

Permanent Learning Solutions, LLC

Learning Center

# Early Childhood Handbook



*Lighting the Pathway to Success!*

## **TABLE OF CONTENTS**

Program Philosophy	.....	3
Program Goals	.....	4
Program Activities	.....	5-6
General Policies	.....	7-8
Staffing Plan	.....	9-10
Tuition & Fees	.....	11
Program Evaluation	.....	12
Parent Family Involvement	.....	13
References	.....	14

## **(1) PROGRAM PHILOSOPHY**

P.L.S. Preschool cultivates a diverse atmosphere where all children and parents are challenged to explore, celebrate, learn and grow. We believe when highly qualified teachers and active parents work together in a stimulating environment all children are able to reach their full potential. As we provide a developmentally appropriate education we meet the needs of the whole child, including: physically, neurologically, emotionally, psychologically, and academically. We expect all our students to be respectful, eager, and to take ownership of their work, ideas, attitudes, and relationships.

### **The Role of the Learning Coach:**

Our teachers/learning coaches have been trained on-site, both coached and mentored, and participate in continuous ongoing professional development and seminars. We expect all our teachers and assistive staff to be both professional and nurturing; they are models for our students. The role of the educator is to be alert, responsive, responsible, flexible, cooperative and consistent. We as educators are responsible for arranging a highly engaging learning environment; we have structured our learning environments to promote participation for all students. Furthermore, each teacher is trained in Neurological-Physical Connection Therapy, to better identify and avoid potential learning problems. At P.L.S. Preschool we respect and applaud the educators that make up our dynamic and highly-qualified team.

### **The Role of the Learner:**

We expect all our students to be respectful, eager, and to take ownership of their work, ideas, attitudes, and peer relationships. The role of the learner is to choose daily from a variety of age-appropriate experiences and participate in: music, art, pre-math and science, dramatic play, technology, movement and exploration stations. As children make choices and develop good habits they play an active role in their own education, as they develop independence through goal setting, self-esteem, and problem-solving skills. Always remember to trust your brain!

## **(2) PROGRAM GOALS**

### **The goals of P.L.S. Early Childhood Program are:**

- i. To provide a developmentally appropriate education intended to meet the needs of the whole child, including: physically, neurologically, emotionally, psychologically, and academically.
- ii. To coach, mentor, and nurture our staff through both on-going professional development and on-site trainings and seminars.

### **Goals for Children:**

- iii. To create a structured and stimulating learning environment that's highly engaging and interactive for all students.
- iv. To play an active role in their own education through the decision-making process and independence.

### **Goals for Parents:**

- v. To ease the transition between home and school by devoting our time, efforts, and energy to our parents and children.
- vi. To be an active participant and advocate for their child in order for optimal development to be obtained.

## PROGRAM ACTIVITIES

### **Curriculum:**

Our curriculum is structured to be both developmental and age-appropriate for all children. Our curriculum is grounded in neurological research. Including the following 10 Developmental Processes in which our entire curriculum is based:

- 1. Focus:**
  - a. The ability to focus on a physical point or image (eyes & body)
  - b. The ability to maintain mental focus
- 2. Rhythmic Response/Motor Match:**
  - a. Responding rhythmically to auditory and visual stimuli
  - b. Multi-tasking
- 3. Memory/Visual Memory:**
  - a. Sensory oriented memory
  - b. Concept oriented memory
- 4. Right Left Coordination:**
  - a. The ability to coordinate both sides of the body simultaneously
  - b. The ability to balance artistic vs. logical thought processes
- 5. Tracking:**
  - a. Visual
  - b. Auditory
  - c. Mental
- 6. Distraction Control:**
  - a. The ability to work and focus amid distractions
    - i. Mental – sorting out pertinent information from the insignificant
    - ii. Physical – the ability to keep the body focused on an action allowing the outside stimuli to disappear.
- 7. Directional Discrimination:**
  - a. Physical: Developing a natural sense of direction i.e. knowing left vs. right, up vs. down etc.
  - b. Mental: Applying physical direction to learning activities such and reading and writing
- 8. Spatial Relations:**
  - a. Physical: Determining position of physical objects in relation to its environment
  - b. Mental: Determining relationships within a given concept
- 9. Size:**
  - a. Understanding the importance, significance, and proportions of a physical object
  - b. Understanding the significance or magnitude of an idea or concept
- 10. Shape or Scope of Learning**
  - a. Recognizing shapes, patterns and concepts in learning
  - b. Forming small details into more complex concepts

We value our students' individuality and interests. We acknowledge that young children learn from every experience in the classroom, including:

- Individual Activities
- Small Group Activities
- Learning Coach and Peer Interactions
- Music and Movement
- Physical Care Routines- Snack Time and Toileting

By providing multiple and varied learning opportunities in the classroom our students modify, expand, and generalize skills in a meaningful way.

### **Instructional Practices:**

Our integrated neurological curriculum has many advantages. Children are able to explore across all content areas, make meaningful connections, engage in social interactions, master skills, and play an active role in their own education.

Our teachers and staff continually provide stimulation, support, and security, as our students explore, play, and participate in a variety of strengthening academic, physical, and neurological experiences. All activities are carefully structured and implemented focusing specifically on two processing skills per a month.

## GENERAL POLICIES

### **P.L.S. Learning Center, Hours of Operation:**

**Open:** Tuesday thru Thursday 9:00 a.m. - 12:30 p.m.

**Office Hours:** Monday thru Thursday 8:00 a.m. – 9:00 a.m.

### **Permanent Learning Solutions, Hours of Business:**

**Open:** Monday-Thursday 7:00 a.m. - 7:00 p.m.

**Closed:** Friday, Saturday and Sunday and the following Holidays:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>❖ New Year's Eve and Day</li> <li>❖ Presidents Day</li> <li>❖ Memorial Day</li> <li>❖ 4<sup>th</sup> of July</li> <li>❖ Labor Day</li> </ul> |  | <ul style="list-style-type: none"> <li>❖ Nevada Day</li> <li>❖ Veterans Day</li> <li>❖ Thanksgiving- Wednesday,<br/>Thursday, &amp; Friday</li> <li>❖ Christmas Eve and Day</li> </ul> |
|---|--|--|

### **Attendance:**

Attending school on a regular and consistent basis is critical for optimal learning to occur. Regular attendance also eases the transition process between home and school. However, we acknowledge there are times children should not come to school, for the safety of others, and their own well-being.

- Fever paired with illness symptoms
- Diarrhea
- Difficulty breathing/wheezing
- Rash paired with fever
- Chicken pox, Head lice, Pink eye, Measles
- Extreme weather (the center will be closed when local schools close, according to the school district)
- Family emergency (loss of a loved one)

**Discipline Policy:**

P.L.S. Preschool requires all educators and staff to use constructive guidance and positive reinforcement, which allows our students to feel comfortable and confident in the classroom. We have three rules:

- 1. Respect yourself**
- 2. Respect others**
- 3. Respect the environment**

Our positive approach to discipline includes:

- Modeling wanted behaviors
- Guiding children to wanted behaviors
- Role-play wanted behaviors
- Ignoring unwanted behaviors while redirecting, rewarding, and praising specific individual accomplishments
- Consistent classroom management and immediate consequences (removal from wanted/desired activity)

### **(3) STAFFING PLAN**

#### **Staff Qualifications & Job Descriptions:**

##### **Director:** Program supervisor

- Must fulfill all administrative roles
- Must oversee community support
- Must be a leader
- Must have excellent communication skills
- Must implement and support P.L.S Early Childhood program philosophy, curriculum, and goals.
- Must be professional
- Respect student confidentiality

##### **Lead Learning Coach:** Primary caregiver

- Must communicate kindly and respectfully to ALL children, parents, and staff
- Must assume a leadership role in his/her classroom
- Must implement and support P.L.S. Preschools philosophy and curriculum guidelines
- Must work consistently to obtain P.L.S Preschools goals
- Must conduct ongoing assessment
- Must be flexible
- Must be professional
- Respect all teacher/student confidentiality.

##### **Assistant Learning Coach:** Works under the primary caregiver

- Must communicate kindly and respectfully to ALL children, parents, and staff.
- Must be nurturing
- Must consistently engage with children and support P.L.S Preschool philosophy.
- Must be flexible and divide time between different classrooms and students
- Must be professional
- May work independently in teachers' absence, but majority of time, under the lead teacher.
- Respect all teacher/student confidentiality

**Staff Development:**

Within the first 90 days of employment all staff must present to the Director with the following documentation:

- 4 credit hours- CPR/First Aid
- 2 credit hours- Signs & Symptoms of Illness
- 2 credit hours- Recognizing and Reporting Child Abuse & Neglect
- 1 credit hour - Sudden Infant Death Syndrome

Each year staff must maintain 15 training credit hours in on-going early childhood education theory and practice per Nevada State requirement.

Also, staff must participate in 3 P.L.S Aspects of Learning Seminars per year.

**Staff Ratio:**

Early Childhood Program: Maximum 6 students: 1 Adult

**Evaluation of Staff Performance & Termination:**

**Evaluation:** All teachers and assistant staff are evaluated bi-annually.

**Termination:** Termination of employment is based on bi-annual performance, unless the following problems arise more than 3 times:

- Absence without authorization from the director or medical note
- Failure to report to work on time or return from lunch
- Legitimate parent complaints

The following lead to automatic termination:

- Leaving children unattended
- Sexual misconduct
- Physical or verbal abuse

**Note:** If any employee is terminated they are ineligible for rehire by *Permanent Learning Solutions, LLC: Learning Center, Early Childhood Program*

## TUITION & FEE'S

### Registration & Supplies Fee:

There is a yearly non-refundable \$50.00 registration fee. This secures your child's seat in the classroom.

Additionally, a fee of \$100 Supply Fee is due the first day of class.

### Tuition Prices:

Payment Options		Due Dates
Pay in Full	\$2295.00	First Day of School
Pay by Semester	\$1148.00	First Day of Each Semester
Pay Monthly	\$255.00	First Monday or Tuesday of every month

### Payment Options:

- ❖ Cash
- ❖ Check or Money Order
- ❖ Credit Card (a fee of 6% will be added to cover the cost of processing)
- ❖ PayPal (3% fee will apply unless you use the friends and family option)
- ❖ Venmo

### Tuition Late Fee Policy:

**There is a 10-day grace period, at which time a \$25-dollar fee will be charged.**

### Late Pick-up Fees:

P.L.S. Preschool pick-up is at 12:00! With a 10-minute grace period. For every minute after 12:15 a \$2.00 fee will be charged.

## **PROGRAM EVALUATION**

### **Child Progress:**

At P.L.S. Learning Center we acknowledge our student's individual needs, wants, and interests. Therefore, we track individual growth and development. We do this through continual observations and on-going assessment in compliance with student portfolios.

### **Measurement Techniques:**

Continuous progress monitoring allows us to be more responsive, more dynamic, and more data driven; in order to accomplish this, we assess all students on a daily basis. Through our detailed observations and documentation of child outcomes we are able to track each child's growth individually and inform parents of progress being made.

### **Evaluation Activity:**

Along with ongoing assessment and observations each week we collect student artifacts and construct individual student portfolios. Through various activities we are able to see our student's progress, as we collect materials throughout the school week, and share them with families and friends at the end of the school term. Portfolios allow our student's to be proud of their work and their accomplishments!

### **Family Satisfaction:**

At P.L.S. Learning Center we are here to serve you and develop a trusting relationship. However, the family MUST play an active role; it is imperative that weekly logs be kept current. We want all our children to succeed both at home and at school. We accept all comments, concerns, and suggestions from our parents via email, or pre-scheduled meetings. In order to maintain a positive learning environment, please issue all complaints via email and your concerns will be addressed promptly.

**Expected Dispositions & Outcomes:**

P.L.S. Learning Center strives to promote a diverse atmosphere where all children and parents are challenged to explore, celebrate, learn and grow. As we provide a rich learning environment and individualized appropriate activities we look forward to seeing every student progress and reach their full potential.

**PARENT FAMILY INVOLVEMENT****The Role of the Family:**

We expect families to participate in all activities; families are a vital and valuable component of the learning process. This being said, daily logs of various activities must be kept current. We pledge to devote our time, efforts, and energy to you and your child and we expect the same from you. We want all our children to succeed both at home and at school, as we negotiate our cultural differences to better ourselves and our program.

**Annual Open house:**

Open house is held at the beginning of each school year (TBA). Family, relatives, and caregivers are invited to come meet their child's new teacher and children are able to show off their new classroom.

**Family Teacher Conferences and Workshops:**

Conferences are held once per a term. Sign-up sheets will be placed on EVERY classroom door, two weeks prior, in order for parents to select which time works best for them. Conferences are not mandatory, but highly recommended.

**Family Development and Activities:**

As daily evaluations are made, teachers may plan a parent-learning coach workshop giving you specific exercise to help your child's neurological development. It is vital that you follow through, attend and implement these exercises into your child's daily activities, thereby avoiding potential learning problems.

## Early Childhood Program Dates 2021-22

First Day of School	8/30/2021
Labor Day (No School)	9/6/2021
Halloween/Nevada Day (Party)	10/28/21
Thanksgiving Holiday ( <i>No School</i> )	11/22/21 thru 11/25/21
Christmas Program	12/16/2021
Christmas Break ( <i>No School</i> )	12/20/21-1/4/22
Class Resumes	1/5/22
Martin Luther King Day (No School)	1/17/2022
Valentine's Day (Party)	2/14/2022
President's Day (No School)	2/21/2022
Spring Break ( <i>No School</i> )	4/11-4/5/2022
Spring Play	5/24/2022
Last Day of School Graduation	5/26/2022

Doors Open at 8:50 AM and close at 12:15 PM

Class runs from:

Monday - Thursday

9:00 AM – 12:00 PM