Parent Handbook



Art of Play

A Child Inspired Preschool

Revised Spring 2026

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MY CONTACT INFORMATION

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A Child Inspired Preschool

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You can find a copy of Pennsylvanian's Family Child Care regulations at http://www.pacode.com/secure/data/055/chapter3290/chap3290toc.html or for a fee of $5 the provider provide a hard copy of the regulations. The Learning Center has a copy of the regulation for parents to view upon request. Regulation books also may be checked out overnight. As per regulation § 3290.22 Availability of certificate of registration and applicable regulations.

If at any point during enrollment you feel your rights have been violated or your child was neglected or put in danger please feel free to call the Department of Human Services Child Care Division at **1-800-222-2117 or 717- 772-7078**.

"Play is the work of the child." – Maria Montessori

"Play is the highest form of research." – Albert Einstein

"Play gives children a chance to practice what they are learning." – Mr. Rogers

"The playing adult steps sideward into another reality; the playing child advances forward to new stages of mastery." – Erik H. Erikson

"Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood." - Fred Rogers

Core Values

The core values that we teach by are derived from the latest research on best practice. The teaching practice from the world's leading countries in education is what has inspired the values we hold dear. We believe that:

1. Childhood is valuable and needs to be respected; children deserve time to be children.
2. Play is the most important element in the early childhood curriculum.
3. The curriculum should be child driven and child lead.
4. The curriculum should be individualized to meet each child's unique needs and desires.
5. The curriculum should include a focus on nature and the arts.
6. The curriculum, teachers, and environment should always be improving to meet the growing needs of the children.
7. The environment is the third teacher.
8. Parents are always the first teacher.
9. Teacher parent relationships are just as important as teacher child relationships.
10. The environment must always be fun, loving, nurturing, and create a sense of security through continuity.

My Faith

We feel that the love our Savior Jesus Christ has for us should shine in every experience that children are given. "We love because he first loved us" 1 John 4:19.

Code of Ethical Conduct Core Values
Standards of ethical behavior in early childhood care and education are based on a commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to Appreciate childhood as a unique and valuable stage of the human life cycle Base our work on knowledge of how children develop and learn Appreciate and support the bond between the child and family Recognize that children are best understood and supported in the context of family, culture*, community, and society Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague) Respect diversity in children, families, and colleagues Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect
* Culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world. NAEYC (2005) Code of Ethical Conduct & Statement of Commitment. Reprinted with permission

OUR STANDARDS

Keystone STARS Information for Parents

What does Keystone STARS mean?
Keystone STARS (Standards, Training/Professional Development, Assistance, Resources) provides families with a tool to gauge the quality of early learning programs. The STARS program supports early learning programs in the commitment to continuous quality improvement. Programs that participate in Keystone STARS care about providing quality early learning to your child. As programs move up the STARS ladder, they are providing even higher quality experiences, so your child benefits even more from the program. Early learning programs can earn STAR 1 to a STAR 4 level. At each level, programs have to meet certain research-based quality standards that measure various areas of early childhood from the teacher education, teacher-child interactions, family partnerships, and the environment.

Your child receives:
Educated Teachers
A High Quality Learning Environment
A High Quality and Research Based Early Learning Program

Ata Keystone STARS Program you should find:
A comfortable place where your child can explore and learn.
Laughing, reading and talking which builds language skills.
Teachers who are dedicated in improving their abilities to help your child thrive.
A safe, healthy and exciting place.
Music, art, science and play activities that increase school readiness.
Your child feeling good about himself or herself.
Families involved in the program and their child development.
Teachers that listen to children and parents.

Early Intervention

Your teacher at The Art of Play is has experience as Behavior Therapist who has worked within the Early Intervention program. She use her unique skills to create a one-on-one curriculum and help spot developmental concerns early one.

While all children grow and develop in unique ways, some children experience delays in their development. Children in Pennsylvania with developmental delays and disabilities benefit from a state supported collaboration among parents, service practitioners and others who work with young children needing special services. The Pennsylvania Early Intervention program provides support and services to families with children, from birth to age five, with developmental delays and disabilities. Early Intervention builds upon the natural learning opportunities that occur within the daily routines of a child and their family.

Early Intervention:
Supports services and resources for children that enhance daily opportunities for learning provided in settings where a child would be if he/she did not have a developmental delay and disability.
Provides families' independence and competencies. Respects families' strengths, values and diversity.
Early Intervention supports and services are designed to meet the developmental needs of children with a disability as well as the needs of the family related to enhancing the child's development in one or more of the following areas: Physical development, including vision and hearing, Cognitive development, Communication development, Social or emotional development, Adaptive development

How do I receive information about Early Intervention Services or make a referral to Early Intervention?
Parents who have questions about their child's development may contact the CONNECT Helpline at 1-800-692-7288. The CONNECT Helpline assists families in locating resources and providing information regarding child development for children ages birth to age 5. In addition, CONNECT can assist parents by making a direct link to their county Early Intervention program or local preschool Early Intervention program.

What Children Are Eligible?
Children from birth to age 5 who have special needs due to developmental delays and disabilities are eligible to receive Early Intervention services.

What Services are Provided to Meet the Developmental Needs of a Child?
The services provided to children and their families differ based upon the individual needs and strengths of each child and the child's family. Services such as parent education, support services, developmental therapies and other family-centered services that assist in child development and may be included in a family's Early Intervention program. Early Intervention promotes collaboration among parents, service providers and other important people in the child's life to enhance the child's development and support the needs of the family.

Where do Children and Their Families Receive Services?
Services may be provided in the child's home, childcare center, nursery school, play group, Head Start program, early childhood special education classroom or other settings familiar to the family.

More information on various community services may be picked up in the parent area or requested.

IEP/ IFSP, Special Needs, Asthma, Medical Needs, Allergies, and Medication Administration.

Parents must fill out the form below at enrollment if their child has a special need. If needed parents must also fill out Appendix O adopted from "Caring for Our Children". All documents were in enrollment packet. Parents may obtain more copies by contacting their teacher.

Example Disclosure Form:

SPECIALCARE ACKNOWLEDGEMENT

My Child_____does not have a care plan or any circumstances that need to be discussed prior to enrollment.

Or

My Child_____has a care

plan for_____.

I,_____, (parent or guardian) is requesting a copy of the appropriate form to fill out regarding my child's special needs.
I understand that it my responsibility as a parent to disclose all allergies, special needs, and medical needs to the Art of Play before enrollment. Failure to do so poses a health and safety risk to my child and will result in termination without refund.

Parent Name: _____

Parent Signature: _____

Date: _____

~Director Fills out Below ~

Date Reviewed:_____By:_____

Individualized Education Plan

If any child has an Individualized Education Plan and/or meets with a TA please feel free to discuss this with me so we can decide together what is the best possible situation for your child.

Outside Resources and Family Referrals

Outside Resources

Families will be referred to appropriate social, mental health, education, wellness, and medical services as the director and staff deem necessary. Services will be discussed at all family conferences throughout the year as needed. If families request any information on services that are provided in the local area, they may ask the teacher. Services include but are not limited to CHIP, Child Care Information Services (CCIS), Early Childhood Mental Health, Early Intervention, Behavioral Health, Social and Emotional help, Counseling, etc.

Referral for Services

The teacher, respecting confidentiality, seeks the expert advice of many community services and organizations to better understand the needs of all children. When the parent or legal guardian of a child identifies that a child has special needs, the teacher and the parent or legal guardian will meet to review the child's needs. All parents at any time are encouraged to talk with the child's teacher when seeking advice concerning the education and development of their child. Many concerns can be put at ease through parent/teacher conferences. However, agencies such as your child's local healthcare provider or pediatrician, LIU, United Cerebral Palsy, PEACE, and numerous others are also available to provide services to families in need. Please see the center director whenever you feel that help may be needed.

When your child's teacher determines a family is in need of outside services such as medical, dental, developmental, financial, mental health, clothing, food, shelter, etc. the teacher will assist the family by following the procedure below.

Procedure

1. The teacher will communicate the need, in confidence, to the parent or guardian.
2. The teacher will maintain a list of approved organizations and resources for outside services. If no resources are on the list for the particular need, the teacher will make inquiries to find the appropriate resources.
3. The teacher will confer with the parent or guardian on the subject and determine if the circumstance indicates need for a third-party professional. If a professional is required, the teacher will get written permission from the parent or guardian to contact the professional and assume responsibility for the referral.
4. If no third-party professional is required, the teacher will confer with the parent or guardian who will communicate the referral to the family.
5. After a reasonable amount of time, the teacher will check back with the family to make sure the referral was helpful. If it was not, additional resources would be sought.

Inclusion, Suspension, Expulsion, and Termination of Services

Inclusion:

The Art of Play follows Pennsylvania's Office of Child Development and Early Learning's policy and practice regarding inclusion. We do not discriminate based on age, gender, race, religion, abilities, language, or financial situation. As long as we can provide a safe and developmentally appropriate program for your child, we will not turn them away.

Suspension and Expulsion:

The Art of Play follows Pennsylvania's Office of Child Development and Early Learning's policy and practice regarding suspension. Suspension and Expulsion can occur if the child exhibits poor behavior that is too disruptive to the day, a danger to the other children, a danger to themselves, a danger to the teacher, or a danger to the animals on the property. Such poor behavior could include (but is not limited to) the following: hitting, biting, kicking, pinching, pushing, causing other physical harm, using inappropriate language, using racially offensive language, or damaging property.

The Art of Play does not have a three-strike policy. Each situation is a case-by-case. Developmentally appropriate behavior for poor choices is always weighed in the decision-making process. We understand that sometimes children bite, hit, push, or make poor choices. We will do everything we can to help each child overcome their poor choices that are within our limits.

Steps to suspension and expulsion:

1. Redirect child.
2. Document instance and make observational notes to share with parents.
3. Review the actions and make notes if they are developmentally appropriate.
4. Share information with parents.
5. Address concerns parents and work to establish an action plan with parents.
6. Keep a log of any further incidents.
7. Parents will be notified to pick up a child who continues to make poor choices, which are not typically developing choices.
8. Suggest parents seek outside resources or local agencies for help.
9. Child will be suspended if needed until an action plan is in place.
10. Work with parents and local agencies to help implement the action plan.
11. If parents refuse to seek help, delay seeking help, are thought to ignore the behavior, or the child is not improving the child will be expelled.

If poor choices and behavior are an immediate threat to the wellbeing of the child, teacher, other children, or animals (this is not limited to physical wellbeing) then steps 1-11 will be skipped and child will be immediately expelled.

Termination of Service:

If at any point a child develops a developmental delay that was not addressed at enrollment and is out of the teacher's realm of knowledge, is too great of a need for the teacher, or cannot provide with a safe and developmentally appropriate environment parents will be given a 2 week notice of termination.

Family Involvement

Parents, we need you!

Ever thought about helping in your child's classroom? Would you like to be a part of your child's early education experience? Did you know that parents who actively participate in their child's education programs help enhance the program? The Art of Play would like to take a unique approach to providing high quality education by adding you, the parents, to our program.

We are looking for parents to volunteer their time as a substitute in exchange for **FREE Tuition**. For every hour you volunteer you earn a $30 credit towards your next tuition payment (only valid for one child per family), and **YES siblings can attend** while you volunteer!

Benefits:

- **Free Tuition**
- Parents and children already know each other
- Positive social emotional development occurs when parents get involved
- Programs thrives when participants take pride and ownership from within.

What do I have to do to participate?

To comply with state regulation parents, need to:

- Complete 4 clearances/ background checks (costs to be reimbursed)
- Complete Pediatric First Aid and CPR (to be hosted here on a weekend and costs reimbursed)
- Complete mandatory health and safety training (free online)
- Complete mandatory mandated reporter training (free online)
- Need 2 letters of reference saying you are trusted around children
- Copy of your high school diploma
- Physical and TB test (cost to be reimbursed)
- Verifiable 2 years' experience caring for someone else's children (volunteering in church nursery, babysitting as a teenager, etc)
- Be a parent of the program for at least 3 months and come to one family event so other parents can get to know you.
-

Am I protected in case a child gets hurt while I am substituting?

All parents that complete the above requirements are covered under our labially policy protecting them for accusations of child neglect, abuse, or endangerment.

Do I have to teach if I have to sub?

Nope, parents are encouraged to be themselves and play with the children. If you have a passion for art, then do a project. If you have passion for games, then play one. If you love to read, then please read to them. Enjoy this time as you get to be both a participant and observer in your child's day. Parents who sub will never be responsible for meals or leave during the busy times of the day. Typical hours are during rest time (1pm-3pm) or during pick-up time.

Ok now what?

Let your teacher know you want to help in your child's classroom so we can get started on your file.

All costs associated with regulations will be reimbursed through tuition credits after a parent volunteers for 2 hours.

Art of Play
Early Learning Center

Join our Family Group

What is a Family Group?

Much like a school's PTO the family group is a group of parent volunteers who help plan activities, plan field trips, organize different aspects of our program, and are a voice in what occurs. The main goal of the family group is to support parent participation in educating their children.

What do I have to do?

Members of the family group will get updated information on what the children are learning, what our current goals are, and what our current needs are. The family group will brainstorm ways to enhance what we are doing.

Do I have to take time out of my day to be physically present?

No. Participation during school hours is not required. Although, some parents might wish to volunteer or help in the classroom. Parents who wish to be part of our family group will be notified through our app, email, text, or newsletter of current practices and needs.

Ok, how do I participate?

Just let your child's teacher know that you wish to be a part of our family group and you will be given information on what is going on.

Strengthening Families

The Art of Play will utilize the self-assessment tool "Strengthening Families" to validate that the needs of all families are being met and are the forefront of our program's goals and planning. Periodically families will be asked to complete the self-assessment so that the program can better understand how families feel the program is partnering with them and how we can improve our family partnerships.

Transitioning to Preschool: Tips for Your Child

1. **Bring something familiar**.

   A reminder of home will make those first few trips to school a little easier and provide comfort on difficult days. A laminated family portrait that an older child can hold onto can help too.

2. **Create a goodbye ritual**.

   Some experts recommend families create a consistent goodbye ritual to create a fuss-free drop off. That might mean giving a high-five, saying, "I love you," or a kiss on both cheeks — whatever feels natural to the parent and child. Make sure you do the same routine each time, so your child knows what to expect. This daily sendoff helps set a limit for yourself too, so you won't be tempted to linger at the door, making the goodbye harder for you both.

3. **Talk it through**.

   Even the youngest child will benefit from parents talking through what this new thing called preschool is going to be like. For example, you can say, "Starting tomorrow, we're going to drop you off at so-and-so's and there are going to be other kids there, and you're going to have lunch and play with these toys, and then after naptime and snack, I'm going to come pick you up. Reading a picture book about going to preschool is another option, as is sharing a picture of the teacher or classroom.

4. **Try a gradual start**.

   If possible, let your child ease into preschool by starting them off with a part-time schedule.

Transition to Preschool: Tips for the Parents

5. Do your research.

Every working parent has likely read a daycare or preschool horror story or two in the news, making our fears about sending kids into the arms of strangers that much harder to face. Putting in the hours to research the best preschool for your family. Ask plenty of questions like, “Is your staff CPR trained?” and make sure they’re readily providing answers that assuage those fears.
If you’ve “done your due diligence picking the right place,” including observing the staff in action, “Then you can tell yourself the rest of it is your normal parent anxiety”. Don’t be afraid to trust “that gut feeling you get when you walk in,”.

6. Create a night-before checklist.

Preschool veterans will likely tell you one of the hardest things is just remembering to pack all that stuff! Post a checklist near the front door or on your phone to help remember daily items, but also seasonal stuff like sunscreen and hats or boots and hats and mittens. Pack everything the night before and you might just minimize a bit of that morning chaos, improving everyone’s mood!

7. Do regular check-ins.

Foster a rapport with the teacher to make asking questions easier. It’ll provide a better glimpse into their new world away from home — hopefully one that makes you both happy. Don’t be afraid to ask the teacher for advice on how to ease this transition. Preschool teachers are just a wealth of knowledge; good ones will have “been there, done that”, and will be able to walk you through some recommendations.

8. Expect some tears.

It can take anywhere from one day to four weeks, depending on their temperament, for a child to adjust to preschool. Until then, you might see a few tears upon pickup. The kid has been saving it up all day. Everyone needs to decompress after a facing a new social situation. It shouldn’t make you question your decision unless it goes on. Those tears are also an important milestone for growing children as they learn to adapt to different social situations where there might be different rules than at home.

Daily Schedule

Time	Activity
8:00-8:30	Arrival, Free Play, and Breakfast at the Children's Leisure
8:30-9:30	<u>Preschool Focus One-on-One</u> Letters Numbers Shapes Colors Sight Words Opposites Cognitive Exercise Songs NurseryRhymes Puppets Colors Weather
9:30-12:00-ish	Outside and Inside Child Lead Learning The Teacher Facilitates the Learning Environment, Observes, and Interacts to Enhance the Individual Child's Experiences. Daily Lesson Plans are Implemented and Individual Child Lessons Happen During This Time. Snack at the Children's Leisure
12:00-12:30ish	Lunch at the Children's Leisure and Rest Time When Ready
12:30ish-1:30ish	Nap/ Quite Activities
1:30-3:30	Wake Up and Have Snack When Ready Fee Choice Learning and Pick Up

Child led learning consists of literacy, math, science, child lead projects, art, music, teacher directed games and learning, fine motor, sensory, and other activities based on the needs and interests of each individual child.

CURRICULUM

We believe that children learn best thought meaningful playful learning. However, we also want all children well prepared to enter kindergarten. We use a blended approach to teaching which incorporates teacher-guided learning with child-led learning to help the children reach their own individual goals and to prepare them for kindergarten. Early childhood educators value the importance of play in the growth and development of children. It is critical that children have a great majority of time to explore the world around them on their terms. The best thing that teachers and parents can do is to build on their interests through observations. As a teacher it is my responsibility to change and adapt their environment to their every changing needs.

Why should an early learning program utilize an approved curriculum over homegrown curriculum?

Nationally recognized and approved curriculums are research based. They are created by a group of individuals with a background in the field of early childhood education. These curriculums are geared towards what are considered the most up to date developmentally appropriate practices. Nationally recognized and approved curriculums meet a long list of criteria to make sure that they fully meet the needs of young children and help prepare them for a successful transition to kindergarten. Research also shows that a quality early childhood experience is the stepping-stone to a successful life as an adult.

Our curriculum provides activities that align with best practices that foster creativity, as well as promote emotional, cognitive, social, and physical development. Developmentally appropriate, it also builds self-esteem and enthusiasm for learning. The adult's role is to support children's interests and learning needs. The theories and research behind our curriculum are recognized by NAEYC, AAP, and the PA Department of Education as meeting the latest research in early childhood education. It is based on this philosophy by child development researchers such as Maslow, Vygotsky, Piaget, and Erickson.

To be able to keep our program aligned to the PA Early Learning Standards and focused on school readiness we use the guidelines set forth by the PA Department of Education and Keystone STARS. Oue curriculum aligns with preschool standards focusing on the same 36 objective scale and 9 categories that following Pennsylvania's Early Learning Standards.

The Project Approach

The child lead part of our curriculum is modeled after the Reggio Emilia philosophy that children direct their projects and learning based on their emerging interest. The core principles are:

- Children are curious.
- The teacher is aware of the child's potential.
- Children search out knowledge through investigation.
- The teacher is a mentor for learning.
- The environment is the third teacher.

Using a child's interest through meaningful play to foster their learning has been recognized for years as best practice in the field of early childhood edition. Play and The Project Approach is also recognized by NAEYC as being the best practice model.

The Teacher's Role

Children's interests and needs are documented daily by their teacher whose role is to facilitate and enhances their play by adding to their environment based on these observations. The materials and environment is changed monthly, based on both natural occurring themes in nature and interests, and is used to create a quality and meaningful child driven atmosphere for your little one to learn and grow in. Learning comes naturally when children are given the proper tools and freedom to explore. Play is the highest form of education and vital for child development. That is why at The Art of Play we promote a child led learning environment through meaningful play.

PA Early Learning Standards

When planning and arranging our learning environment for purposeful play the Pennsylvania Early Learning Standards are always taken into consideration. The Pennsylvania Early Learning Standards are the key areas that PA early childhood educators follow to make sure that children, birth through kindergarten, are getting a well-rounded and quality experience. The PA Early Learning Standards are the stepping-stones to school age standards. We strive to make sure that both the curriculum we use and the assessments follow these standards of quality.

Pennsylvania Early Learning Standards are the key areas that early childhood educators follow to make sure that children birth through kindergarten are getting a well-rounded and quality experience. The PA ELS aligns with national standards as well as being the stepping-stones to school age standards once children enter kindergarten. I strive to make sure that both the curriculum we use and the assessments follow these standards of quality

The Pennsylvania Early Childhood Education Standards are research-based standards that identify key learning areas of development for children and are reflected in the Core

Play is Best

To give the children a quality play-based environment you won't find the latest "fad" toy or movie-based action figure here. We believe in quality open-end-play toys that stimulate learning. Toys are carefully researched for quality and purposeful play before being brought into our classroom. We try our best to bring in aspects of play based on the framework of early childhood education laid by founding child developmental theorists such as Maria Montessori, Reggio Emilia, Lev Vygotsky, Eric Erickson, and Jean Piaget; to name a few.

When planning and arranging our learning environment for purposeful play the Pennsylvania Early Learning Standards are always taken into consideration. The Pennsylvania Early Learning Standards are the key areas that PA early childhood educators follow to make sure that children, birth through kindergarten, are getting a well-rounded and quality experience. The PA Early Learning Standards are the stepping-stones to school age standards. We strive to make sure that both the curriculum we use and the assessments follow these standards of quality.

Family Engagement Events

We at The Art of Play believe in learning outside of the classroom. Family engagement opportunities allow children to have experiences with parent involvement. Parents must be present and supervising their children during any family engagement events.

Accreditation

Our program is accredited through both national agencies and Pennsylvania's state accrediting agency Keystone STARS. Currently we are accredited at the highest level in the state of Pennsylvania, a **4 Star level.** Our program follows strict guidelines, which mandate that I teach children a well-rounded program following Pennsylvania Early learning Standard set by the Department of Education to help prepare them for Kindergarten Entry.

Nature Explore

The Art of Play is the ONLY home-based Nature Explore certified program in central Pennsylvania. Certified Nature Explore Classrooms foster highly effective, nature-based outdoor learning. With research-based and nature-rich learning. These spaces inspire hands-on activity, creativity, play and plenty of time exploring the natural world. Nature Explore Classrooms were developed by a team of master educators, landscape architects and researchers in response to the documented growing disconnect between children and nature. The classrooms help fill this void by integrating research-based outdoor learning opportunities into children's daily lives. Classrooms that are designed according to standards and principles described in Dimensions Educational Research Foundation's Learning with Nature Ideas Book are eligible to become Certified Nature Explore Classrooms.

Our Environment

Here are The Art of Play we believe that the environment is critical and considered the "third teacher" behind the child and their family (Reggio Emilia Philosophy). "The environment is recognized for its potential to inspire children. An environment filled with natural light, order and beauty. Open spaces free from clutter, where every material is considered for its purpose, every corner is ever evolving to encourage children to delve deeper and deeper into their interests. The space encourages collaboration, communication and exploration. The space respects children as capable by providing them with authentic materials & tools. The space is cared for by the children and the adults." (Gribble, Kate. An Everyday Story. 2017)

We not only make purposeful decisions when setting up our indoor environment but also our outdoor environment. Our outdoor environment is made up of all the same centers as our indoor environments. We believe that children should be able to continue their work outside among nature. The outdoor space is filled with many different aspects of nature to help children appreciate beauty, learn about its wonders, as well as be a partner in helping to grow and harvest what they choose to take the time and grow.

Assessments

Within the first 45 days of enrollment, you child will be assessed using the Ages and Stages questionnaire. This tool helps parents and teachers get a glimpse into any initial developmental concerns and allows your child's teacher to come up with developmental goals. Results will be shared with parents and parents may request a conference to discuss any concerns further.

We utilize Experience Early Learning to assess all children on a 73 objective scale following Pennsylvania's Early Learning Standards and the objectives are also linked to the observations conducted with the process of emergent curriculum. Each child's progress and needs are documented in monthly portfolios to help support their unique learning goals.

*Assessments will be shared with families 2 times a year. Any concerns will be brought to the parent's attention and information about Early Intervention or Intermediate Unit will be submitted to parents. At anytime parents can request this information. These programs are free public programs to help children with assumed learning or developmental delays. **

** Part of the assessment process will focus on language development. Children whose first languages are not English will be offered assistance in accommodating language developmental needs.

**** Individual Child Records Can Be Transferred By Parental Request****

COMMUNICATION

Daily:

Teacher and parent communication will be done daily using an App called Brightwheel. Brightwheel gives families an immediate and personalized window into their child's day, helping to answer: "What did you do at preschool today?".

Biannually:

Twice a year families will be offered conferences to discuss their child's strengths, progress, and behavioral, social, and physical needs.

Monthly:

Monthly newsletters will be sent home to help keep parents up to date on curriculum objectives, education goals, and how to support learning at home.

Educational Workshops:

Families will be able to participate in bi-annual workshops to address various topics such as early literacy, adult/family literacy, positive family-child interactions, cultural awareness, developmental issues, health and safety, and other topics that address the need of our program's families.

Potty Training

Diapers vs Pull ups

If your child is ready to start potty training this would be a good time to start sending them in pull up type diapers (I recommend Pampers Easy Ups). Pull up type diapers make it easier to transition to underwear and to quickly get onto the potty. If your child is not ready to start potty training, please don't send them in a pull up type diaper. They are not meant to replace diapers as they do not hold as much and do not contain the messes as well during the diaper changing process.

When to Start Underwear

Your child may start to wear underwear at the Art of Play when they can keep their pull up style diaper dry and clean for two consecutive weeks at the Art of Play (outside of nap time) and can communicate that they need to use the potty. The parents and teacher will communicate progress with each other and together they will decide a start date for wearing underwear while at the Art of Play.

Support

My role as the teacher is to help support parents and children in the potty-training journey. Please let me know what working at home and I will do my best to follow the same rewards and encouragement here.

Health and Sick Policy

Children with the following symptoms (or with anyone in the household exhibiting similar symptoms) need to stay home and rest:

Fever of 100 and above or
Fever Free Without Medication for less than 48 hours.
Nasal Discharge that is thick, green, yellow or constantly running and the child cannot wipe their own nose
Vomiting
Diarrhea
Pink Eye
Symptoms
Undiagnosed Rash
Cold symptoms that cause Prolonged Crying or Discomfort.
Constant Non-stop coughing
Hand Foot and Mouth
Lice
Sore throat with white patches in mouth

Children with the following symptoms will be sent home:
Fever of 100orabove
Vomiting
Diarrhea
Pink Eye Symptoms
Undiagnosed Rash
Hand Foot and Mouth
Lice
Sore throat with white patches in mouth
Multiple cold symptoms and crying for a prolonged period of time

Most colds are viral and which need time and rest. However, in the rare chance that antibiotics are needed children can return after 48 hours of taking prescribed antibiotics.

One of our priorities is to make sure that all children are playing in a healthy environment that is cleaned, sanitized, and disinfected daily. We appreciate the fact that all moms and dads work and finding alternative care for sick children is difficult, but when sick children don't take the time to rest and feel better it causes prolonged symptoms and shared germs. Children of all ages are constantly putting toys in their mouth, and as hard as I try to gather all toys being mouthed to disinfect daily. We cannot keep up during outburst of colds. For young children it is developmental to put toys in their mouth when learning and exploring. However, when sick children with nasal discharge are mouthing toys we can't always intercept the toy before the next child grabs it. By keeping sick children home during the worst or their symptoms we can help eliminate the endless cycle of sick children and the sharing of germs.

Our health and safety polices are created using standards set by the American Association of Pediatrics and *Caring for our Children.*

EMERGENCY PLAN

Fire or Explosion

1. Get children out of the room and use fire extinguisher if fire is small.
2. If fire is too large get children out of the house and call 911.
3. If evacuating there is already packed emergency bag in the van.
4. Evacuate to Indian Creek Recreation Club; Pawnee Drive, Mechanicsburg PA 17050
5. Call parents to notify that children have been evacuated.
6. Make arrangements for pickup.

Severe Weather Situations

1. In case of tornado take all children in the basement and away from windows.
2. In case of severe weather take cell phone incase land line is out of service.
3. Call parents to make them aware of the situation and arrange pick up.

Utility Failure

1. Bring first aid kit and flashlight into a central location.
2. If cold temperatures use generator to run heat.
3. Notify PPL 1-800-342-5775
4. Call parents to notify of the situation and arrange pick up.

Hazardous Materials and Radiological Emergency

1. Evacuate children to Indian Creek Recreation Club, Pawnee Drive, Mechanicsburg PA 17050
2. If further evacuation is necessary we will evacuate to 5212 Terrace Rd, Mechanicsburg PA 17050 (717-737-3932).
3. If evacuation of Mechanicsburg is necessary we will evacuate to 15 W Locust Lane, Enola PA 17025 (717-732-2801)
4. Call 911 to report.
5. Call parents to notify of the situation and arrange pick up.

Armed and Unarmed Intruder

1. Lock doors in between intruder and children if possible.
2. Evacuate all children to the garage and barricade.
3. Call 911 from cell phone.
4. Call parents to notify of the situation and arrange pick up.

Acts of Terrorism of Civil Unrest

1. Call 911 to report.
2. Lock Doors
3. Call parents to notify of the situation and arrange pick up.

Infants and Special Needs for Children

Any special needs for children or infants reprepared for evacuation ahead of time by placing necessary items in emergency bags in van.

Emergency Transportation

If emergency transportation is needed the Art of Play will call 911 for transportation and parents to arrange meet up at emergency facility and pick up. Kris LeBeau will utilize an emergency sub until all other children can be picked up so she can accompany the child to the emergency facility.

Emergency Sub

In the event of an emergency if parents are unable to be reached the teacher they will call Dusty LeBeau 717-829-1272 or Berta Hobausz 717-737-3932 to fill in as an emergency sub.

Shaken Baby Identification and Prevention and Maltreatment Policy

Policy and procedure to identify the prevention of shaken baby syndrome, abusive head trauma, and child maltreatment.

- The teacher is trained to recognize potential signs and symptoms of shaken baby syndrome and abusive head trauma, such as: irritability, difficulty staying awake, seizures, abnormal breathing, poor eating, bruises, and vomiting.
- The Teacher is trained with strategies for coping with a crying, fussing, or distraught child such as the 7 principals of soothing (see appendix 1, page 38).
- The teacher is trained to address the prevention and identification of child maltreatment.

This includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Tuition and Schedule Explanations

Tuition Weekly Rates

5 Days a Week: $295
4 Days a Week: $260
3 Days a Week: $195
2 Days a Week: $130
1 Day a Week: $65

Tuition Due Dates

Tuition is preferred on the 25th of the month for the upcoming month or can be paid bi-weekly or weekly a week ahead.

How Is Tuition Paid

Parents are required to enroll in autopay through the Brightwheel app and payments will be withdrawn automatically on the schedule they request.

Tuition Rates are a set weekly amount and do not change for missed days of children. Rates are adjusted if more than the contracted paid closure days are used. A calendar listing closed days for the upcoming year will be given out prior to the start of the new year. Any tuition adjustments that need to be made will be given as well.

Other Fees:

New Students: $200 Deposit and, $50 enrollment/ holding fee, Brightwheel Processing Fees

Enrollment fees are non-refundable, unless a spot cannot be secured, and are due with enrollment application to secure a spot for the current year, upcoming year, or our waiting list. The $200 deposit goes to the last week of enrollment when a 4 week notice is given.

FAQ:

Class sizes compared to other preschool programs?

Quality over quantity is our main focus. Unlike other programs we believe in providing an environment that focuses on each individualized child rather than having one teacher provide theme based, teacher direct lessons to a large group of 10-20 children. We keep a 6:1 child teacher ratio only allowing 6 children to enroll at a time. Children who enroll will have the same teacher and group of friends throughout their entire time in preschool. We believe that having this **continuity** in a small setting is important in a child's development.

Do you work on potty training?

Yes, we believe that all children learn at their own rate and this includes potty training. We do not believe in excluding a child who is not ready to potty train yet.

What about Field Trips?

Field Trips are a special day outside of school times that we invite families and children to attend. We visit museums, zoos, indoor playgrounds, community buildings, libraries, etc.

Why is your program in home and not a commercial building?

There are numerous reasons that we have decided not to move the preschool from a home into a commercial building.

First, there has been a growing amount of research suggesting an increase in stress among children during the early years being linked to the time spend in commercial settings. Having a preschool in a home setting creates a much more relaxed atmosphere for the children. It feels like a home away from home to them.

Second, one of the main aspects in leading early childhood programs around the world are creating a welcoming, nurturing, and home like atmosphere for the children. Commercial programs strive to meet this, so what better way to run a preschool program but in a home.

Third, the outdoor space we have at this location is amazing. We have so much nature here for the children to play in and explore. The children have a large area to run and play while being completely contained with a fence for safety. Finding this type of outdoor space in a commercial setting does not come easily.

Do you provide meal?

No, we do not provide breakfast or lunch but we do offer snacks. Preparing, serving, and cleaning up meals takes roughly 2 hours out of our day. This time is better served interacting with the children.

Breakfast and Lunch

It is the upmost importance that as your child's teacher I provide the highest quality education that I can. This is why I require children to eat breakfast before arriving or pack both breakfast and lunch. Unlike a large center with a director, teachers, aids, and cooks I am one person taking on all the roles. Preparing, serving, and cleaning up meals can take up to two hours out of the day. That time could be better spent providing experiences to your children. I appreciate your understanding and participating in helping to provide meals for your children.

How to Pack a Healthy Meal: What makes it healthy?

Whole grains, fruits and vegetables (preferably one of each), calcium and lean protein are the components of a healthy lunch. As long as each group is represented in your child's lunch box, there's a nutritive benefit. The USDA recommend:

Whole grains. Whole grains contain fiber and vitamins that refined grains do not. Choose whole grain products when buying breads, tortillas, pastas and cereal. Also try serving brown rice, quinoa, whole barley, bulgur or buckwheat.

Vegetables and Fruits. Ideally, your selections should be fresh and varied, since different fruits and vegetables offer different vitamins and nutrients. Include fruits and vegetables in a variety of colors, and buy what's in season: apples in autumn, oranges in winter. And try to make your produce organic whenever possible.

Dairy or an equivalent calcium source. Sources include low fat milk and cheese, yogurt, non–GMO calcium–fortified soy and dark, leafy greens.

Lean protein. Use lean varieties of turkey, chicken and ham. Fatty fish such as fresh salmon and tuna are packed with healthy omega–3 fatty acids. Low–mercury canned tuna and antibiotic and hormone–free meats are also great choices. Protein

"Healthy meals in general should focus on fruits, vegetables and grains," says Mary Ellen Renna, MD, a board certified pediatrician, nutritionist and author of Growing Up Healthy the Next Generation Way. "We should think of meats and proteins more as a condiment. Kids really do get plenty of protein—and adults even more so."

The Art of Play's
Health and Wellness Policy

Nutrition:

Current research shows that children need a variety of nutrient-dense foods that include protein, carbohydrates, oils, vitamins, and minerals, with an amount of energy that prevents hunger, fosters healthy growth, and prevents obesity. The best first food is human milk, which is commonly called breast milk Formula is an adequate substitute when human milk is not available. Children learn to self-feed and develop lifelong healthful habits by being introduced to developmentally appropriate solids and observing eating modeled by others. Because children pick and choose from different kinds and combinations of foods offered, healthful foods should be offered at each feeding. After 1 year of age, children need to drink water as a beverage when they have consumed the recommended mount of milk at a meal and as the between-meal beverage. Overconsumption of juice contributes to overweight/obesity, malnutrition, and dental decay. Overconsumption of milk associated with iron deficiency anemia.

Acceptable Food and Drink

1. Staff Role:

-Teachers Provide Nutrition Education
-Teachers observe and support children's healthy eating habits and hunger and fullness cues.

2. Milk:

Children younger than 12 months do not receive cow's milk unless the child's healthcare professional gives written exception and direction to do so. Between 12 and 24 months of age, children who do not drink their mother's breast milk or prescribed formula can have whole pasteurized milk or reduced-fat (2%) pasteurized milk as recommended by the child's healthcare professional. Children 2 years and older are served nonfat (skim milk) or low-fat (1%) pasteurized milk. Unpasteurized, raw milk is not served.

3. Fruits and Vegetables:

A. The teacher gently encouraged children to try developmentally-appropriate servings of fruits and vegetables and offer positive reinforcement when a child does so.

B. Fruits and Vegetables Instead of Sweets:

-A morning and afternoon snack will be provided daily. During these snacks, a fruit or vegetable will be offered as well as food from another food group.

-During holidays and birthday celebrations, fruits and vegetables will be provided along with a small, sweet treat. Sign-up sheets will be provided for parents to assist and contribute to the parties.

3. Fruits and Vegetables Brought from Home:

Families are strongly encouraged to include fruits and vegetables in packed lunches or any other food brought from home. A list of examples and resources to help families provide a variety of fruits/vegetables, as well as lean proteins and grains are provided in this handbook.

4. Washing All Fruits and Vegetables:

The first step in preparation of all fruits and vegetables is washing. Best practice is to use a vegetable brush and water.

5. Opportunities to Learn about Nutrition:

-Children will be involved with learning about the variety of vegetables and fruits through hands-on exploration. Children will experience gardening through the center's home garden. Children will be involved with planting and picking their own food and eventually eating the vegetables that they have helped to grow.

-An indoor garden will also be grown with the children. During the growth of the indoor garden, children will read books about how fruits and vegetables are needed for our bodies to grow strong and healthy. We will have opportunities for field trips to visit a farm and grocery store to see and purchase a variety of fruits and vegetables.

5. **Foods brought from home**

Breakfast, Lunch, and snack foods brought from home must be prepared and transported in a sanitary fashion, including maintenance of safe food temperatures for perishable items. Food brought from home will be checked upon arrival. Perishable foods that require refrigeration are kept cold at or below 41 degrees, and perishable hot foods are kept hot, at or above 135 degrees F, until served, when they are allowed to cool to 110 degrees F so they will not cause burns. Foods must be eaten or discarded within 2 hours of being out of the safe temperatures for holding food

Families should label food brought from home with the child's full name, date, type of food and any need for temperature control

We will discard any leftover food. The only food that may return to the family is unopened commercially wrapped food that does not require refrigeration of holding at a hot temperature.

Physical:

Young children need physical activity to develop healthy bodies (brain and neurologic development, lungs, heart, muscles, bones, and appropriate weight) as well as gross motor and social skills. They sleep, learn, and exhibit greater self-regulation when physical activity is part of their daily routines. Physical activity

habits developed in early childhood may last a lifetime. Young children's activity level depends on the opportunities that their teachers and families provide for them. Because the hours spent in preschool are such a large part of the child's waking hours, it is essential that their day include as much of the total time and type of physical activity children need daily as possible.

Encouragement of Physical Activity and Outdoor Play

1. **Role of Teachers:** Teachers promote developmentally appropriate physical activity to help children (and themselves) prevent overweight/obesity and practice lifetime healthful habits.

2. **Teacher Participation in Physical Activity With Children:** Teachers participate in children's active games at times when they can do so safely. Teachers do not sit during active playtime. They prompt children to be active with comments such as "Good jump!" or "It's safe to run here." Teachers encourage preschool-aged children to learn basic developmentally appropriate gross motor skills by practicing physical activity and movement.

3. **Appropriate Clothing:** Appropriate clothing for all types of weather is available for each child so that outdoor play can occur except in the most extreme weather. **

**Outdoor Clothing Appropriate for the Weather: As appropriate for the weather, families must provide outdoor clothing that keeps their child dry and comfortable such as a raincoat, warm coat, boots, snow pants, mittens, and hats for cold weather or days when precipitation is expected. For sunny days, children must have lightweight clothing that is sun protective, including long-sleeved shirts and hats.

Daily Active Play

All children will have continuous opportunities to develop and practice gross motor and movement skills appropriate for their age. Every day, active play includes moderate to vigorous activities such as rolling, crawling, scooting, running, climbing, dancing, hopping, galloping, skipping, and jumping. The total time for outdoor play and vigorous indoor or outdoor physical activity (adjusted for weather) is as follows:

1. Preschool-aged Children

- Children have *outdoor play* for 60 to 90 minutes per day except in adverse weather conditions that require shorter periods outdoors. They may go outside if dressed for the weather if they are comfortable. (See sections 3.D: Required Clothing for Children and Staff Members and 5.D: Weather and Clothing for Outdoor Play.) If outdoor time is shortened, children have compensatory increased indoor periods of active play so the total exercise time remains the same. These activities may occur in periods that accumulate the total time for the day.
  - Preschool-aged children have 90 to 120 minutes per 8-hour day of moderate to vigorous activities.

Limitations for Screen Time (TV, DVD, Computers)

1. **Children 2 Years and Older:** Children 2 years and older have no more than 30 minutes of screen time once a week while in the facility and only for educational or physical activity.
2. **Screen-free Meals and Snacks:** Children do not have any screen time during meals or snacks.
3. **Computer Time:** Computer time is no more than 15 minutes at a time except for school-aged children completing school homework assignments and for children with special health needs who require and consistently use assistive and adaptive computer technology.
4. **Content of Screen Media:** Any screen media must be free of violent, sexually explicit, stereotyped content (including cartoons), advertising, and brand placement.

Big Body Play Policy

<u>What is Big Body Play?</u>

Big Body Play, recognized my NAEYC, is when a child uses their whole body to play and explore in their environment. Big Body Play is critical for child development. Children need to be able to roll, crawl, jump, and climb.

<u>Our Policy:</u>

Children will be given opportunities daily indoors or outdoors for Big Body Play.

<u>Safety</u>:

It is our number one priority at The Art of Play to make sure children are safe. During Big Body Play all safety standards established by DHS, Keystone STARS, and FCCERS will be adhered to so we can create a safe and quality space for Big Body Play.

Important Policies Outlined in Your Contracts

School Year and Hours

The Art of Play runs from September to August. Hours either Mon, Wed, Fri or Tue & Thurs 8am-3:30pm. Late drop offs do not allow for late pick-ups. A yearly calendar with up to date closures will be given out no later than July for the upcoming year.

Trial Period and Termination Policy

The first four weeks will be an adjustment or trial period. During this time, either the parent or the teacher may cancel the contract immediately, without written notice. If the contract is cancelled during this period, the parent will pay a prorated tuition fee for dates attended. The enrollment deposit will not be refunded, even if the contract is canceled within the first week. After the four-week trial period has been completed, the parent must give four- week written notice to terminate this contract, and a date of withdrawal will be established. The parent is responsible for paying tuition until the date of withdrawal, even if they choose not to send their child. The Art of Play may terminate this contract at will and the parent will be refunded for any additional paid days.

Rates and Fees

The weekly fee for tuition is agreed in your contract. Parents who wish to add a drop-in day as needed will be charged $70 should space be available. The weekly rate may increase each year on September 1st or a $50 supply fee in lieu of a rate increase. Parents will be notified no less than 3 months in advance of any rate increase. Weekly tuition will set up with auto pay through Brightwheel and will be paid weekly or bi-weekly the week(s) prior or monthly on the 25th of each month for the upcoming month. If tuition is not paid when due, a late payment fee of $25.00 per day will be added to the past due amount, at the teacher's discretion, until it is paid. After 4 consecutive missed payments enrollment will be terminated, deposits forfeited, and the $100 accrued late payments plus past due balance will be turned over to collections. The fee for an insufficient funds check will be$35.00, plus the amount of any bank charges to the Art of Play's account. A non-refundable registration fee of $50 plus a deposit of $200 is required to secure a position at the Art of Play. This deposit will be applied to the last week of enrollment when a four-week notice is given. Tuition will be collected via auto payments through Brightwheel. There will be a $2 charge for each ACH payment and 2.95% charge for each credit and debit card charge.

Late Enrollment/ Summer Holding Fee

The Art of Play agrees to hold a space in the program for the child when late enrollment is agreed upon. In return, the parent agrees to pay $100 a week until the start date along with appropriate enrollment fees. Families who do not wish to attend over the summer months (June- August) can pay a $500 per child holding fee to secure their spot for the upcoming fall. Those who choose to withdraw instead of paying the holding fee can do so by following the termination of contract policy. Space for the upcoming school year is not guaranteed when withdrawing for the summer.

Termination of Contract

The parent must submit, in writing, the last date of enrollment for their child(ren). A four-week notice is required. Without a four-week notice the parent forfeits their deposit and must pay the remaining tuition for the last four weeks of enrollment. Any portion of the last four-weeks of enrollment not paid for will result in the bill being turned over to collections. A $25 a day late fee will apply to unpaid balances for a maximum of $100 before being turned over to collections.

Registration Fees

The parent will pay a non-refundable registration fee of $50.00 for processing the paperwork required for enrollment and for the Art of Play to purchase gear and materials need for the child. This fee must be received, along with a signed contract and enrollment deposit, for a position to be secured at the Art of Play.

Closures and Tuition Rates

The Art of Play runs from September- August. We will be closed on the days listed on the yearly calendar to include (but not limited to): New Years Day, Martin Luther Kind Day, Presidents Day, Good Friday, Columbus Day, Memorial Day, Provider Appreciation Day (Friday before Mother's Day), Juneteenth Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving, and Christmas. Tuition is not adjusted or prorated for holiday closures. If a holiday falls on a Saturday the Art of Play will close on Friday. If a holiday falls on a Sunday the Art of Play will close on Monday. The Art of Play will close for a Spring Break, a June Break, a July Break, an August Break, a Thanksgiving Break, and a Christmas Break. Tuition is not adjusted or prorated for these closures. Any additional teacher in service days listed on the yearly calendar will be a prorated tuition discount. Yearly calendars will be given out no later than July 1st.

Teacher Sick and Personal Days

The teacher has 8 days each calendar year to use as paid sick leave. After those 8 days tuition will be prorated/credited for any sick days the Art of Play needs to close beyond the first 8 days. The teacher has 12 personal days she may utilize as needed with a minimum of 14- day notice to families. Tuition rates will be prorated/credited for any personal days needed to schedule.

Early Dismissal Days

The Art of Play may schedule early dismissal days ahead of time or by giving a 14 day notice. Regardless of how the early dismissal days are scheduled the following applies to tuitions due:
Early Dismissal of 12pm- Half Tuition Due
Early Dismissal of 2pm- Full Tuition Due

Child Sick Days or Absences

The usual weekly rate will be charged on all normal operating days, even if the parent does not send the child due to illness or other personal reasons.

Weather Related Closures/Delays/Early Dismissals

For the protections of the children and for the liability of the program the Art of Play will Cumberland Valley's Snow Delay, Early Dismissal, and Closure Schedule. The Art of Play will send out texts as soon as possible to notify parents. The teacher will use their discretion to override the school districts decision when needed. Regular tuition rates apply for delays and weather related early dismissals. The listed tuition payment will be adjusted for weather related closures.

Statewide or State of Emergency Closures

Statewide or State of Emergency Closures Should the State of Pennsylvania order a shut down that includes Cumberland County and/or Hampden Township parents will be responsible for 100% of their tuition for the first 2 week, and 50% of tuition for the remainder of the closure unless an outside funding source would become available to the Art of Play. Should parents choose to terminate their contract during this time they must pay 100% of their tuition to total four-weeks of tuition as per the termination policy.

Sick Child Policy

Children will be sent home if they have symptoms of a communicable disease or infection that can be transmitted directly or indirectly and may threaten the health of the other children. This includes: Mouth sores, Rash with fever or behavioral change, Purulent discharge from the eyes, Productive cough with fever, Temperature equal to or greater than 101° F, Unusual lethargy, irritability, persistent crying, difficulty breathing or other signs of severe illness, Vomiting, or Persistent diarrhea. As per regulations § 3290.137. Children with symptoms of disease and § 27.72. Exclusion of children, and staff having contact with children, for showing symptoms. The usually weekly rate will still be in effect even if a child is sent home for illness. A doctor's note (when the teacher deems it necessary) and/or a minimum of 48 hours fever and symptom free is required for readmission. If parents are unable to pick sick children up in a timely manner, send children on fever reducing medication knowing they are sick the teacher has the right to terminate the contract without any refund.

Medication

Prescription and non-prescription medication will be administered with a doctor's note stating the exact time and dosage the medication needs to be given in school. Medication must be in the original bottle with the child's name and physician's name and number printed on the bottle.

Immunizations

All children must be immunized prior to enrollment and during enrollment. Children have 30 days from the start date to return a child health assessment from their pediatrician or family physician.

Charges for Damage by the Child

If the child breaks or damages the Art of Play's property, the parent will pay to have the item replaced or repaired, at the teacher's discretion.

Sunscreen/ Bug Spray/ Diaper Cream/ Baby Wipes

The Art of Play will provide sunscreen, bug spray, and diaper cream, to use.

Parent Provides

The parent is responsible to provide: breakfast, lunch, snacks, diapers, pull ups, water bottles, and extra clothing.

Art of Play Provides

The Art of Play will provide extra snacks, milk, juice, nap items, baby gear, and age appropriate learning materials/curriculum for each child.

Pets

Children will be in contact with a dog and cats. All animals are up to date on vaccinations, in good health (physically and mentally), comfortable with children, and clean. Vaccination records are available upon request.

Regulation

Parents can find a copy of Pennsylvanian's Family Child Care regulations at http://www.pacode.com/secure/data/055/chapter3290/chap3290toc.html or the teacher can give me a hard copy of the regulations. The Art of Play has a copy of the regulation for parents to view upon request. Regulation books also may be checked out overnight. As per regulation § 3290.22 Availability of certificate of registration and applicable regulations.

Nap Time

Children are supplied with a nap cot and bedding. They are encouraged to bring with them any special lovies or blankets from home that will make nap time more enjoyable for them. Nap time is offered to all children, but as an educator and parent I know children outgrow naps at various ages. If your child has outgrown naps, please communicate this and your child will have a special quiet time activity to work on while those who still need a nap get their rest time. No child will ever be forced to lay awake for the duration of nap time, but we do ask that they are quiet and respectful to others if they are no longer participating in nap time.

Art of Play
Early Learning Center

Policy Updates

Regarding Regulation: 3290.121 Application

(a) The operator shall review with the parent, at the time of application, the facility's general daily schedule, hours in which care is provided, fees, responsibilities for meals, clothing, health policies, supervision policies, night care policies, dismissal policies, transportation and pick-up arrangements.

(b) At the time of enrollment, a parent shall receive in writing the information described in subsection (a).

Supervision Policy:

The provider (Kristina LeBeau) will always maintain supervision which is defined as followed: *To be present in the child care facility with the children or with the facility person under supervision. Supervision is critical oversight in which the supervisor can see, hear, direct and assess the activity of the supervisee.*

Transportation and Pick-Up Arrangements:

Parents must provide transportation to and from the Art of Play.

Parents may park along the sidewalk or in the driveway.

Parents may drop off and pick up their children between the hours of 8am-4:30pm.

Parents will be given an access code to enter the facility at drop-off and pick up so that the doors can remain securely locked at all times, and so the provider can maintain proper supervision of the children at all times.

Only legal guardians and those adults approved on the emergency contact paperwork are permitted to pick up children. Should an emergency arise and a parent needs to make other arrangements for pick up and the adult is **not** on the list the parent must email or text the pick-up person's full name, full address, and phone number prior to their arrival. The provider will use the given information to verify identity by asking for a driver's license or another form of government identification.

A child will not be permitted to leave the facility with someone who is not listed on the emergency contact paperwork or requested in a form of writing/text that they are permitted by the legal guardian to pick up the child.

Children are required to be picked up by 4:30pm or a fee of $45 an hour starting after the first 10 minutes will be collected. Contract will be terminated after 3 late pick-ups.

Art of Play
Early Learning Center

References

" My child went here for a little over two years and it was simply the best experience. We highly recommend this program and cannot say enough about the owner. She is so patient, caring, and so very knowledgeable when it comes to child growth and development and early childhood education. We were so lucky to have found her."

- L.G.

"My son had been attending AOP for 2years now. We love this program because of how much time he spends outdoors

exploring and learning. We do not view this program as "childcare" but rather an educational experience since he interacts with a mix of young children of different ages and directs his own play/learning. Furthermore, I am a fanatic when it comes to cleanliness and Kris keeps her facility top notch. I highly recommend this program if you want your child to have supported independence and cultivate a love of exploring and discovering."

- J.P.

" Kris is amazing who truly cares about all the children she has in her care. I was recommended from a great friend of mine and I am so glad we found her. She is thoughtful, honest and so down to earth. Anyone would be lucky to have her care for their child! All the great activities and outside play the children get tops anything I have ever seen in a home environment child care facility! 5 stars from this mom!"

- G. C.

"The best childcare program around! Her program is child-led, the kids get to explore and learn all day long. Both of my children love it at Krissy's! And so do I. I fully trust Kris to provide a loving and safe environment for them to be while my husband and I are at work."

- R.B.

"Kris is a dedicated professional in the early childhood education field. She works tirelessly to provide the most developmentally appropriate and stimulating environment for the children in her care. Education is not just her job, it is her passion. I would without hesitation recommend her and her program to all families. She is beyond a doubt a leader in her field."

- J.M.

"A+! Kris puts so much effort and thought into her program. The space is very organized and super clean! I can't recommend The Art of Play Early Learning Center enough! Though there is typically a wait, it is well worth it. If you have a baby, put him/her on the list now!! You won't regret it!"

- E.M.

"My daughter started at 3 months old until she was 3.5 years old. Not only was she well cared for, she was loved by Kris and the kids and those relationships have continued even after my daughter started Kindergarten. Kris created a well-rounded play and explore environment that was always educational! I would highly recommend AOP!"

- K.R.

"Miss Kris was thoughtful, caring, and instilled play and creative in our child! Our daughter loved her time at Miss Kris's! She was able to explore through play and learned how to socialize with other children in an extreme positive environment! We are so thankful that our daughter was able to have this wonderful experience!"

- A.P.

“My two children started with Ms. Kris at 8 weeks old and 15 months and finished up until they started Kindergarten. Words can’t describe the love, learning and important role she played in their lives. She helped teach all the early milestones fro m crawling, walking, talking, sign language and preschool fundamentals. My children were more then ready when they started kindergarten.”

-A.H.

“Reliable, friendly, clean, caring, lots of outdoor fun and hands on learning. My daughter has attended the Art of Play for 3 years and we are so thankful for the great opportunities and experiences that she has had thanks to Miss Kris. I could not recommend them more!”

-A.P.

“Kris has created a center where the children play while learning and nurtured along the way. I would highly recommend her.”

-J.M.

“For the past 5 years, I have trusted Kris with the care and development of my oldest daughter Riley. It was without hesitation after our 2nd daughter, Mikayla was born that we would entrust Kris with her care as well.

Kris’ care and commitment to the children goes above and beyond her regular day care hours. I often see her at the grocery store on weekends with large grocery carts full of healthy meals in preparation for the upcoming weeks. She also spends her off hours attending trainings and purchasing other supplies to improve the quality of her services. This proves her dedication to my children and commitment to providing a safe, happy environment for my children to grow and learn.

My favorite aspect of her care is that it is done in a small home like environment. This allows Kris to give each child individualized care. For example, on birthdays, Kris diligently plans parties tailored for each individual child. She bakes cakes, plans special trips, and makes each kid feel important on their special day.

As a parent, Kris has made it easier for me to go to work every day and not have to worry if my children are being well taken care of. Her rates are affordable and her hours are flexible. If I am running late, I do not need to worry about my rates going up for every 5 minutes I am late. She is understanding of the needs of working parents and has always been willing to help out during time constraints.

I would highly recommend Kris as a daycare provider. My children enjoy going to see Kris every day and learn in a fun, caring, and most importantly safe environment.”

M.F.

June 22, 2009

To Whom It May Concern:

This letter is intended to extend my gratitude toward Kristina Litz. As a parent, I know that I can go to work every day knowing that my daughter is in committed and patient hands.

I can tell this as I drop off my daughter in the morning as she giggles with excitement. When I pick her up, she cries because she does not want to leave. Although I wish she were more excited to see me, it makes me happy to know that she is in good hands while I am at work. Kristina is also committed to providing her with nutritious meals and teaches her new things. She provides my daughter with the attention I wish I could provide while I am at work. Although Kristina's job must be stressful, she never shows it. She has an open door policy and is always doing something productive with the children even when I show up at irregular times. This makes me realize that she is not simply "putting on an act" when she expects me in the afternoon.

As a parent, there is nothing more I would rather do than spend each and every day with my little girl. However, my wife and I both need to work so that Riley has everything she will ever need. It is with this letter that I intend to show my appreciation to Kristina Litz who allows us to work each knowing that our little girl is taken care of with compassion and care. This is evident to us each and every day.

Sincerely,

Michael R. Falk

Proud Parent of Riley Marie Falk "Pumpkin"

Appendix 1:

7 Principles of Soothing

Change Baby's Position

Changing a baby's position can provide different points of contact between you and the baby, change the baby's view, provide eye to eye contact between you and the baby and allow the baby to stretch different limbs and body parts.

Examples include: Picking the baby up, laying the baby down, holding the baby over the shoulder, carefully balancing your babies over and arm or leg, holding the baby facing out.

Movement

Movement is very soothing for babies. Caregivers can use their own movement to sooth babies or use mechanical means to provide movement.

Examples include: Walking with baby, using a swaying motion, up and down jiggling motion. Pushing baby in a stroller, riding in the car, putting the baby on top of a cycling washer or dryer (with careful supervision), using a baby swing.

Repetition and Rhythm

Repetition and Rhythm often go hand in hand with movement and with one another. Repeating soothing things is calming, particularly when repeated in a pattern.

Examples include: Walking in a pattern or making the same movements over and over like rocking a baby or pushing a baby back and forth in a stroller, singing song, telling a nursery rhyme or story, patting a baby's back or placing the baby to your chest so they can hear your heartbeat.

White Noise

White noise is sound that often is without rhythm, such as random background noise that does not have a melody.

Examples include: The sound of a vacuum, shower, hum of an engine or fan – or, even, a white noise machine. Whatever you choose to make white noise, make sure the infant is safe and secure.

Smells, Sights and Sounds

We often forget that baby's senses are very sensitive. They can identify and be soothed by familiar smells, sounds and sights.

Examples include: wrapping the baby or covering the caregiver's shoulder with a familiar blanket that hasn't recently been washed, keeping a cloth item from a parent or familiar caregiver near baby (in a safe manner), human faces are recognized and soothing to babies, as is the human voice, particularly that of a parent or familiar caregiver.

Closeness to Caregiver

Being held and snuggled is extremely important and soothing to babies.

Examples include: skin to skin contact, cheek to cheek, carrying, sitting on a lap.

Sucking

Sucking motions begin in the womb and can be very relaxing for babies. Sucking that is unrelated to food intake can be just as soothing when a baby is not hungry.

Examples include: Sucking on a pacifier, sucking a thumb or fingers (though it takes many babies some time to coordinate their fingers) or even a caregiver's clean finger.

While each principle can be helpful on its own, using multiple principles can be more successful.

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