's record.

For complete authorization and identification procedures, please refer to the Pick-Up Authorization Policy in the Arrival and Departure section.

We would appreciate your cooperation with the above outlined procedures. Please keep in mind they are designed with your child's safety and wellbeing in mind. Feel free to discuss these and any other matters with our staff should you have any questions or concerns. Thank you.

MEDICAL EMERGENCY PROCEDURE

Purpose: To provide a written procedure to follow if emergency medical care is required by a child using the Little Red School House.

Responsibility: The director or acting Director will determine if emergency medical care is needed.

Procedure: Upon determining that medical care is needed the necessary First Aid will be given and the following procedure will be put into effect.

CONTACT

- Parent or guardian will be notified if possible
- If parent or guardian cannot be contacted
    - All attempts will be documented
- Emergency person(s) will be notified
- Provider of emergency care will be contacted

TRANSPORTATION

- If it is determined to be necessary, an ambulance will be summoned
- The Director or acting Director will accompany the child
- If not, the following will take the child for necessary care
    - Director (to be notified if not on the premises)
    - Acting Director
- The following items will be taken with the child
    - The necessary consent and emergency contact information
    - The Emergency Services Information
    - Necessary First Aid equipment
    - The child's Health Appraisal

THE PERSON ACCOMPANYING THE CHILD WILL REMAIN WITH THE CHILD UNTIL:

- The parent or designee arrives
- The child is released to return to the Day Care Center

THE PERSON LEFT INCHARGE AT THE FACILITY WILL:

- Continue to attempt to contact parents or emergency person
- Call in help to cover at the Center using Emergency Call Out List

EMERGENCY COMMUNICATIONS WITH PARENTS/GUARDIANS

To the Parent (s)/Guardian (s) of the children at the Little Red School House:

This letter is to assure you of our concern for the safety and welfare of children attending The Little Red School House. Our Emergency Plan provides for response to all types of emergencies. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- **Immediate evacuation**: Students are evacuated to a safe area on the grounds of the facility in the event of a fire, etc. In case of inclement weather, we may then proceed to Penn Cambria High School Gym.
- **In-place sheltering**: Sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
- **Evacuation**: Total evacuation of the facility may become necessary if there is a danger in the area. In this case, children will be taken to a relocation facility. Evacuation Site is:

Emergency Relocation Facility at Penn Cambria High School Gym.

If it ever becomes necessary to relocate, a sign will be posted on the door stating the Emergency Relocation Facility. If you're not sure how to get there, please ask for directions before there is an emergency.

Modified Operation:

May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems (such as utility disruptions) that make it unsafe for children but may be necessary in a variety of situations.

We ask that you not call during the emergency. This will keep the main telephone line free to make emergency calls and relay information.

The facility director may provide an alternate phone number (i.e. cell phone number, etc.) to call in an emergency event.

During an emergency, Little Red School House will follow the authorized child-release procedures outlined in the Pick-Up Authorization Policy under Arrival and Departure. Children will be released only to a parent or legal guardian legally entitled to pick up the child, or to an individual whose authorization has been properly verified.

Parents should keep their Emergency Contact/Parental Consent Form and Brightwheel authorized pick-up information current. Temporary pick-up changes should be communicated through Brightwheel whenever possible.

When an emergency prevents written authorization, verbal authorization may be accepted in accordance with Pennsylvania DHS requirements, with appropriate identity verification and documentation.

All applicable court orders restricting parental access will be followed.

We realize that emergency circumstances may require changes to your plans, but I urge you not to attempt to make different arrangements if possible. This will only create additional confusion and divert staff from their assigned emergency duties.

To ensure the safety of your children and our staff, we ask for your understanding and cooperation. Should you have additional questions regarding our emergency operating procedures, contact Kelli Marshall at 814-312-3794.