



Infant and Early Learning Centers

Parent Handbook

2020-2021

Contents

Mission..... 4

Philosophy..... 4

Curriculum..... 5

Learning Centers 6

Enriching Experiences 6

Outdoor Learning Environment 6

Videos/Screen Time 6

Toilet Learning 7

Rest Period 7

Staff Qualifications..... 7

Confidentiality..... 7

Communication..... 8

 Classroom:..... 8

 Talking to Teachers: 9

 Talking to the Office:..... 9

Guidance and Behavior Management 10

Accident, Injury and Incident Reports 10

Biting and Aggressive Behaviors..... 11

Breastfeeding 12

Formulas 12

Dental Hygiene..... 12

Mealtime..... 12

Medication Administration..... 13

Registration Policy..... 13

Illnesses..... 13

Signing in and Out..... 14

Tips for Leaving Your Child..... 14

Procedures for Enrollment and Withdrawal..... 15

Admission and Class Placement..... 15

Tuition 16

Emergency Procedures.....17

What to Bring..... 17

What Your Child Should Wear 18

Parent Involvement 18

Parent Board 19

Parent Training and Education..... 19

Emergency Drills 19

Hours of Operation 19

Absence Policy 20

Class Promotion 20

Toys 21

Complaint Procedures..... 21

7 Habits of Highly Effective Parents..... 21

TUSD Infant and Early Learning Center

Parent Handbook

The Tucson Unified School District established this child development program as a service for its employees. Our mission is to assist all families with their childcare needs, thus supporting the quality of employees' work and enhancing students and their families' experiences at TUSD schools.

Mission

To support TUSD employees and the community by providing quality childcare in an environment that celebrates each child's individual successes through social, cognitive, physical, language and creative development.

Philosophy

The Infant and Early Learning Centers (IELCs) provide a developmental early childhood program to children ages 6 weeks to 5 years of age. The program's philosophy is to nurture each child's growth and education in a stimulating and caring learning environment. This environment gives children the opportunity to develop linguistic, social, physical, and cognitive skills. The center helps children feel good about themselves and their abilities, which fosters the development of creativity and a strong sense of identity and competence. The program also values close working relationships with parents as a necessity in attaining program goals.

The IELCs identify a primary caregiver for each infant. A primary caregiver promotes the caring one-on-one relationships that help babies thrive. A baby develops trust as the primary caregiver learns to respond appropriately to his/her unique temperament, needs and interests by being the one who almost always diapers, feeds, puts him/her to sleep, and communicates with his/her family. The child's security deepens as the primary caregiver develops a positive relationship with his/her family and comes to know their values and wishes for their child. This holistic relationship provides the security and trust that enables the child to explore and flourish in group care.

The active and responsive caregiver takes cues from each child to know when to expand on the child's initiative, when to guide, when to teach and when to intervene. She recognizes signs of stress in the child and takes appropriate action to adapt to the child's needs.

Responsive caregiving requires careful observation, knowledge of child development and respect for each child's temperament, interests and capabilities. The primary caregiving system encourages responsiveness.

Our centers also follow a Continuity of care model for toddlers, preschool and pre-k. Continuity of care is when children and their caregiver(s) remain together for more than one year. This allows for the relationships and connections between children and their caregivers to flourish, deepens teacher knowledge of their students so they can meet their individual needs, builds capacity in a teacher's knowledge and skills of child development, and increases the child's ability and security when transitioning to their next classroom.

Curriculum

The TUSD Infant and Early Learning Centers provide an educational program designed to meet the needs of the whole child. This program is based on the knowledge that young children are active learners, involved in a process that uses all their senses as they talk, work, and play with people and materials. Teachers plan activities and arrange stimulating learning environments appropriate for the different developmental stages of a child's life.

The infant and toddler classrooms utilize the play-based learning framework of Creative Curriculum®. This Creative Curriculum® is a comprehensive system of learning based upon research and knowledge of all areas of child development – social/emotional, physical, cognitive, and language. The teachers use their own experiences as well as the children's interests to adapt the curriculum to be unique to each class. Classroom observations and portfolios become important tools for the teachers to communicate with parents.

The Infant and Toddler programs provide a warm, nurturing atmosphere in which teachers play and talk with children as they care for their needs. The teachers care for children in a manner that assists them in developing trust in their surroundings and in their teachers. Lesson plans for these age groups include a lot of sensory activities and outdoor play. Infants have stable, consistent routines based on their own schedules for eating, resting, and playing. Through encouragement and activities centered on weekly or monthly themes, toddlers develop independence while maintaining a sense of security.

Our curriculum is aligned with the AZ infant and Toddler guidelines and AZ Early Learning Standards. All focus on teaching young children to obtain self-regulation through organized play. Play allows children to learn about the world and themselves. As children play, they learn new skills, develop coping mechanisms, test new ideas, as well as master their bodies. The curriculums provide extensive guidance for teachers in the content areas of literacy, math, science, social skills and the arts. As children make choices about where to play in the classroom, they are learning a variety of skills. For example, building with blocks promotes material exploration as well as spatial planning, symbolic representation, dramatic play, and social interactions. In the area of art, teachers emphasize the process rather than the finished product. As children use art materials, they are planning and carrying out a task as well as using symbols to represent their ideas. Our play-based curriculum offers

children many opportunities for positive interactions with other children and adults. We treat each child with respect and reinforce his/her value as an individual and also as a unique member of the IELC community.

Preschool children's daily activities center on units of study that are interesting and meaningful to young children and their balanced schedules provide experiences in both group and individual settings. Stories, music, language experiences, projects, and discussion of unit studies take place in groups. Individually, children choose learning center activities in which they work and play in pairs, in small groups, or alone.

Learning Centers

Classrooms are arranged into interest areas of varying educational toys, materials, and games. These learning centers provide places for books, blocks, art, puzzles, science, manipulative materials, computers, and dramatic play. They provide practice in making decisions, following directions, working independently, and learning the care and use of materials. Children have the opportunity to work and play in these centers by choice, and may use them individually, with a friend, or in small groups.

Enriching Experiences

Research has shown that children learn through enrichment activities that sometimes take them outside of the traditional classroom setting. From time to time, students will have the opportunity to participate in activities such as cooking, growing plants, and going on nature walks to enrich children's experiences at the center. In addition, visiting experts on units of study share information with children through special activities. Children also have opportunities for music, creative movement, soccer, and other large motor activities.

Outdoor Learning Environment

Most of the grounds are kept in their natural state for children to explore. Cultivating natural habitats teaches children that nature needs care to thrive. Questions about seasons, temperature, rainfall and the need to nurture smaller things arise effortlessly in the garden. Children are encouraged to wander and wonder through the playgrounds scattered with native desert landscape,

Videos/Screen Time

No videos will be shown unless prior approval and a direct connection to the children's interest/current curriculum is made evident. We discourage any screen time – iPads, iPhones, computers, any handheld device or even TV and don't use these in the IELCs.

Toilet Learning

Independent toileting is an important part of early childhood education. Children's readiness and parents' wishes guide teachers as they assist children in accomplishing this developmental task. If a child has been unsuccessful at toilet training for more than 3 days, the teachers may ask that the process be delayed until the child is older.

Rest Period

Infants and young toddlers will be afforded the opportunity to rest on their own schedules. All other children have a rest period following lunch each day, in which they may sleep or engage in a quiet activity. The center asks parents to supply a small blanket, which parents can take home to launder weekly. Children may also bring a small pillow and a stuffed toy or security object, if they wish. All items must be labeled with the child's name.

Staff Qualifications

All IELC teachers meet or exceed the Arizona Department of Health Services licensing requirements, and many hold a two or four-year college degree and have completed required basic course work in early childhood education. Every year, the director, teachers and classroom assistant/aides must complete a required number of continued training hours. All staff has experience working with young children in a supervised program. In addition, we strive to employ staff who truly love and understand child development and our play-based philosophy.

Confidentiality

Confidentiality plays a vital role in promoting respect for every individual and fostering a strong community. We take confidentiality very seriously and make every effort to protect each family's privacy. Communications among staff and parents about children should be kept confidential at all times. We recommend that conversations about a child, behavior, or incident should be conducted in private, away from the child and other members of the learning community. Discussions in the hallways should be kept to a minimum. If a parent has a question or concern, we suggest that this parent first contact the teacher. Conferences

with teachers need to be scheduled so that we can make arrangements to have a guest teacher.

Communication

Communication between home and school is vital. Please see the “Emergencies” section of the handbook for information about how communications will occur during a school-wide emergency.

School-wide (non-emergency):

The TUSD Infant and Early Learning Center office communicates with parents in a number of ways:

- Procure
- Email
- Telephone
- Website
- Parent Conferences
- Family Nights
- Notices sent home in children’s backpacks
- Monthly newsletters that include articles of interest and individual classroom news
- The large board in the front hall will be used to display information, posters, photographs and what is happening with our school.
- The front hall board next to the office is used to post notices from the state licensing agency as well as community workshops, events, and other information of interest.

Classroom:

- **Daily Communication:** All parents of infants and toddlers will receive a daily log that indicates how much their child ate, slept, participated in activities and any other information the teacher needs to share.
- Monthly newsletters and weekly recaps from each class are sent via email to parents.

- Conferences will be completed twice a year for the purpose of sharing observations and documenting the development of each child.
- If, at any time, you have special concerns, please feel free to contact your child's teacher
- Use email, send a note, or call the office to leave a message. The teacher will respond as soon as possible.
- Please be sure to check the contents of your child's backpack each night so that you can find important notes, view art projects, etc.
- Each class will have a turn to display special artwork on several long hall bulletin boards during the year.

Talking to Teachers:

- During arrival and dismissal times, staff members must devote full attention to all the children. Please keep conversations brief. If you need to communicate specific information, a written note or email is preferred. Please put the note in the place designated by your child's teacher.
- If you wish to talk to the teacher at length, you can email the teacher and, if needed, arrange a time to meet in person or over the phone.
- Please do not discuss problems or concerns in the presence of your child or other parents.
- Please communicate with the teacher about any changes at home or within the family (i.e. parent on a trip, family member in the hospital, sick grandparent). These changes can affect your child's behavior and it is useful for staff to be aware of these developments. We will always respect your privacy.

Talking to the Office:

- During school hours, teachers cannot accept phone calls. If you have a message for a teacher, please call or email the office, and we will relay the message.
- If your child is going to be out of school for any reason, please let the office know. For communicable diseases (pink eye, hand foot and mouth, whooping cough etc.), this is especially important so that we can inform families of any symptoms while maintaining confidentiality. In addition, teachers and children miss a child when they are absent, so they would like to know the child is okay.

- In accordance with our Class Party and Birthday policy no food can be served. Birthdays are always fun for children and parents are always welcome to help make their child's birthday at the school a special experience. However, due to health and food regulations, you are asked not to bring in any food items. To make your child's birthday special, we encourage parents to share a special story or activity with the entire classroom.

Guidance and Behavior Management

TUSD Infant and Early Learning Center uses positive guidance methods in order to help children learn self-control and self-direction without loss of self-esteem. The center encourages children to use words to solve problems with others. A balanced schedule of activities suited to your child's development, and a positive environment promotes cooperation. The center uses a variety of methods to encourage children's cooperation, including the clear statement of limits in positive terms, redirection, choices between acceptable behaviors, and positive reinforcement through praise and encouragement of good behavior. Teachers work closely with parents to understand each child and to determine which methods work best for him or her.

Redirection is based on an understanding of each child's individual needs and level of development. When correcting a child's behavior, the teacher's response is individualized and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child acceptable behavior and self-control. When a child repeats a challenging behavior, the center uses a variety of methods for encouraging cooperation. These include the positive methods described above, and conferencing with other staff, parents, and center administration. The center makes every effort to understand children's needs and modify classroom practices, so each child is successful. Staff members anticipate problems and plan to prevent them by maintaining an appropriate learning environment.

Accident, Injury and Incident Reports

Parents or emergency designees are notified immediately of any serious accident or injury involving their child. If immediate medical attention is required staff will use the authorization for emergency care found on the child's registration form, and act as follows: If a child requires medical attention, but not in an immediate sense, the parent or emergency designee is contacted to come for the child. While our staff is First Aid certified, there are times that we feel parents need to make the judgment as to whether medical attention is required. Your cooperation in these instances is greatly appreciated. In all cases of accident or injury an injury form is completed. This details what happened and what measures were

taken after the incident. Management reviews the report and keeps for records. You may request a copy of these reports at any time.

Biting and Aggressive Behaviors

Biting and aggressive behavior by a child is a problem that potentially affects all our children and our staff. As a result, it is important we understand the options we have to deal with this serious behavior.

Before young children have developed good language skills, they often communicate physically. They shove, push and bite. Children between the ages of six months and three years old (sometimes even as old as five) lack the ability to communicate clearly with words when expressing their wants and needs. They sometimes bite when they are tired, frustrated and angry. Their verbal skills are not developed enough for them to tell their classmates, “I want this toy,” or “I want you to play with me.”

Children this age are learning to explore their environment through their senses. They use sight, touch and taste to learn about their environment. They are also learning about cause and effect. They know that when they hurt another child, the child cries. However, they do not understand the social consequences of inappropriate behavior.

Helping teach the child the consequences of aggressive behavior is a responsibility shared by the parents and staff. When aggressive behavior or biting occurs, we will work as a team to ensure we maintain the wellbeing and safety of all the children and our staff.

We will notify the parents of all children involved in a biting or other aggressive behavior incident in writing. We will take care of the child that has been bitten by washing the injured area thoroughly and apply ice as needed. We will comfort the child in a calm reassuring manner.

We will encourage the bitten child to make a verbal expression of displeasure with the act of biting (i.e. “Biting hurts me” or “I don’t like it when you bite me.”) for a child who is biting, staff members will offer teething toys or other objects that are safe to the mouth. When aggressive behavior is displayed, we redirect the child to an appropriate environment. The child will be encouraged to use soft touches, instead of hitting, kicking, pinching, scratching, pushing, biting etc.

Communication with each other and the parents depends on the child’s social development. However, some incidents (again dependent on their severity and frequency) may warrant removal. In order to minimize the effect of short notice removal, parents will be reminded throughout the process that removal may be the required solution.

We also take several actions to assist the child exhibiting these negative behaviors. Our goal is to assist in redirecting the child’s aggressive behavior. The Director will observe the child in a classroom setting in order to assess what factors may be contributing to the aggressive behavior. If staffing permits, we will assign an additional teacher or “shadow” to monitor the child in order to help

determine the reason(s) for the child's display of aggressive behavior by physically interceding between the child and another child or teacher.

The Director will schedule meetings with parents to discuss the observations and develop a plan to help the child through this stage of development. Additionally, they will keep in close contact with each other.

We will make the determination to remove a child from the center on a case-by-case basis and that determination will primarily depend on the child's developmental stage and severity and frequency of the child's aggressive behavior. Once we have decided to remove a child, we will attempt to give the parent enough notice to make other arrangements.

Breastfeeding

In an effort to support breastfeeding, the following guidelines should help clarify what is expected when bringing breast milk bottles for your child. Breast milk must be brought in individually labeled ready to feed sanitary bottles. Each bottle must be labeled with the child's name and date as follows:

- a) Milk expressed and directly stored in a refrigerator must be dated with the day and time it was expressed and the day and time it expires (48 hours later.)
- b) Milk that is expressed and frozen in a freezer at or below 0°F for no longer than 3 months must be dated with the day and time expressed and the day and time it was moved into the refrigerator to thaw. This bottle is good for 24 hours from that time.

Formulas

All infant bottles must be properly labeled with the child's name, time and date on it. Please ensure that you bring four to six clean, empty bottles daily. Formula will be provided by parents.

Dental Hygiene

We encourage and promote dental hygiene by encouraging the children to brush after meals. Please make sure your child brings a toothbrush to school.

Mealtime

All meals should be nutritionally balanced. The center will provide a morning and afternoon snack. Water is served throughout the day. We don't offer juice and request that no juice be sent in with the child. Parents/guardians are responsible for providing breakfast and lunch however we have catered options at an additional cost. If you are interested, please ask the front office staff for more information. We don't have access to refrigerators in the classrooms so a lunch box or bag with ice is recommended.

Mealtime is a special part of the day when children learn social skills, such as sharing, taking turns, and developing manners. It can also give children the opportunity to develop their gross and fine motor skills by performing different tasks, such as helping to set the table, pouring their own milk, and learning how to serve themselves without touching the food in the serving bowls during snack time.

Medication Administration

The staff will only administer prescription medications. Prescription medication includes allergy medication (EPI pin), asthma treatment and any medication prescribed by a physician. The original pharmacy label must be on the original container. The only exception to this policy is the application of sunscreen, hand lotion, Chap Stick and diaper cream. Parents who want sunscreen, hand lotion, Chap Stick and diaper cream applied must sign a permission slip before any is applied. All products must be provided by the parents.

Registration Policy

Prior to admission of a child, you must complete and sign all applicable forms. The center is responsible for validating immunization dates by reviewing your child's immunization record. If the immunization record reveals that established immunization dates have not been fulfilled, your child will be denied admission until the required immunizations are obtained. If any questions, please feel free to ask for assistance. Completion of a tuition agreement form, contract and payment in advance are required prior to attendance. **Please note that the registration, deposit, and supply fees are non-refundable.**

Illnesses

Sick children cannot remain in care due to obvious health standards and the need sick children have for care is greater than which can be provided in group situations. Symptoms of illness that prevent children from being accepted for care or remaining in care are:

1. Fever of 101 degrees (due to Covid19 this has been adjusted to 99.5)

2. Discharge from the eyes returning within 15 minutes.
3. Rash with additional symptoms.
4. Vomiting or Diarrhea
5. Lethargic behavior- no participation.
6. Any symptoms of impetigo, scabies, ringworm, chicken pox, head lice, strep throat, conjunctivitis or other contagious diseases.

Once a child is denied admission or removed from care due to symptoms of illness, the child may not be readmitted until **24 hours** have passed from when all symptoms are absent.

A report of illness is prepared for each child sent home. The Director will have the final authority on acceptance/ denial of any child back into the program. Parents will be notified when a communicable disease at the center has been confirmed. This information will be posted on your child's room door. It is the responsibility of every parent to notify the center when his or her child has been exposed to any contagious disease.

Children who become ill should be picked up promptly. These children will be separated from their group when it is determined the child's illness may be contagious. For the health and safety of your child and other children in the center, please keep your child at home if he/ she shows signs of obvious illness, rashes and/ or fevers, etc.

Signing in and Out

Parents must sign their children in and out using the electronic registration system and the paper sign-in and out form. Failure to sign in/ out will result in a written warning; a repeat failure could result in loss of care. Children will be released only to their parent or a person authorized by the parent on the registration forms. Children will not be released to anyone less than 18 years of age.

Tips for Leaving Your Child

Children need the opportunity to adjust to new environments, especially when the new environment does not include mom, dad, brother or sister. To assist with your child's transition to the center, bring him/ her for a visit; stay and play for an hour or so. Introduce him/ her to the teachers and the children in the classroom.

Routines are extremely important. Establish a daily routine for dropping off and picking up your child each day. When dropping off your child, be cheerful and reassure him/ her when

you will pick them up. Look at the daily schedule in the room and then associate the pick-up time with an activity such as, “I will pick you up after your afternoon playground time.” **Please do not sneak out when your child is not looking!!** This only fosters feelings of fear and abandonment.

Procedures for Enrollment and Withdrawal

Enrollment:

- Registration is open to all; however, priority is given to current employees and families.
- There is a registration fee for each child that is due at the time of registration. All applicants, regardless of entry date, will be charged the full fee.
- All registration paperwork must be completed at time of enrollment to include an updated immunization record.

Withdrawal:

- Written notice must be provided at least 30 days prior to withdrawal.
- If a child is withdrawn, there will be no refund after monthly tuition has been paid.
- The registration fee and any advance tuition are not refundable.
- If written notification is less than 30 days, the family is responsible for tuition 30 days after the written notification.

PLEASE NOTE: On occasion, a program is not an optimal fit for a child or family. IELC is a school that will make every effort to work collaboratively with families to resolve any challenges that arise. Additional resources may need to be used to support a child’s success in the school environment. If, after all reasonable efforts are exhausted, and a problem cannot be resolved, we reserve the right to dismiss a child from the program.

Admission and Class Placement

TUSD Infant and Early Learning Center admits students of any race, color, national and ethnic origin. If parents have any major educational, social, or developmental concern about their child, parents need to discuss these concerns with the Director at the time of admission. It is important that a positive and appropriate learning environment be established for each child. In an effort to create the best fit for your child and family, we reserve the right to place children in classes by age, gender and developmental level. We do not discriminate in administration of educational and admission policies.

The TUSD Infant and Early Learning Center offers full-day care for children six weeks to five years. Full Day Care: Children enrolled in the full-day program are entitled to ten hours of care each day. Parents using additional hours will be charged the hourly care rate. Please keep in mind that ten hours each day is not always best for the child.

Tuition

TUITION - You agree to pay tuition and fees for your child in accordance with the Fee Schedule and the School Calendar. (Fee Schedule is attached) You may pay tuition in any installment plan reflected as an option on the Fee Schedule. In addition to the tuition and fees set forth in the Fee Schedule you will pay for any extra charges incurred by your child for care or activities which are applicable including late charges.

TUITION DUE / LATE CHARGES - Tuition and fee payments are due and payable on the first of the month or the first of the week if paying weekly. Tuition and fees are considered delinquent at 12:00 noon on the day following the due date. If tuition and any other outstanding charges are not paid a \$25.00 late charge will be added to the account.

PAYMENTS – Payments can be made by check, money order or cash at the center. Credit or Debit card can be used to make payments only thru your Procure app (fees will be assessed)

SUPPLY FEE- There is a \$50 supply fee per child, charged two times a year. This covers additional expenses of materials and supplies for teachers to effective care for and educate your child(ren). This fee is non-refundable.

HOLIDAYS / IN-SERVICE DAYS - Tuition is continuous throughout the year (*taking into account the days the school is closed*) and guarantees a reservation for your child at the school for the 12-month school year designated on the IELC school calendar. No credit will be given for holidays or professional in-service days or student absences or illnesses. Holidays and professional in-service days for the school year are shown on the school calendar. No credit/refund will be owed if the school must close because of emergency or inclement weather.

- **HOURS / LATE PICK-UP CHARGE** - The school is open from 7:00am to 6:00pm. If your child(ren) is (are) picked up after 6:00 pm, you will be charged \$1.00 for every minute per child the first time:
 - \$2.00 per minute/per child the second time:
 - \$3.00 per minute/per child the third time:
 - \$4.00 per minute/per child the fourth time:
 - \$5.00 per minute/per child every time after the fourth time.

TUITION INCREASE - In order to be able to continue to offer the highest quality of care for your child(ren) it is sometimes necessary to increase the tuition rate. Market studies are always conducted to ensure that our rates are still comparable or below centers of equal size and standards.

RENEWAL - Registration at the school is on a school year basis. Your child will not be guaranteed a reservation for the following school year, unless you enter into a new tuition agreement with the school for that school year and pay all applicable fees such as the annual registration fee.

COSTS OF COLLECTION – If we refer your account for collection, you will pay all our costs of collection.

Emergency Procedures

TUSD Infant and Early Learning Center has emergency procedures to notify parents of any unexpected events, such as our school closing, or an evacuation. In the event of an emergency situation, we will contact you by email and/or phone call from the office. Please keep your information up to date throughout the school year and be sure to sign up for Parent Link. The way to do that is to go to: <https://tucsonusd.parentlink.net/main/login> and click on the bottom button SIGN UP; in the new account sign up page, enter your name, email address and phone numbers; under Elementary Schools select Brichta or Schumaker Early Learning Center then click SIGN UP. You will be signed up as a community member.

Please make sure to let the office know if your emergency contact number changes or if any of those listed on your emergency contact sheet changes. A school-wide email will be our preferred way of reaching out to parents during an emergency.

What to Bring

PLEASE REMEMBER TO LABEL EACH ITEM THAT YOUR CHILD BRINGS TO SCHOOL :(backpack, extra clothing, water bottle, etc.)

Extra Clothes: In school, at all times, each child should have at least one set of seasonal clothes that fit – pants, shirt, underwear, socks—which should remain in the child’s backpack. In addition, each child must have a change of clothes for emergencies.

Backpack: We encourage children to be independent. Therefore, we strongly recommend a backpack that is easy for your child to manage when putting away his/her own things.

Each day your child needs to bring a backpack, clearly marked with your child's name, to hold his or her extra clothes, art, treasures and important communication.

Please be sure to check the contents of this bag each night so that you can find important notes, view art projects, etc.

Diapers & Wipes: You are required to supply your child with enough diapers and wipes to last three weeks. When supplies are getting low, we will notify you in writing. If your child runs out of diapers or wipes you will be required to “pay back” the supplies used by donating the amount of diapers or wipes your child needed.

What Your Child Should Wear

Children should wear “play” clothes. Many of our activities include washable paint, washable glue and other materials one may consider messy. For safety reasons, children should wear shoes with enclosed toes and a back strap. Children cannot be admitted barefoot or wearing thongs, open toe sandals or slippers. Please include a change of clothing each day. If toilet learning, please bring underwear and a change of clothing (NO pull-ups). Accidents happen to children of all ages. Please make sure to mark your child's extra clothing with his/her name. Health standards require that clothes soiled by feces or urine be placed in plastic bags and tied. Children should arrive ready for the day. Children should not arrive dressed in pajamas or night clothes.

Parent Involvement

The Infant and Early Learning Center encourages both informal and formal parental involvement in children's care and education. Parents of younger children receive regular written information about their children's experiences and progress, and all parents are invited to participate in parent/teacher conferences twice a year and to attend parent meetings.

Parent/teacher conferences are an opportunity to discuss children's progress and share information about experiences at home and at the center. We welcome parents to visit the center at any time during our hours of operation to observe their child, the center's operation, or program activities, and we do not require parents to secure approval for their visits beforehand.

The center provides a variety of opportunities for parents to be part of the program, offering choices of which work best for their families. General parent meetings allow families to keep up with center-wide activities, and each class has a classroom parent who serves a one-

semester term as a liaison between the staff and other parents. Parents are invited to visit their child's classroom and participate in center activities, such as parties and field trips. Parents are also encouraged, but not required, to participate in parent meetings, parent workdays, and fundraisers.

Members of the Parent Advisory Council (PAC) are a cross-section of parents of children from each of the center's age groups. The council's purpose is to facilitate communication between parents, staff, and the center's administration in an ongoing effort to support the quality of care provided. The PAC is not a policy making group.

Parent Board

A Parent Advisory Board serves in an advisory capacity for the child development programs. It is a support and education network for parents of children in our program. The committee acts only in an advisory capacity, providing recommendations for improving services. This committee is a proactive group responsible for planning and implementing a parent participation plan, providing workshops for parents, planning family-oriented activities and events and facilitating any other items of interest which will benefit the staff and children in the program. All parents are eligible to be members and we highly encourage your participation. Meetings are held monthly and are open to all those who wish to attend.

(Information on the Parent Advisory Board meeting is posted at all centers.)

Parent Training and Education

Parent training and workshops are offered frequently. Training on guidance, nutrition, daily activities and behavior management are offered annually. Additionally, the coordinator has access to many resources on child development and parenting. Feel free to ask about browsing resources you may need.

Emergency Drills

The program has policies and procedures for emergencies, such as fires, storms, etc. Each staff member is aware of these procedures to ensure the children's safety. Drills are practiced regularly. Evacuation plans are posted in each room. There is always a staff member present with CPR and first aid training.

Hours of Operation

Hours of operation are from 6:00a.m. to 6:00 p.m. Monday through Friday. **Arrival time is from 6:00 a.m. to 9:00 a.m., and departure time is 2:30 p.m. to 6:00 p.m.** Children will benefit most from the educational aspects of the program if they arrive by 9:00 a.m. Lunch is served at 11:00 am to all children except the four year olds who will eat at 11:45 am. Rest time takes place between noon and 2:30. Please do not bring your child to the center between 11:00 and 2:30, because this will make separation from you more difficult and is disruptive to the rest of the class.

Parents are asked not to bring children after 9:00 a.m. except in the event of a doctor's appointment, an emergency, or a special family occasion. When this occurs, please call before bringing your child after 9:00 to allow center staff to plan for your child's attendance.

Absence Policy

If a child is enrolled at the Infant and Early Learning Center and absent at any time during the month, tuition will not be affected. There are no requirements regarding attendance.

If possible, please notify the center when your child will be absent. This will enable your child's teacher to plan activities most efficiently.

Class Promotion

When a child is ready to move to the next age group, the teaching staff of her or his current age group recommends new class placement. The center's administration determines the child's placement based on this recommendation and other factors affecting the well-being of the child and the class. Parents have the opportunity to describe the kind of teacher and learning environment they feel is best for their child and this information will be included in the decision. If a parent disagrees with the recommendation, the coordinator makes the final decision. Continuity of care is a primary focus and best practice, keeping students with the same caregiver over an extended period of time builds connections and relationships best for student development. Therefore, we limit transitions and keep children in the same classroom when possible and a birthday does not necessarily mean a child should move to another class.

Considerations when transition children to another class include but are not limited to:

1. The child has had a birthday
2. The child is developmentally ready (emotionally, socially, intellectually, and physically)
3. The child is potty trained (when transitioning from a toddler room)
4. There is an opening in the age-appropriate class

Toys

Please do not bring toys from home to the center, as these items frequently create disruptions in the classroom environment. Your child may bring a single security object, such as a plush doll or stuffed animal for nap time. Such items should be put in your child's cubby upon arrival at the center and marked with your child's name. Teachers will not be expected to remove toys brought from home from your child, nor should you allow your child to keep such toys, besides a naptime object, in your child's cubby.

On certain designated school occasions your child will be encouraged to wear a costume to school. Masks, toy guns or weapons of any kind as part of such costumes are strictly prohibited.

Children in the older age groups have designated days to bring items from home to share with their class. On such days you are strongly encouraged to help your child find something that ties in with the current unit theme or has educational value.

Complaint Procedures

The director is available upon request to talk to you about any concerns or complaints that you may have regarding the center and/or its policies and procedures. If the director is unable to address a parent's concern in a satisfactory manner, the center can refer the parent to the district administrator who oversees the program.

7 Habits of Highly Effective Parents

The following tips are a daily reference to help you make the TUSD Infant and Early Learning Center the most positive experience possible for you and your children.

1. Drop-off children by 9:00 a.m. each morning... Remember:
 - The center is an educational resource with a set schedule and curriculum.
 - The bulk of the daily curriculum happens in the morning
 - Children dropped off on time nap better, join in playgroups easily and don't miss meals or playground time
2. Greet and communicate with teachers when dropping off and picking up children
3. Take an extra moment to:

- Read bulletin boards and notes from teachers
 - Check art folders and/or cubbies
4. Make sure children's cubbies are stocked with weather appropriate clothing
 5. Follow the [Guidelines for Illness at School](#)
 6. Volunteer to read or share your skill area/expertise with the class
 7. Show appreciation and say "thank you" to teachers and staff