



TINY TECH LEARNING LAB

Parent Handbook

Revised January 2020

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I. Introduction

Company Vision

“Developing Philadelphia’s most advanced Early Childhood Education Program”

Mission Statement

The mission of Tiny Tech Learning Lab is to provide quality services in a secure, eco-friendly learning environment. The client’s we serve are families that desire above average care in a modern, technology-based facility. We offer an advanced curriculum which includes reading, mathematics, science, art, and health and fitness with special emphasis placed on the socioemotional, cognitive, language, and developmental needs of children.

Non-Discrimination Policy

Admissions, the provision of services and referrals of clients shall be made without regard to race, color, religious creed, disability, ancestry, national origin (including Limited English Proficiency), age or sex.

Program Services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available. These methods include but are not limited to equipment redesign, the provision of aides and use of alternate service delivery locations. Structural modifications shall be considered only as a last resort.

Welcome Note

Welcome to Tiny Tech Learning Lab!

The information contained in the parents’ handbook will introduce you to the center. It will serve as a quick reference to the daily operating policies and procedures. The center was created to meet the needs for high quality childcare for the children in our community. We look forward to working with you to provide a secure foundation for your child to ensure successful growth and learning.

All questions may not be answered after reading this handbook. Feel free to ask any questions or concerns regarding policies and procedures by contacting the Director or Program Manager.

Thank you

Hours of Operation - The Center is open from 6:30 a.m. to 8:00 p.m. Monday through Friday.

The center is closed:

New Year Day
Martin Luther King Day
Memorial Day
Independence Day
Labor Day
Veteran's Day
Thanksgiving Day (and the following day)
Christmas Day

School Closings

In the event of inclement weather, Tiny Tech Learning Lab will make every attempt to open as usual. However, if the weather is so severe that it is unsafe for children to travel, program cancellations will be announced. Tiny Tech Learning Lab families will be notified of the decision, prior to 6:00am, in the following ways:

- The center website
- Via Mobile App
- Email notification
- Telephone call from the Director or Program Manager

It is at the discretion of the Director to make the decision to close earlier or open later, due to natural disasters (i.e. Snow, ice). If the Center is open, but because of severe weather and/or road conditions the Director decides to close early, families will be notified by phone.

Note: The Director is responsible for contacting parents to inform them of the situation. Routine classroom activities will continue until parents arrive.

The Director and/or Program Manager will monitor the weather and local news stations throughout the day to determine when it is appropriate to close the center early or cancel care for the following day.

In-Service Days

It is important for staff to obtain and maintain the proper knowledge to cater to the needs of your child. During in-service days, trainings and improving your child's physical environment is our goal. Written notice of these dates will be given to the parents at least three weeks in advance to allow parents to make proper arrangements for their child. In-Service Days are scheduled twice per year in June and in December.

Our Program

Technology

It's important to provide early learners with time to simply play, create and use their imagination; however, teachers must also ensure that children are learning in this constantly evolving world. Integrating technology at an early age not only reinforces key technical skills children need to thrive in the 21st century, but it also increases student engagement and enhances learning.

All Tiny Tech teachers are assigned tablets to be used for completing daily reports, parent emails and updating the Kid Reports mobile app.

Tiny Tech Learning Lab is developing the most comprehensive early learning, technology program of its kind. The center's **STEM Area** will be equipped with the latest in technological learning tools. Children will have access to 55" SMART board (interactive whiteboard with a touch screen), tablets, and computers. The STEM lab is expected to be fully equipped and ready for use in 2019.

Tiny Tech Learning Lab encourages the development of children's knowledge of technology. By doing so, we are preparing them to become digital learners who can build necessary skills and communicate ideas in ways that are important to their educational futures.

Eco-Health

In today's world, there is growing evidence of environmental problems, such as global warming and pollution. These problems pose a serious threat to human beings and animals around the world. By teaching children to protect their planet, we are instilling in them a sense of pride and community involvement.

Tiny Tech Learning Lab is the only Eco-Friendly childcare center in the area. The center is committed to being and healthy and safe as possible. The center's furniture, carpets, toys, art supplies, and air quality are all non-toxic.

Incorporated into the lesson plans, are opportunities for outdoor play, field trips, exercise, gardening, nutrition, and recycling. Both children and their teachers make eco-health a regular part of their daily routines.

Numerous studies link children's overall well-being to participation in outdoor play and environmental education. Environmental education has been linked to increased cognitive development, impulse control, and concentration. The benefits of this type of learning environment will be carried with children throughout the course of their educational experiences and personal lives as well.

Keystone Stars

Tiny Tech Learning Lab currently holds a Keystone Stars designation. “*Keystone Stars: Continuous Improvement for Learning Program*”, is a program designed to promote “**quality early learning**”. The center director has worked in partnership with Keystone Stars for two decades and is familiar with the process involved with obtaining the highest designation of four stars. The center’s commitment to align its program with Keystone Stars is further evidence of its desire to provide superior childcare and education.

Curriculum

Tiny Tech Learning Lab incorporates the **Creative Curriculum** into its lesson plan. The creative curriculum is a curriculum supported by Ages and Stages assessment tools that uses the environment to promote hands on learning combining physical activities, classroom structure, and social interactions as bases for planning intentional learning outcomes. It enables children to be active participants in their learning by giving them choices of a wide range of activities in all learning areas. These areas include:

- Block Building
- Dramatic play
- Toys & games
- Music and Movement
- Sand & Water
- Library
- Art
- Discovery/Science
- Sensory
- Computer /Technology
- Health & Wellness
- Language Development

The role of the teacher is to intentionally create activities to help children with their cognitive, physical, social, emotional, and language and literacy development. This is done through careful planning using small and large group activities and presenting the activities in a fun way that is developmentally appropriate for young children.

The children actively explore the environment, ask questions, experiment, and help one another demonstrate what they learn in many ways through art, language, etc., all which is documented and collected in a portfolio and used to build and expand children learning.

Teachers meet with parents to discuss the children's progress three times per year to offer information about skills they have observed and to give feedback about things they would like to see their children doing. Collaboration between teachers and parents is very useful in guiding children through the next steps in learning.

The Specific Curriculum used is Teaching Strategies. *The Creative Curriculum for Infants, Toddlers and Twos 3rd Edition* and *The Creative Curriculum for Preschool 6th Edition*. The creative curriculum is aligned with the PA Early Learning Standards.

Educational Programs

Infant

The infant program serves children from the ages six weeks through 18 months. The program is designed to help infants to grow and develop to their full potential. Children eat, sleep, and play according to his/her own schedule.

Every infant is an individual with unique abilities, desires and emotions. Our program is designed to meet the individual needs of each child and to provide them with educational experiences. In our infant classrooms, we provide a creative and stimulating program which encourages visual, language, gross motor and small motor experiences to enhance learning through their own natural curiosity.

Toddler

Our toddler program serves children from 18 months to 36 months. The toddler classrooms are designed to provide stimulating experiences for children where they can learn through their own inquisitiveness. The emphasis during the toddler years is on building self-confidence and fostering the natural curiosity that toddlers possess, and a curriculum focused on self-help and independence, such as, toilet training and self-feeding. These skills are goals for advancement to preschool.

Throughout the day toddlers enjoy the large variety of play materials that are readily made available to them, as well as creative centers where children can dress-up, build with blocks, and experiment in the sensory table. Art, music, language and science activities geared to little hands are also introduced.

Preschool

Our preschool program prepares children socially and academically, as well as, supports and encourages the development of independence, responsibility, and confidence, all of which are essential for the child's ongoing success in kindergarten.

Our educational program focuses on each child's social, emotional, intellectual, and physical development by offering concrete, hands-on activities for the child to explore. The preschool

curriculum is designed to actively engage each child in developmentally age appropriate activities exploring the content areas of literacy, mathematics, science, social studies, the arts and technology.

II. Enrollment

Enrollment Policy

Tiny Tech Learning Lab offers quality early education to all children enrolled. Children from ages 6 weeks to 12 years of age are eligible for enrollment at Tiny Tech Learning Lab. We offer care from the hours of 6:30 am until 8:00 pm, Monday through Friday.

Documents to be completed before your child can enroll are listed as follows:

- Child Enrollment Packet
- Getting to Know Your Child
- Health Assessment
- Policy Agreement
- Photo Consent Form
- Emergency Contact Form
- Infant Feeding Schedule
- Acknowledgement of Receipt of Handbook

Capacity

Tiny Tech Learning Lab may enroll up to a maximum of 75 children per day.

The Facility has three Infant Rooms, three Toddler Rooms, two Preschool Rooms, and a School Aged Room.

Transitions

We make every attempt to plan for and adhere to transition plans that have been discussed with parents; in the event of an unforeseen change to enrollment, staffing, or program operations, transition plans may need to be altered to ensure compliance with State regulation, as well as to ensure a best practice experience for children. When transition plans must be altered, the Program Manager or Director will contact the parent to discuss.

Note: See the attached Transition Plan for more details about transitions

Group Sizes and Ratios

The Learning Lab adheres to the group size and ratios as set forth by the Office of Child Development and Early Learning (OCDEL).

- Infants: adult to child ratio 1:4
- Young Toddler: adult to child ratio 1:5
- Older Toddlers adult to child ratio 1:6
- Preschoolers: adult to child ratio 1:10
- Young School Age: adult to child ratio 1:12
- Older School Age: adult child ratio 1:15

III. Financial Policies

Tuition Fees

<i>Program</i>	<i>Full-Time Rate</i>	<i>Part-Time Rate</i>
Infant (6 wks. – 12 months)	\$225.00	\$180.00
Young Toddler (12 months – 23 months)	\$200.00	\$175.00
Toddler (2 yrs. – 3 yrs.)	\$190.00	\$150.00
Preschool (3yrs. – 5 yrs.)	\$180.00	\$130.00
School Age (5 yrs. – 12 yrs.)	\$140.00	\$125.00
Summer Camp – Before/After Care		

Registration Fee

The registration fee for enrollment is \$20.00 per child.

Payment due Dates and Policies

We accept subsidy payments as well as private pay. Tuition is due at the start of each week.

Methods of Payment

Parents may pay for tuition using the Square Cash App, in cash, onsite with a debit card or with a money order.

Please note:

*If your child is full-time, the full weekly rate is due whether or not your child is absent.

*If your child is part-time, the full part-time weekly rate is due whether or not your child is absent.

Deposit

A 2-week deposit is due prior to your child's first day of care. The deposit will cover the first week and last week of care

Discounts

- Multiple Child - %10
- Monthly Full pay - %5 (for private pay accounts)
- Employee Discount - %10
- (can be stacked with multiple child discount)

Late Payments/ Late Pick Up Fees

Tuition and copayments are due each Friday. A late fee of \$10 will be assessed for each day the payment is late beginning on the following Tuesday. After three consecutive days of non-payment, the child will **not be permitted to attend school** until the fee is paid in full.

The fee for late pickup is \$1.00 per minute, per child. The late pickup fee is due immediately upon pickup. If the late fee is not paid at pick up, the child will **be unable to attend school** until the fee has been paid in full.

IV. General Information

Attendance Policy

Regular attendance in the preschool program is very important for the child to become comfortable with a regular and consistent schedule. Therefore, children are expected to attend the program regularly unless unforeseen circumstances prevent the child from attending. In addition, to provide services to families who have the greatest need and who may be on the waiting list, services to families may be discontinued based upon the following guidelines:

Excused Absences

1. Illness or quarantine of child, parent, or sibling (Illness lasting more than three (3) consecutive days must be verified by a medical doctor).
2. Medical appointment of child or other family member
3. Family emergency (may include car accident, lack of transportation, death of family member, catastrophe)
4. Severe weather conditions that prohibit travel to and from school
5. Official or legal agency appointments (immigration, court appearance, etc.)
6. Court-ordered visitation
7. Religious/cultural celebrations

Unexcused Absences (Limited to 5 per fiscal year)

1. Illnesses lasting more than three (3) consecutive days, which have not been verified by a medical doctor
2. Preschool child did not want to go to school
3. Parent/child overslept
4. Any absence for which a specific reason is not given

More than five (5) days of unexcused absences in a fiscal year will subject the family to termination of services.

If you plan to keep your child home due to illness, or any other reason, you must notify the Director or Program Manager no later than your regular drop off time. You are also expected to notify the Director or Program Manager if you anticipate being late in dropping off your child in the morning.

Children must be dropped off by 10:00 a.m. **Any child that arrives after 10:00 a.m. will not be permitted to attend the program that day.**

Vacation

Each family is permitted 2 weeks' vacation each year. Tuition is waived during vacation weeks. Advance notification of at least 30 days is required to qualify for waived tuition. If the child attends school for any day(s) during the vacation week, the fee waiver is forfeited.

****Note: CCIS does not allow for vacation weeks. Therefore, if you have a subsidy co-payment, it cannot be waived, and we are required to report all absences to CCIS.***

Signing in and Out

Parents are responsible for signing children in and out. This procedure is extremely important for attendance records and safety measures in emergencies. There is a sign in/sign out sheet located in the administration area near the entry door.

Door Security

The doors to the center are always kept locked to limit access and to keep children safe. If there is no one present in the administration area, there is a doorbell to alert staff members of a visitor's presence.

Note: *For the safety of our children and staff we ask parents to be sure that doors closed and locked when entering and exiting the facility.*

Visits

Parents must be granted full access to the facility providing this does not interfere with the program and does not cause any disruption.

All individuals who are visiting the center (i.e., someone who is not a parent or authorized pick-up person; or staff member) is required to sign in at the administration area before entering the center. The visitor is then required to sign out before leaving the building.

If the visitor is requesting to visit an enrolled child, written permission from the parent or guardian must be obtained in advance and filed in the administration area. A **copy of the visitor's photo ID** must be obtained upon arrival and collected before the visit is allowed.

All visitors are required to sign in and out of the facility on the Visitor Log.

Authorization to Release Child

For the safety of our children, employees must follow all policies relating to the release of children. **No child can be released to anyone who is not on the Emergency Contact List or listed as a person the child can be released to.** If someone comes to pick up a child and the employee is not familiar with the person, the individual must be redirected to the Administration Area for release verification.

Note: A valid photo I.D. is required and must be kept on file for **everyone** who is authorized to pick up your child.

Pick-up Policies

For the safety of our children, **Employees must follow all policies relating to the release of children.** No child can be released to anyone who is not on the Emergency Contact List or listed as a person the child can be released to. If someone comes to pick up a child and the employee is not familiar with the person, the individual must be redirected to the Administration Area for release verification.

A **copy of the responsible adult's photo ID** must be obtained and kept on file in the administration area.

Staff are prohibited from releasing children to anyone **under 18 years of age**, unless that person is the child's parent or unless the parent signs a written waiver.

*****Late Fee:** The fee for late pickup is \$1.00 per minute, per child.

Emergency Contacts

Emergency contact information is required for each enrolled child. Emergency contact information will list who is to be contacted in an emergency.

The parent will update in writing, emergency contact information once every 6-months during parent teacher conferences or **as soon as there is a change** in the information.

Parking

There is limited parking available outside of Tiny Tech Learning Lab. We ask that you do not park in the "No Parking" area. We also ask that you not leave car motors running or leave other children unattended within your car when you enter the building.

Personal Belongings

It is recommended that toys be left in the car or at home, so as not to be lost, broken or envied by others. Action figure/superhero toys and projectile toys are not permitted in the center. Action figure toys encourage strong physical play which often leads to aggressive play; this can get out of control when children confuse make-believe with reality.

Please do not send children to school with any items of value (i.e. jewelry, money). Employees of Tiny Tech Learning Lab will not be responsible for lost or stolen items.

For the safety of our children, **Employees must follow all policies relating to the release of children.** No child can be released to anyone who is not on the Emergency Contact List or listed

as a person the child can be released to. If someone comes to pick up a child and the employee is not familiar with the person, the individual must be redirected to the Administration Area for release verification.

Meals

Breakfast is served between 8:00 am and 10:00 a.m.; for children arriving after 10:00 am, breakfast must be provided at home. The major meal of the day is served at lunch.

In partnership with Mason Meals Inc., our meals are prepared fresh daily. Mason Meals Inc is a Non-Profit Sponsor under the Child and Adult Care Food Program (CACFP) that provides nutritious meals to childcare facilities including breakfast, lunch, supper and snack.

***Note: For children staying past 6:00 pm, supper will be provided.**

Milk is served, as needed, to infants in the bottles parents provide. Mason Meals Inc provides formula for infants enrolled in the food program. Parents must provide expressed milk for nursing infants.

Parents are welcome to provide food for their child if this is preferable. Please keep in mind that Tiny Tech Learning Lab is a **nut-free, pork free** facility. In addition, **any meals sent from home must be ready to eat**. Staff is not permitted to heat or prepare meals sent from home.

Parents must inform the center, in writing, of any special dietary requirements, including food allergies, at the time of enrollment.

*Please notify us of any allergies immediately.

Candy, chewing gum, and other sugary snacks are not permitted in the center.

The menu rotates on a once a month and is available for view at any time on the center website.

Clothing

We ask that children be dressed in clothes suitable for the many art, playground and climbing activities of their day. Cold weather does not necessarily keep us indoors, so please be sure that children have the necessary mittens, sweaters and hats, etc., appropriate for the day's weather changes. All clothing should be labeled with the family's name, to facilitate dressing and reduce loss. A full set of extra clothes should be kept at the center, even for older children for accidents with feeding or toileting happen.

Note: Parent should not send children in clothes that they don't want soiled.

*****No open toe shoes are allowed.**

Rest Time Provisions

Parents are responsible for providing towels, bibs, blankets and crib sheets weekly or more often if needed.

What Your Child Will Need

Individual containers will be available for each child so that items can be left at the center. Please label all belongings.

INFANTS:

Diapers and diaper wipes
Bibs
Baby Cereal
Extra can of ready-to-feed Formula
Change of clothes
Pacifiers, if used
Blankets and crib sheet

TODDLERS:

Diapers and wipes
Change of clothes
Cot sheet, blankets

PRESCHOOLERS:

Changes of clothes
Cot sheet, blanket

Parent Code of Conduct

Tiny Tech Learning Lab always requires the parents of enrolled children, to behave in a manner consistent with decency, courtesy, and respect. One of our goals is to provide the most appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment is not only the responsibility of the employees but is the responsibility of each parent or adult who enters the center. Parents are required to behave in a manner that fosters this ideal environment. Parents who violate the Parent Code of Conduct will not be permitted on center property thereafter. The following behaviors are prohibited in and around the facility:

Swearing/Cursing:

No parent or adult is permitted to curse or use other inappropriate language on facility property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. At no time, shall inappropriate language be directed toward members of the staff.

Threatening of employees, children, other parents or adults associated with Tiny Tech Learning Lab:

Threats of any kind will not be tolerated. In addition, all threats will be reported to the appropriate authorities and will be violators may be prosecuted. Physical/Verbal punishment of your child or other children: Corporal punishment of children is not permitted in the childcare facility. No parent or other adult may physically punish a child.

Smoking:

For the health of all employees, children and associates, smoking is prohibited anywhere in the facility.

Violations of the safety policy:

Parents are always required to follow all safety procedures. These procedures are designed to protect the welfare and best interest of the employees, children and associates of Tiny Tech Learning Lab. Please be particularly mindful of entrance procedures. We all need to be careful to not allow unauthorized individuals into the center. Holding the door open for the person following you may, in fact, be polite; however, that person may not be authorized to enter the premises. Be alert and mindful. Immediately report any breaches to the Center Director.

Confrontational interactions with employees, other parents, or associates:

While it is understood that parents will not always agree with the employees of or the parents of the other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.

It is also inappropriate for one parent to seek out another parent to discuss their child's inappropriate behavior. All behavior concerns should be brought to the classroom teacher or director's attention. At that point, the teacher and/or director will address the issue with the other parent. Although you may be curious as to the outcome of such a discussion, teachers and/or the Center Director are strictly prohibited from discussing anything about another child with you. All children enrolled in our agency have privacy rights and are further protected by our Confidentiality Policy. You may be assured that we will not discuss anything about your child with another parent or adult visiting the center.

Violations of the confidentiality policy:

Tiny Tech Learning Lab takes very seriously the responsibility of maintaining the confidentiality of all persons associated with the agency. Parents must understand the implications of this responsibility. Parents need to recognize that the Confidentiality Policy not only applies to their child or family, but all children, families and employees. Any parent who shares any information

considered to be confidential, pressures employees or other parents for information, which is not necessary for them to know, will be in violation of the Confidentiality Policy.

V. Parent Communication, Participation, and Rights

Parent Involvement

Your child and the center benefit when you are an active participant, and we welcome your participation at whatever level you are comfortable giving. We have an open-door policy, which means that you are always welcome to visit, observe or be involved in any of the day-to-day activities at the center. If you have an interest in music, art, cooking, woodworking or have another hobby or talent that you would like to share with us or would simply enjoy helping teachers with activities or projects, please let your child's teacher know. Parents are required to show proof of a negative TB test and influenza immunizations (or a waiver declining the flu shot) before being involved in activities that include close physical contact with children other than their own.

Tiny Tech Learning Lab partners with families to share influential support for the care and learning of children. Our goal is to work effectively with parents to plan ways to support the children as a team approach that includes everyone at home and in the program. We make a point to check in, to revisit a plan, and meet when we need new ideas.

Family Engagement - Engagement in the early years prepares families to be engaged throughout their child's school years. Most importantly, family engagement efforts support the parent-child relationships that are key to a child's healthy development, school readiness, and well-being now, and in the future. Our engagement process is as follows:

- Families share suggestions and concerns with staff
- Families and staff work together to create activities that reflect the culture traditions
- Families volunteer for activities and provide ongoing and meaningful input about programming
- Families and staff work together to discuss, impressment and share responsibility for a child's early learning plan.
- Families and staff share in the development of activities and events over time based on their strengths, interest and abilities.

Center Involvement- There are many ways of becoming involved in your child's center. These include parent education meetings; social gatherings or events for the children, participation on a parent committee, center workdays, or fundraising. Notices of upcoming events will be in center newsletters and emails and will be posted on parent boards. Support of your child's center is vital to providing an outstanding program for children and families.

Parent Meetings – Parent meetings are held twice per year and are designed to share information about goals and objectives of the center as well as provide social interaction between parents and center staff. Parents are encouraged to help in developing topics of interest.

Program Evaluations

- Twice each year, we ask families to evaluate how well the program has met their needs through a parent survey given at the center. We are interested in hearing parent's perspective on the effectiveness of the program for your child and for you. We always welcome your input, ideas, questions or concerns, not just when we do a survey. The results of the parent survey are also used to set center goals for the school year.
- In addition, the center director and program manager complete an Environmental Rating Scale (for Infant-Toddler, Early Childhood and School-age children) each year to assess how well all the areas of the center are working for children and families. The results of this assessment are also used to set center goals for the coming year.

Parent Concerns – Tiny Tech Learning Lab has a procedure for parents to communicate concerns or issues about their children to the director. The procedure is as follows:

- Make an appointment with the director to share your concerns/issues.
- Director will meet with family and offer possible solutions.
- If solutions are not acceptable and concern is not resolved, director will begin a grievance procedure with his/her supervisor, parent, and director.

Communicate with Us

Proper communication between our parents and the staff at Tiny Tech Learning Lab is extremely important. Information from teachers will be sent home on a regular basis. All parents will receive daily reports. You are more than welcome to arrange a face to face with your child's teacher, the Director and/or the Assistant Director. All concerns about the aspect of our program, or your child's care may be expressed to the center's Director. Each child will be provided with a cubby. Please check cubbies for updates, newsletters, and reports. Please remember to communicate any changes to your child's schedule in writing. **We must be informed in writing of any changes to your child's person of pick up.** You may make changes to your child's pick-up list by contacting the Director to adjust your enrollment packet.

Building Relationships

Tiny Tech Learning Lab builds positive relationships with families by being familiar with their unique characteristics, strengths and issues important to each of them. To develop partnerships with families we create a welcoming environment and encourage parent involvement.

The center begins by gathering information during the enrollment process by asking parent's questions and collecting the following items:

- enrollment forms
- health histories
- the child's and family background information

All the data is kept strictly confidential in the child's file and kept under lock and key in the director's office. Tiny Tech Learning Lab will only release information with the written consent of the parent.

In addition, the center has an open-door policy. Parents and family members are welcomed at all times.

Each family is provided with daily reports, monthly newsletters, updates via website and email, and access to the parent mobile app. The center makes every attempt to provide as much access to information which affects their children's educational experience as possible.

Assessment of Child Progress

All age groups are assessed formally and informally to ensure that the teachers plan their curriculum goals and activities to support individualized learning. Teachers observe, record and document children's development, participation and learning throughout the year. The assessments are ongoing, systematic, and gathered from natural play activities and realistic setting that reflects children's actual performance.

The center uses variety of methods such as observations, checklists, and rating scales. The assessment results are used to benefit children by providing information needed to make sound decisions about children, teaching, and program improvement.

Formal assessments are done three times per year. All assessments are kept in the child's portfolio, which follow the child from group to group to show the progress in cognitive, language, physical social and emotional areas of development that are consistent with the program curriculum.

With regular communication, partnership and involvement, families become an important part of the assessment process. Once formal, semi-annual assessments are completed, the teacher will schedule a parent conference.

Conferences

Parent-teacher conferences will be held after the first 45 days or enrollment to discuss your child's progress, adjustment to the center and other issues of concern to both parents and teachers. Teachers for all age groups complete developmental progress reports for each child and conferences are scheduled twice a year. If they wish, parents are welcome to schedule additional meetings with their child's teachers at any time.

The purpose of progress reports and conferences is to identify the children's interests and needs, to improve curriculum, to adapt teaching practices and the environment, as well as to plan for program improvement.

Special Services

Tiny Tech Learning Lab accepts applications for children with special needs. We realize the benefits of supporting children with special needs and attempt to accommodate these children if appropriate and helpful for them; however, The Learning Lab can only provide such services as are reasonable and beneficial to the class as a whole and do not cause undue burden to the program, staff and other children. It may be necessary to turn down an application for enrollment or to terminate continued enrollment of a child with special needs when to do otherwise would jeopardize the safety and wellbeing of the child, the other children in the classroom and/or the staff.

Communication is the key aspect to successfully support a child with special needs. The parents, teachers and specialists who work with the child with a disability are all equally involved in sharing information, communicating their needs and listening to each other. A child with special needs should be assessed by an Early Intervention Team or other service provider. The evaluation will determine services which will benefit the child and the method by which the services will be provided. The Director will assist the parents with a referral if necessary.

At the initial meeting, the Director will meet with the parents/guardians to discuss the child's disability/special needs. The child's IEP or other information will be discussed. With parental permission, specialists may be requested to attend. The Director, with parental consent, will identify in writing the accommodations the center would have to make to meet the needs of the child, including:

- change or modification in regular center activities
- size of group and appropriate staff/child ratio
- special equipment, materials, ramps or aids.

If the accommodations cause undue burden, the Director must notify the parents in writing within 30 days. If it is determined that The Learning Lab can accommodate the child, the parents, child and classroom teacher will meet to determine how and when the child will transition into the program if the child is new to the program. If the child has been enrolled, the staff and parents will discuss the new information. All records, screening/assessment information, IEP, and observations will be placed in the child's folder and remain confidential. Parents may access their child's file at any time.

The Director in conjunction with staff members and the child's team will assess the classroom, common areas, and playground for the adaptations, equipment, and materials needed to accommodate the child with special needs. Routines and classroom arrangements will be reviewed. Whenever necessary, additional staffing shall be recruited to assist in making the child's enrollment as successful an experience as possible.

If a child is approved for special services, outside therapist may provide those services at Tiny Tech Learning Lab. If you think that your child might have special needs, consult with the Director or Program Manager who can assist and accompany you through the referral process.

Individualized Education Plan (IEP) Policy

An Individual Education Plan states in writing the specific services required to meet the needs of a child and any change or limitation in his/her participation in regular center activities. Specific services, where appropriate, shall include, but not be limited to 1) physical therapy; 2) speech and language therapy; 3) psychological services; 4) psychiatric services; 5) education services; 6) social services; 7) occupational therapy.

The plan describes the method by which the above services will be provided including 1) who will provide the service 2) where the service will be provided; 3) schedule for provisions of the services 4) any special equipment, materials, ramps or aids required by the child. The IEP shall also recommend the size of the group to which the child may be assigned, and the appropriate staff/child ratio required for such group. If the parent does not approve the IEP, such disapproval will be signed by the parent and placed in the child's record.

The IEP shall be reviewed by the team at least every ninety days. The review shall include, minimally, an observation of and/or individual session with the child by the consulting resource teacher. If the parent is unable to meet with the team for the review, the opportunity must be given to the parent for a separate conference with the consulting resource teacher.

Referral Plan and Procedures

Tiny Tech Learning Lab is committed to the cognitive, physical, social and emotional development of each child. Teachers observe children's behavior on a daily basis and in a more formal way with progress reports at least twice a year. If a child appears to have difficulty with any area of development, an initial assessment will be made by all the teachers who have contact with the child. The staff will begin to record written observations of the behavior by addressing how, when, and where the behavior takes place and the efforts the staff has made to assist or accommodate the child's needs.

If a particular behavior is of immediate attention or a child continues to have difficulty, the teachers will bring their concerns and written observations to the attention of the Director and Program Manager. A conference with the parents will be arranged in order to share the observations of the teachers and discuss behaviors the parents have witnessed at home.

Together the parents, teachers and the Director will formulate a plan of action. A follow-up meeting will be arranged.

Teachers will continue to record observations of the child. At the follow-up meeting, if the behavior or concern has not improved, it will be determined if a specialist should be consulted for additional insight on the issue.

A list of referral resources in the community for social, mental health, educational and medical services will be given to the parents.

The Learning Lab will provide to the parent/guardian a written statement including the reason for recommending a referral for additional services, a brief summary of the center's observations related to the referral and any efforts the center made to accommodate the child's needs. The Director will assist the parents in making the referral with written parent authorization.

With parental consent, the Director and teachers will follow up the referral by contacting the agency or service provider who evaluated the child for consultation and assistance in meeting the child's needs. If it is determined that the child does have special needs and/or an Individual Education Plan (IEP) is developed or is ineligible to receive services, the center will review the child's progress at the center every three months to determine if another referral is necessary.

The Center will maintain a written record of any referral, including the parent conference and results.

Inclusion and Expulsion

Inclusion

Tiny Tech Learning Lab is committed to meeting the needs of all children, regardless of special health care needs or disabilities. As the number of children with chronic health conditions such as asthma, allergies, and diabetes increases, as well as the number of children with emotional or behavioral issues, the ability of programs to plan for and include all children is critical. Inclusion of children with special needs has been shown to enrich the childcare experience for all staff, and children and families of enrolled children. It is for this reason that The Learning Lab will only consider Expulsion as a last resort and only after all other measures have been exhausted.

Expulsion

Either the parent or the Director has the right to terminate service for any reason, providing a 2-week written notice is given. Tiny Tech Learning Lab may terminate the enrollment of a child if the child's needs cannot be met, the safety/care of other children is in jeopardy, and/or accommodations for the child cause undue burden to the Center. However, if the reason for termination is serious, termination can be immediate. A parent may contact the Director if there are concerns regarding the Center's decision to terminate enrollment.

Before the implementation of the termination of a child due to challenging behavior, the staff will take the following steps:

1. Meet with parents to discuss other options;
2. Provide referrals for evaluation and services;
3. Pursue consultation and training for the program;
4. Develop behavioral intervention plan at home and in program.

Complete details regarding Tiny Tech Learning Lab are found in the Inclusion and Expulsion Policy attached to this handbook.

Note: In the event of a violation of the Parent Code of Conduct or a serious criminal or civil act. The family will be terminated immediately.

Discipline Policy

Children having difficulty for any reason will be re-directed to another activity with teacher assistance. In the event that a child's behavior is likely to result in harm to his/herself, others, or property, or that seriously disrupts group interaction, the child may be separated briefly from the group. When the child can regain enough self-control, he/she will rejoin the group. Interaction between the child and teacher will take place immediately following the separation to guide the child toward appropriate group behavior.

****Methods of discipline which frighten, demean, or humiliate a child are strictly prohibited and will never be tolerated.***

Child Abuse Policy

All employees of **Tiny Tech Learning Lab** are Mandated Reporters. Any employee who has reason to believe that a child enrolled in the facility has been abused is required to report suspected child abuse **immediately**, to the Director and/or Assistant Director.

The Director and/or Assistant Director will be responsible for notifying ChildLine of suspected child abuse and will immediately notify ChildLine at (800) 932-0313.

A written report regarding the suspected child abuse must be submitted by the Director and/or Assistant Director to the CPS unit which has responsibility for investigating the report.

Negotiating differences

The program director feels strongly about encouraging parents to be involved in the center's educational programs. Therefore, parent concerns about aspects of our childcare program are not be taken lightly and the Director will make every attempt to resolve the issues as promptly as possible, keeping the safety and well-being of the children and staff as a priority. Tiny Tech Learning Lab is always open to suggestions and feedback from parents to improve the way in which the children and their families are served.

VI. Health Care Policies and Procedures

Medication

Medicine can only be administered after a parent signs and dates a medication release form. Parents must provide all medication. Prescription medication must be in the original container and labeled with the child's name.

A non-prescription release form for other applications such as diaper cream and sun block will be signed upon enrollment.

Illness/Sickness

Be sure to inform your child's teacher of any illness or sickness. Children who may have a temperature/fever may not return to the center until they have been fever free for 24 hours. If your child becomes sick while in our care, your child's teacher will consult with the Director and you may be called for early pickup. In an instance that you are called, please pick up your child promptly to ensure the health and safety of all children.

The following conditions will be considered in determining early pickup:

- i. Unknown rash
- ii. Temperature of 101° or more
- iii. Highly contagious conditions (such as head lice, chicken pox, strep throat, and pink eye)
- iv. Excessive diarrhea or vomiting (more than two watery stools)

Your child may return to the center after:

- v. Obtaining written verification from a doctor stating that your child is not contagious
- vi. Being fever free for 24 hours

If questions arise to the appropriateness of a child's return to the center, the final decision will be that of the center Director or Program Manager.

Injury

Of course, every consideration will be taken to ensure the safety of your child while in our care. Should an injury occur, an incident report would be completed by the teacher and signed by the parent. A copy of the report will be given to the parent.

***Note:** Parents or Guardians will be notified regarding any injury suspected of needing immediate care by a physician.

Emergency Procedures

Tiny Tech Learning Lab has an emergency plan that provides for:

- b. The sheltering of children during an emergency, including shelter in place at the facility and shelter at locations away from the premises.
- c. The evacuation of children from the building and the evacuation of children to a location away from the premises (The evacuation routes and evacuation plans to exit the building may be the same as those relating to fire drills).
- d. Instructions for employees to contact parents as soon as reasonably possible when an emergency arises

- e. Instructions for employees to inform parents that the emergency has ended and to provide instruction as to how parents can safely be reunited with their children.
- f. The Director and/or Assistant Director will review the emergency plan annually and update the plan as needed. Each review and update of the emergency plan will be documented in writing and kept on file at the facility.

Every employee will receive training regarding the emergency plan at the time of initial employment, on an annual basis and each time the plan is updated. The name of each employee who received the training must be documented in writing and kept on file at the facility.

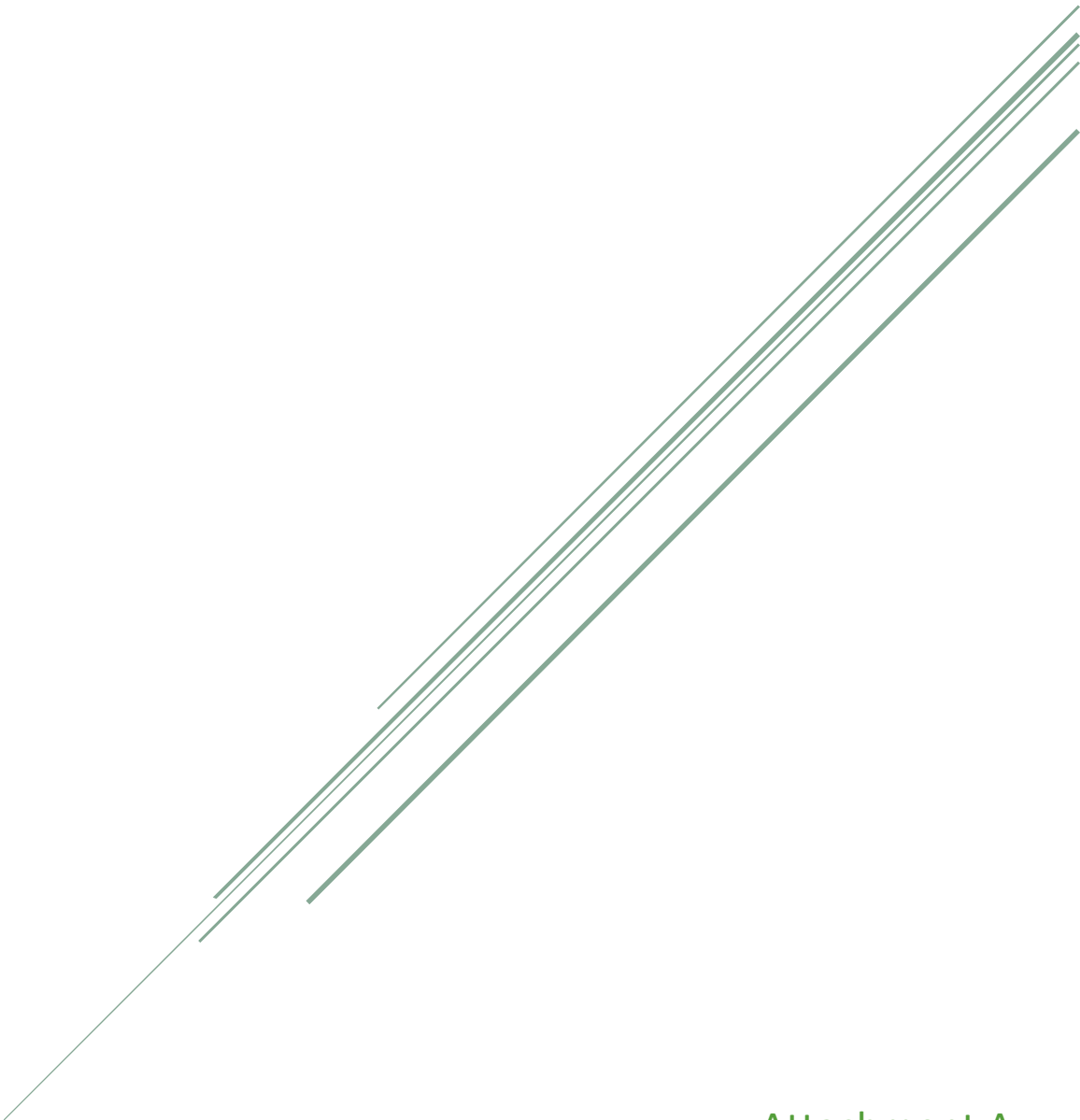
The emergency plan is posted in the facility's administrative area.

The Director and/or Program Manager will provide to the parent of each enrolled child a letter explaining the emergency procedures as described in this section. The Director and/or Program Manager will also provide to the parent of each enrolled child, a letter explaining any subsequent update to the plan. This information will also be available upon the parent's request.

The Director must send a copy of the emergency plan and subsequent plan updates to the County Emergency Management Agency.

TINY TECH LEARNING LAB

Transitioning Policy



Attachment A

Transitions

Starting at Tiny Tech Learning Lab

When your child begins at Tiny Tech Learning Lab, we provide you with your Parent Handbook, along with a welcome packet for your child's new classroom with information about the class's teachers, schedule, website, and what to bring. Within the first 45 days of your child's entry in our school, the teacher(s) in his or her classroom will complete a screening tool known as the Ages and Stages Questionnaire, based on his or her age. This screening tool will help us to gather baseline information about the child's abilities at program entry, to better assist in his or her development and to suggest appropriate referrals for services as needed. We will share this assessment with you, as well as exchange other information with you, at a "getting to know you" meeting offered within your child's first 60 days here.

Transitions between classrooms

When your child is ready to transition from one classroom to another, we will provide you with a packet of information about the next classroom and offer a transition meeting with the teacher(s) of the next classroom, so that parents have a more formal opportunity to learn about the new classroom and ask any questions they may have. This meeting typically lasts 10-30 minutes.

Transitions from Infant to Young Toddler Room (Green Room to Lavender Room)

When your child nears one year of age there are a few items that you should be aware of to make the transition to the toddler side of our room easy on you and your child.

Things your child needs to do before being considered for toddler side:

- Have their 1st birthday.
- No longer need a bottle during child care hours.
- Be able to walk or be able to hold their own with little support.
- Be able to sit at the table and eat solids- no infant food.
- Be able to sleep on a cot for nap.
- No pacifier or security item except for nap.

We will assist you in gradually transitioning your child as much as possible. Once your child is nearing their first birthday the teacher will be doing the following things:

1. Taking them to the table for mealtimes when space is available.

2. Making sure your child is being offered a cup to drink out of on a regular basis.
3. Allowing your child to explore and play on the toddler side when space is available and at times when we are lower on numbers of toddlers as space is sometimes an issue. The same with planned activities at the table such as crafts or hands on learning, this is also when space and activity is appropriate for your child's level.
4. Placing your child on a cot if the child is capable in doing so. This would be done with the teacher sitting by them helping them to relax and go to sleep. Possibly holding them until they are asleep and then placing them on their cot, the same practice as is done for the toddlers.
5. Making an effort to extend their naptimes to see if they are able to make it until 12:00. This may take the longest to accomplish for some and for some this won't be an issue.
6. Bottles will be cut back as your child eats more table food. They will be offered sippee cups at mealtimes until they are one and then I will work with you on transitioning to whole milk. This also may be harder for some but not for others.

Transitions from Young Toddler to Older Toddler Rooms - Ages 2-3 (Lavender Room to Purple or Orange Room)

Here are some of the characteristics that we like to see in Purple or Orange Room children (2 years or older).

- Separation from parents without undue anxiety
- Able to follow simple 1-2 step directions
- Sitting at table
- Beginning food self-help; asks for more
- Uses some language or sign
- Feeds self, using a fork, spoon, and cup
- Walking well
- Able to push, pull and climb
- Helps to put things away
- Able to participate (or sit) at circle time for short periods
- Stays on cot at nap time
- Potty Training

Transitions from Older Toddler to Preschool Rooms Ages 3 -5 (Purple or Orange Room to Red or Yellow Room)

- Potty trained; no pull-ups, independent with reminders (except at naptime)
- Talk; explain what they want; conversation with staff and children
- Sit for meals; eat family style: uses fork and spoon

- Self-control; no hit/bite; calm themselves
- Self-help skills; bathroom work; putting personal items away (shoes, coat); attempts to put on shoes/coat
- Can use scissors
- Can put items away in correct areas (ex. Blocks in block area, etc.)
- Can clean up area/project when moving on (task completion)
- Listens and follows oral directions
- Shares toys
- Conflict resolution; uses words for social problems (ex. Stop, no hitting/biting)
- Recognizes name
- Sings alphabet/counts 1-10
- Circle time: able to sit, listen to story, sing songs
- Participates in helping at clean up and responsible for self-choices, with prompts
- Independent

Note: Space in the next classroom your child is eligible for is also taken in to consideration.

Transitions to Kindergarten (Leaving Tiny Tech Learning Lab)

When your child is approaching the end of their time at Tiny Tech and are preparing for entry into kindergarten, you will be provided with information about kindergarten readiness, local schools, and kindergarten registration. Parents are also asked to sign consent forms for Tiny Tech Learning Lab to provide your child's next school with some general assessment and background information about your child in order to assist in a smooth transition to their next educational setting.

When your child is approaching the end of their time in the before- or after-school care because of their advanced age, you will be provided with some materials for assessing your child's readiness for self-care (being home alone before or after school), and information about preparing your child and your home for this transition.

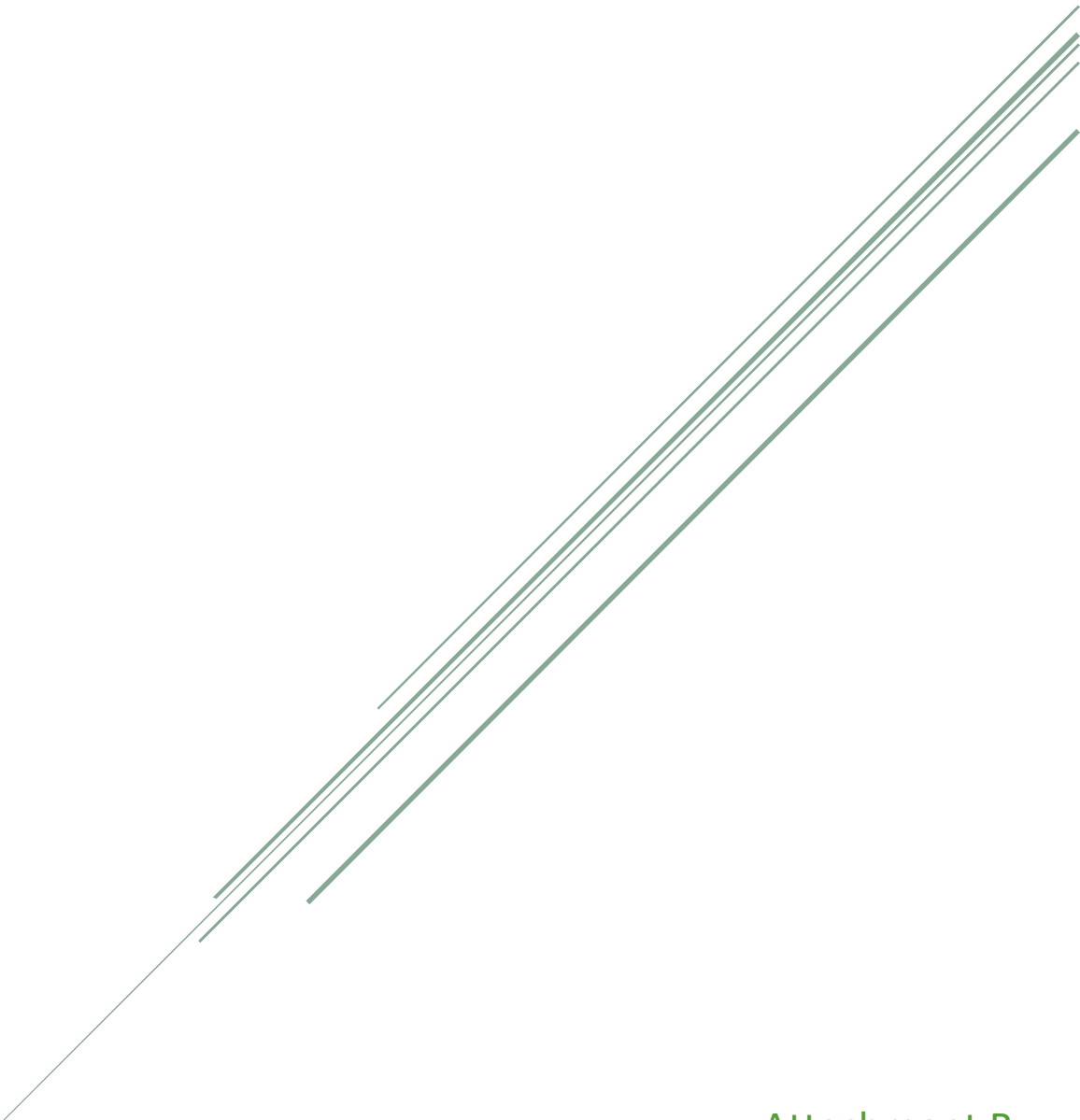
When children leave the Tiny Tech Learning Lab for kindergarten, we hope they will have the following skills:

- Competent and confident in self-help skills (dressing, toileting, daily routines)
- Competence with fine motor skills: uses scissors, writes name and draws recognizable figures

- Shows skill in problem-solving and task-completion with games and peers
- Understands real vs. make-believe; participates in organized dramatic play themes
- Plays cooperatively with peers; stands up for self verbally and listens to others
- Understands “work” and play times; cleans up willingly, with prompts
- Identifies key parts of a story; tells own stories
- Knows most letters and letter sounds; may write own words/ask for help in writing
- Counts to 20, can go beyond with prompts
- Understands the sequence of daily events; may identify key times on clock
- Shows organization skills; can “plan and do” own activities
- Confidence in body control skills: can skip, catch and throw a ball, balance, repeat a rhythm in beat or clapping; may ride a bike
- Uses manners appropriately; at greetings, meal times, transitions; shows patience and politeness most of time
- Shows self-confidence; willing to try new skills, understands it’s important to keep trying; has an “I can” attitude!

TINY TECH LEARNING LAB

Inclusion Policy



Attachment B

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1. Inclusion of All Children
2. Behavior Management
3. Support for Staff
4. Resources for Families
5. Procedures for Children with IEP
6. Screenings, Assessments, and Referrals
7. Parent Involvement

1. Inclusion of All Children

Tiny Tech Learning Lab believes that all children are a precious resource with many wonderful qualities, talents and skills to share with us. We want to make sure that each child is given the opportunities and supports necessary to reach their maximum potential and to find success at our school. In order to set children up for success, our teachers use several methods of behavior management.

Inclusion of children of all abilities works to the benefit of all children, providing greater opportunities for learning to everyone. Our school aims to implement principles and practices to support an inclusive environment for all infants and young children, regardless of ability.

The Department of Health and Human Services and the Department of Education define inclusion as “including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities; facilitating individualized accommodations; and using evidence-based services and supports to foster development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers and a sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities to those with the most significant disabilities” (HHS/ED Policy Statement, 2015).

Successful and meaningful inclusion requires consideration for each individual child’s needs and abilities, thoughtful planning, and a strong partnership with families and community agencies that provide valuable resources in children’s development. Tiny Tech Learning Lab has made efforts to provide an environment supportive of inclusion (our building meets current ADA code for accessibility; lesson plans reflect individual students’ needs; moral education includes the teaching of unity in diversity; families are encouraged to share with us their cultures, knowledge, and feedback; staff receive professional development on a variety of special needs topics). However, we view the establishment of an inclusive environment as a never-ending process, rather than a milestone to be achieved. Tiny Tech Learning Lab is committed to working with families and community agencies to provide high quality experiences and education to young children of a variety of abilities, to the best of our ability.

2. Behavior Management

Our teachers do their best to follow a consistent schedule/routine each day, understanding that many children like knowing what to expect each day and rely on that consistency to thrive.

Next, we rely on positive reinforcement, from praising the children for their actions to awarding stickers for their hard work. Through frequent and behavior-contingent reinforcement, children learn what is praiseworthy, they feel a sense of pride for doing their best, and their confidence and self-esteem grow.

When children are not engaging in appropriate behaviors (not following directions, hurting others, engaging in unsafe actions), our teachers first try to find the reason for, or function of, such behaviors. By understanding why, a child is acting out, they can better determine how to address the behaviors and remedy the situation.

One method our teachers use frequently with every age group is re-direction as a way of curbing such behaviors. Children often act out because they are bored or seeking attention. By offering another activity or toy, children are presented with a new opportunity to change their behaviors without the need for any further disciplinary action. Teachers also use their words and actions to model appropriate behaviors to children; for example, telling a child to say “no thank you, it’s my turn” and modeling hugs and “gentle hands” instead of hitting his peer.

Teachers at Tiny Tech Learning Lab never use corporal punishment or vilify a child for his or her actions. We believe that through positive reinforcement, distractions, modeling of good behaviors, and age-appropriate consequences, every child can be successful and feel good about him or herself.

3. Support for Staff

Teachers at Tiny Tech receive ongoing training and are provided resources to be effective at including all children while meeting individual needs. Professional development focuses on flexible practices for all children, such as workshops on inclusive social play. Teachers also receive specialized training for specific procedures required by individual children. For example, an occupational therapist may provide hands-on instruction on the appropriate lifting techniques for a child with limited mobility. In addition, the director and program manager support staff in responding to the abilities and needs of each child.

4. Resources for Families

The **Philadelphia Infant Toddler Early Intervention Program** is an entitlement program for infants and toddlers between the ages of birth to 3 years of age. Anyone can make a referral to Early Intervention. All referred children will receive a developmental assessment, and many will also receive a multidisciplinary evaluation. All eligible children will be assigned a service coordinator, and all Early Intervention Services are delivered at no cost to the family.

Children who are ages 3-5 that have developmental delays are served in the **Preschool Early Intervention Program**. In Philadelphia this program is called Elwyn SEEDS. To make a referral to the Elwyn SEEDS program call 215-222-8054.

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.

Both the Director and the Program Manager can assist parents with the referral process.

5. Procedures for Children with IEPs

In order to ensure that the needs of children with an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) are met, the following procedures will be implemented.

Director will:

- Ask all families to complete a request form for a copy of a child's IEP/IFSP. This request will be placed in each child's file.
- File all copies of IEP/IFSPs in child's file in order to be readily available to share with teaching team.
- Provide copies of IEP/IFSP goals to the child's teacher(s) and discuss strategies for meeting the goals.
- Ensure all teachers are trained on how to implement an IEP/IFSP. Training will be documented in each teacher's professional development record (PDR).
- Contact early intervention staff/consultants to schedule periodic meetings with child's family and teacher(s) to discuss the child's progress and to increase strategies in adapting IEP/IFSP goals in classroom activities and routines.
- Request permission from families to attend any meetings with the early intervention team related to changes to the IEP/IFSP.
- Monitor teachers' work towards supporting the child in meeting IEP/IFSP goals.
- Request additional help from early intervention team if needed.

- Ensure teachers conduct family conferences to report on progress.

Teaching Team will:

- Observe and document the child’s progress towards goals weekly and use their notes to individualize lesson plans.
- Complete a communication log between home and the teachers daily for each child with an IEP/IFSP.
- Prepare for and conduct family conferences at least 3 times a year to share progress on IEP/IFSP goals, the child’s development, and participation in the classroom.
- Meet with the family to plan for and discuss transitioning to new classrooms or programs. An individualized plan will be created as needed to ensure successful transition for the child.

6. Screenings, Assessments, and Referrals

Screenings

Within the first 45 days of the child’s enrollment, the teacher will complete an initial screening to gather baseline data and assess the need for any additional services, using the Ages and Stages Questionnaire (ASQ) screening tool. Once this screening has been completed, parents receive an invitation to attend a “Getting to Know You” meeting, during which time the child’s teacher will go over the results of this screening and answer any questions parents may have.

Assessments

The teachers in each classroom at Tiny Tech Learning Lab conduct on-going assessments of each child’s progress, in order to better guide and assess the effectiveness of the group and individual curriculum. Assessments consist of daily observations of children’s responses to various activities and progress with skills and milestones. Some assessments may include written documentation, checklists, skills-assessments forms, and portfolios. Both informal and formal assessments of children’s progress will be shared with parents on a regular basis and in parent-teacher conferences every six months.

Referrals

If, in the process of conducting regular observations and assessments, staff have any concerns about a child’s health or development, they will use the Ages and Stages Questionnaire (ASQ) screening tool to determine if the child might benefit from greater support or services in an area or area(s) of development. Examples of such services include speech and language, occupational therapy, cognitive and/or behavioral support, and early childhood mental health. Together with the Director the teacher, we will sit down with parents to review the results of

the ASQ and discuss the services and supports available. If the team agrees to make a referral for outside services, the Director will provide you with contact information or obtain your consent to submit the referral and, if necessary, evaluation, to determine your child's eligibility for services. Tiny Tech Learning Lab aims to be an active member of the treatment team and may ask for you to give consent to discuss progress with other members of the treatment team (counselors, therapists, specialists, etc.). Services may be provided in the home and/or school environment depending on the parents' preference.

7. Parent Involvement

The staff at Tiny Tech depend on our parents to assist in achieving positive outcomes. Some of a child's most important cognitive development happens during their preschool years. By taking an active role in the early childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential.

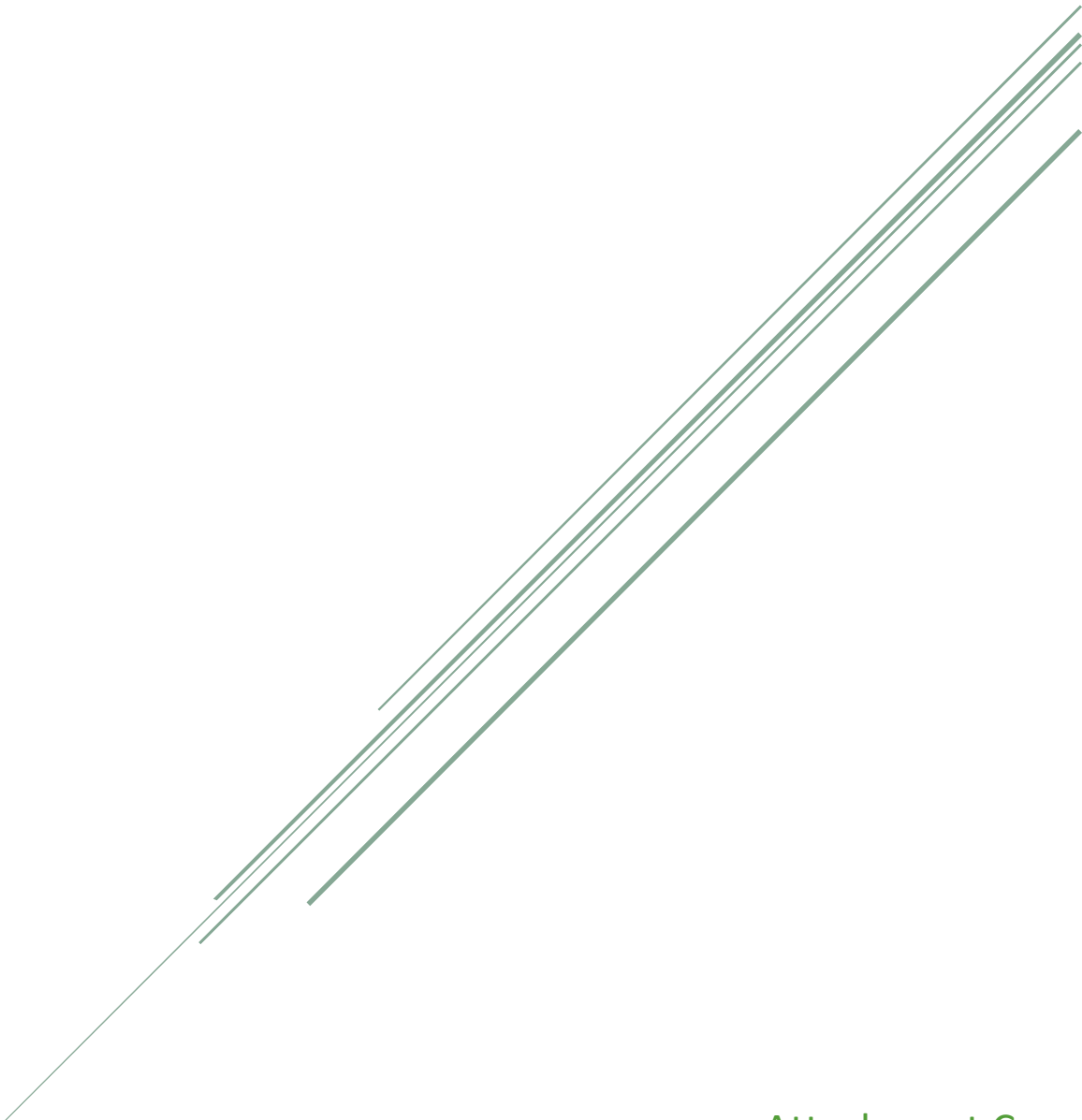
Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.

It is essential for parents to support the learning that happens in preschool settings at home as well. Parents who are in tune with what is happening in their child's preschool classroom or childcare facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child's development and supporting further learning.

Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.

TINY TECH LEARNING LAB

Suspension and Expulsion Policy



Attachment C

Expulsion

Tiny Tech Learning Lab believes that expulsion should be avoided whenever alternatives exist.

Children struggling with behavior issues in the preschool setting will be given many supports and opportunities for growth, with expulsion as a last resort after all alternatives have been exhausted. Expulsion may be considered only if, after consultation with the child's treatment team, it is decided that another setting would be best for that child's development and future outcomes.

To avoid expulsion, if behavioral issues are present in the school setting, the following steps are implemented (not necessarily in this order):

- 1) Teachers engage in two-way communication with the child's family daily on challenges and successes.
- 2) Teachers consult with the Director and Program Manager to develop person-specific behavioral plans and interventions.
- 3) Teachers complete an Ages and Stages Questionnaire (ASQ) and a social-emotional questionnaire (ASQ-SE) to determine if the child has any areas of development that are underdeveloped and could benefit from outside intervention.
- 4) Teachers, parents, and Director or Program Manager may sit down together for a meeting to discuss the issues, progress, plans, and next steps.
- 5) With parent consent, the Director contacts any applicable outside social service programs and resources to obtain support (Early Intervention, Early Childhood Mental Health).
- 6) Director contacts the Early Intervention program for assistance if the child has an IEP.
- 7) The Treatment Team (caregivers, teachers, administrators, social service agencies, etc.) communicate regularly regarding progress and effectiveness of interventions. Plans are modified and next steps are decided accordingly.