

observe, individualize,
& implement...

TEACHING
YOUNG MINDS
THROUGH
LOVE, TRUST
AND
DISCOVERY

Brownstone Day School Company Addendum and Handbook

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Brownstone Day School Philosophy

Brownstone Day School's philosophy is an approach aimed at instilling our early learners with tools needed to thrive in a brilliantly unpredictable world. Charles Abbot of the University of Chicago has said "There are no aims of education. The aim is education". Brownstone's staff understands that it is vital to recognize that it is not necessarily the product but the process that arms us with knowledge strength, inner beauty and resilience. It's our thought that through freedom, flexibility & creativity that our children will have learned how to keep learning throughout their lives, so that they can participate in a dynamic, changing society. Brownstone governs itself through reason and truth. Our most important goal is to continuously develop and sustain our program through the voices of our children, parents, staff, committed educational professional programs & community. We recognize that interests, strengths, doubt and disputation are imperative to improving quality of life and functional polity. At Brownstone, we believe that practicing and modeling these methods and this philosophy we set the future for our children and ourselves to be life learners.

Brownstone utilizes several assessments and curricula, such as, teaching strategies GOLD, Creative Curriculum, Ages and Stages 3, ITERS, ECERS, SACERS, DECA and DESSA as resources to guide and support our teachers to use their own creative flexibility to: maintain a safe and secure environment, design objective lesson plans, cultivate a diverse learning environment, model respectful sociality i.e. the teacher/parent relationship is a child's first look at the world of sociality. Our teachers and parents model respect and kindness that a child will observe & imitate; finding their place in the world with confident sense of self. These methods are not arbitrary and void of meaningful content, but are authentic and genuine strategies to implement purposeful lesson plans that focus on building individual talents & interests, supporting progression and strengthening weaknesses through praise, encouragement, play and exploration. This is the essence of our learning philosophy is the syllogism of social emotional develop to successful cognitive development, that is, only with emotional stability and social growth can intellectual development flourish.

BROWNSTONE DAY SCHOOL

18225 Sloane Avenue Lakewood, Ohio 44107

(216) 221-1470

www.brownstonedayschool.com

brownstone@brownstonedayschool.com email

6:00 AM - 6:30 PM

Monday – Friday

[Ohio Child Care Center Licensing Rules](#) *click*

Or at <http://codes.ohio.gov/oac/5101%3A2-12>

Program Operational Hours

The center will be in operation Monday through Friday, 6:00 am - 6:30 pm. A late fee of \$20.00 for every 15 minutes will be charged if a child is not picked up by closing time. The center will close to observe the following Holidays:

**MEMORIAL DAY *INDEPENDENCE DAY*LABOR DAY *NEW YEAR'S DAY*

**THANKSGIVING DAY *FRIDAY AFTER THANKSGIVING*

CHRISTMAS DAY CHRISTMAS EVE (closing at 2:30 pm)*FRIDAY BEFORE EASTER

*Parents are charged these 8 established Holiday.

**If Christmas falls on a:

- Saturday; Brownstone will close: ○ At 2:30 on Thursday December23 & All day Friday December24

- Sunday; Brownstone will close: ○ At2:30 FridayDecember23 & All day

Parent Participation Open Door Policy

Brownstone recognizes the strength and sustainability that community support, family involvement, a collective intellect and learning from each other brings to any operation. Brownstone's open door policy encourages families to be closely involved with these very magical early years. We just ask that nap time is put into consideration and family members that come must be listed on Brownstones permitted persons list. Also, families are encouraged to join staff meetings to support family members in taking leadership roles in our program administrative and staff democracy, work together on projects to support the program and community. These meetings will be planned with availability in mind.

- Parent Conferences:
 - Parent conferences will be conducted, at minimum, annually. Conferences will be planned to accommodate your schedule and can be convened in a few extra minutes before or after pick-up if preferred. At this time teachers will discuss developmental assessments, individual strengths and interests and any concerns, if any.

- Parent Roster:
 - The center will prepare a roster with each child's name and phone number on it. You have the option of omitting your name and phone number from this list. The roster is available to you upon request.

Staff to Child Ratios and Maximum Group Size

Brownstone Day School will not exceed the following required ratios:

- 1:5 Infants (0 - 18 months)
 - Brownstone in normal circumstances maintains/employees a 1:4 ratio
 - Early Head Start Programs will not exceed 1:4 during program hours
- 1:7 Toddlers (18 months - 36 months)
 - Early Head Start Programs will not exceed 1:4 during program hours
- 1:10 Three Year Olds
- 1:12 Four - Five Year Olds
- 1:15 School Age children

Ratios for toddlers and preschoolers may be doubled for 1 ½ hours at nap time as long as all children are resting quietly on their cots and enough staff are in the building to meet the regular required staff/child ratio if there is an emergency.

The maximum group sizes are as follows:

- 2:10 Infants 8 weeks - 18 months
 - Brownstone in normal circumstances maintains/employees a 10:3 ratio
- 2:14 Toddlers (18 months - 36 months)
- 2:20 Three Year Olds
- 2:24 Four and Five Year Olds
- 2:30 School Age Children

Maximum group size is defined by the number of children in one group that may be cared for at any time. Limitations do not include nap time, lunch time, outdoor play and special activities. Brownstone Day School is licensed to serve 196 children with the following group sizes; 30 Infants, 54 Toddlers, 76 Preschoolers and 48 School agers. The Ohio Department of Job and Family Services' number is 1-866-635-3748 and may be used to report a suspected violation by the center.

Emergency, Accident and Incident Policies & Procedures

- **Emergency Procedures**
 - The center has devised several procedures to follow in the event that an emergency would occur while a child is in the center's care. In the event of a fire or tornado, staff will follow the written instructions posted in each classroom, describing emergency evacuation routes and the procedures to be followed to assure that children have arrived at the designated spot. In order to prepare children for the unlikely need to evacuate, the center does conduct monthly fire drills and periodic tornado drills. In the event of an emergency, parents/guardians will be contacted. If a parent cannot be reached, we will contact an emergency contact that is listed on your child's enrollment information.
 - In the unlikely event there would be an environmental threat or a threat of violence, the staff will; secure the children in the safest location possible, (Lakewood Fire Station at the corner of Detroit and Kenilworth Avenue), contact and follow the directions given by the proper authorities and parents will be contacted as soon as the situation allows. An incident report will also be provided to the parents.
 - There is always one staff member present that has received training in First Aid, Child Abuse, Communicable Diseases and infant, pediatric and adult CPR. In the case of a minor accident/injury, staff will administer basic first aid and TLC. If the injury is more serious, first aid will be administered and the parents will be contacted immediately to assist in deciding an appropriate course of action. If an injury is life threatening, the EMS will be contacted, parents will be notified, and a staff member will accompany the child to the hospital with all available health records. Staff may not transport children in their own vehicles.
 - Only parents or EMS will transport.

- **Accident and Incident Procedures**
 - An incident/injury report will be completed and given to the person picking up the child, on the day of the incident/injury if any of the following occur:
 - the child has an illness, accident, or injury which requires first aid;
 - the child receives a bump or blow to the head;
 - the child has to be transported by emergency squad;
 - an unusual or unexpected event occurs which jeopardizes the safety of the child

If a child requires emergency transportation, the report shall be available within twenty-four hours after the incident occurs.

Administration of Medication and Health Care Policies and Procedures

- The center will administer medications to the child only after the parent completes a Request for Medication form. All proper sections must be completed and the medication handed to the teacher each day.
 - Prescription medications must be in their original container and administered in accordance with the instructions on the label
 - Over the counter medications must also be administered in accordance to label instructions. If a parent requests any different dosages or uses, a physician must provide written instructions on the Request for Medication form
- Medications will be stored in a designated lock box inaccessible to children. Medications may NOT be stored in a child's cubby/basket or book bag.
 - The only exception to this requirement is for school age children that require immediate use of an inhaler for a medical condition. Only school agers will be permitted to maintain control of their inhalers. Parents must sign a release form stating that they are permitting their child to have access at all times to the inhaler. The child must keep the inhaler on his person at all times. It may not be stored in a cubby/basket or book bag. Anytime the child is unable to maintain control of the inhaler it may be handed directly to the staff member responsible for the child.
- Over the counter medications will not be administered for more than three consecutive days without instructions from a physician.
- Staff document time, date and amount of any medication administered on the ODJFS Request for Medication Form that was provided for that medication and child.
- **Epi Pens:**
 - All Epi Pens will be stored in an unlocked box inaccessible to children, but easy access for staff with sign indication the location.
 - If a child requires the use of an Epi Pen and a parent/guardian doesn't provide one, the child will not be permitted to stay at the center until one is on site. There will be no exceptions.

Health Care Plan

- Time of Enrollment
 - **Administration will ask parent/guardian to advise Brownstone of any health/medical conditions that are specific to child being enrolled. This including questions regarding any medication to be aware in case of an emergency transportation and parents/guardians are not present to advise emergency personnel of anything that hospital would need to know i.e. drug interactions.**
 - **Administration will review child's health history to confirm there is not anything a parent would not think to be relevant in case of emergency. Thus, avoiding any possible medical/medication complications.**

- First Day at Brownstone
 - **Administration will introduce ODE Physical Care Plan to assigned staff and designated trainer--parent or certified professional-- will train those who will be responsible for child during center hours. Staff, administration and trainer will sign the ODE Physical Care Plan.**
 - **ODE Physical Care Plan will be copied and filed in EHS child profile, their respective classroom—for reference, and in Brownstone Day School's files that would be giving to any emergency personnel.**
- After one year at Brownstone
 - **ODE Physical Care Plan will expire. Administration & Staff will review ODE Physical Care Plan and update accordingly**

Parents/ Guardians understand that in the event of an emergency the above mentioned ODE Physical Care form will be in my child's file and serve as a resource tool for medical professionals. I am also aware that I am responsible for making Brownstone, during time period my child is enrolled, aware of any medications that my child would have administered at home in the event of an emergency- as to prevent any drug interactions.

Supervision Policy

A major responsibility of the staff is to ensure the health and safety of each child entrusted in our care. Staff persons are alert to the safety needs of their children, anticipate possible hazards and take necessary appropriate precautionary and preventative measures

All teaching staff know and use ethical guidelines as members of the early childhood profession.

[NAEYC'S Code of Ethical Conduct](#) *click*

- Infants:
 - At no time will a child be left unattended. All staff supervise infants at all times, including sleeping times. Infants are supervised by sight and sound at all times.
 - At all times, a minimum of one staff member certified in infant, pediatric and adult CPR and first aid is present in each infant group.
 - Staff will never leave a crib side down and always check to make sure the side bar is secure. Pillows, quilts stuffed toys and other soft items are not allowed in cribs or rest equipment for infants younger than eight months.
 - If a blanket is used it is placed at the foot of the bed tucked in around the crib mattress, reaching only as far as the infants chest. Infants remained uncovered during sleep at all times.
 - Infants will always be placed on their backs to rest until they can comfortably turn themselves.
 - Except for human milk staff serves only formula and infant food that comes to the facility in factory sealed containers.
 - Bottle feeding never contains solid food such as cereal.
 - Staff discards any formula or human milk after one hour and milk will never be warmed above 120 degrees Fahrenheit or in a microwave oven.
 - Infants under 6 months will not be served solid foods or fruit juices unless a not is signed from physician.
 - Staff is made aware of all safety procedures and policies at time of hire via teacher handbook, employment package and the company program addendum.
 - Infant Staff are guided by to give friendly reminders that shoes must be removed before entering infant play area. Signs are posted. Parent must remove shoes before entering infant play area.
- Toddlers:
 - At no time will a child be left unattended. All staff supervise toddlers at all times, including nap times. Toddlers are supervised by sight and sound at all times. At all times, a minimum of one staff member certified in pediatric CPR and first aid is present in each toddler group.
 - Toddlers do not carry bottles, sippy cups with them while crawling or walking Teachers teach children to drink from cup as soon as family and teachers decide the child is developmentally ready
 - Staff is made aware of all safety procedures and policies at time of hire via teacher handbook, employment package and the company program addendum.

- Preschool:
 - At no time will a child be left unattended. Staff supervise preschool students at all times, including nap times. Preschool students are supervised by sight and sound at all times. At all times, a minimum of one staff member certified in pediatric and adult CPR and first aid is present in toddler each preschool group. Staff is made aware of all safety procedures and policies at time of hire via teacher handbook, employment package and the company program addendum.
- School Age:
 - Staff supervises school age students at all times, however school age that are doing tasks in a safe environment may be out of the teachers sight and sound for a short period of time. Teachers always check on children and those that do not return promptly to the group. At all times, a minimum of one staff member certified in pediatric and adult CPR and first aid is present in the school age room. Staff is made aware of all safety procedures and policies at time of hire via teacher handbook, employment package and the company program addendum.
 - The school age children that participate in our summer camp or our Kindergarten enjoy many wonderful, fun and educational field trips. Permission slips will be signed prior to event documenting the mode of transportation. During these transportation times a teacher/student ratio of 1:10 will be maintained, without exception. Before departing the center, a count will be taken of all the children and they will be marked on a separate attendance sheet, specifically created for the trip. Upon arrival at the destination, another count will be taken to assure that all of the children have safely arrived. This process will be repeated upon leaving the destination and returning to the center. During the course of field trips, each staff member will have specific children that they are responsible for supervising. At all times a staff member trained in pediatric and adult CPR and first aid will be present and will carry a first aid kit, all participating students ETA forms, Health Care Plans and permission slips. During the course of field trips, each staff member will have specific children that they are responsible for supervising.
 - Brownstone offers a before and after school program for children attending Horace Mann Elementary School Permission slips will be signed prior to event documenting the mode of transportation. During these transportation times a teacher/student ratio of 1:10 will be maintained, without exception. Before departing the center, a count will be taken of all the children and they will be marked on a separate attendance sheet, specifically created for the trip. Upon arrival at the destination, another count will be taken to assure that all of the children have safely arrived. This process will be repeated upon leaving the destination and returning to the center. During the course of field trips, each staff member will have specific children that they are responsible for supervising. At all times a staff member trained in pediatric and adult CPR and first aid will be

present and will carry a first aid kit, all participating students ETA forms, Health Care Plans and permission slips. If for some reason your child will not need to be picked up by a Brownstone staff member, the parent/guardian must call Brownstone to let us know.

- Possible Hazards
 - All staff members are responsible in protection of children and adults from hazards, including electrical shock, burns scalding, slipping tripping or falling. Floor covers should always be secure to prevent any injuries.
 - Crock pots will be stored in kitchen only.
 - Children are not permitted to go down kitchen hallway. NO EXCEPTIONS
 - Electrical Covers shall be covered at all times. Covers will always be available in the office.
 - Tripping or slippery conditions hazards will be brought to the attention of the administration immediately by customers and employees. And corrections will be address immediately
-
- Cleaning and Sanitation:
 - Cleaning and Sanitation Table is posted in every room for staff to reference.
 - Staff understand:
 - Surfaces that come into contact with potentially hazardous materials or infectious body fluids must be disposable or material that can be sanitized
 - Staff use gloves when appropriate to minimize and reduce the spread of infectious disease
 - Spills of body fluid (mucous, vomit, etc.) staff immediately clean with detergent. And sanitize accordingly
 - Staff spot clean rugs by blotting, spot cleaning with detergent-disinfectant
 - Staff disposes of infectious material in closed container where a plastic bag can be tied up and disposed of.
 - When a child has put a toy in their mouth the toy is placed in a “yuck bucket” where it will remain until it is washed and sanitized.
- Arrival and Departure Time:
 - Parents are required to bring their child/ children into the classroom. Any special messages and medication are to be given to the teacher. Children may not be dropped off at the entrance of the building or be sent inside. Staff must be made aware of each child’s presence before the parent departs. At the time of pick-up, parents are asked to make contact with their child’s supervising staff member to ensure that staff is aware that the child has been picked up. Parents are responsible for the supervision of their children before sign-in and after sign-out. No child is permitted to be passed over the playground fence for pick-up or drop-off. Each child must be signed in and out daily in the office.
 - Also, aside from safety, don’t forget you are your child’s first and favorite role-model- how they see you interact with their teacher sets the background for social

and emotional development in their own relationships at school and in the world.

- Children arriving to the center from other programs:
 - At times, it may be necessary for a child to arrive at the center from another program. If a child is scheduled to arrive and does not, we will contact the parent to confirm that the child is scheduled to be at the center that day. It is very important that parents contact the center when their child is not going to be attending.
- Water/ Swimming Activities:
 - Swimming will be available only for school age children during the summer. A lifeguard will be present at all times and child care staff will be actively supervising the children. Parents will be provided with permission slips ahead of time which will need to be signed and returned. The permission slip will also include the staff/child ratio that will be followed while the children are at the pool. During the course of swimming field trips, each staff member will have specific children that they are responsible for supervising. At all times a staff member trained in pediatric and adult CPR and first aid will be present and will carry a first aid kit, all participating students ETA forms, Health Care Plans and permission slips
 - Younger children will be provided water play opportunities at the center. Water tubs that are less than 24 inches deep are used. Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with open sores are not permitted to play. Fresh water is always used. Please remember to send in bathing suits, towels and sunscreen for your child. Sunscreen must also have a medication form completed for it.
- School delays/cancellations:
 - Our program will operate a full day program for school-agers when school is closed for vacation, delays or cancellations.
- Release of a child:
 - Your child shall only be released to people authorized by a parent/guardian. Brownstone will not release a child to anyone other than the designated adults listed on the Brownstone Policy of Release of Children and Permitted Persons Form. The parent/guardian must list authorized adults who have permission to pick up your child. Children will be released only to those persons whose names are listed. *Identification will be required.* If identification is not available, under no circumstance will a child be released to any person not recognized by office administration. Parents must advise the office administration in advance if a person not listed on the “Policy of Release of Children and Permitted Persons Form” form is to pick up their child.
 - Custody Agreements: If there is custody issues involved with your child,

you must provide the center with court papers indicating who has permission to pick up the child. The center may not deny a person access to their child without proper documentation.

- Child Abuse Reporting:
 - All Brownstone employees are mandated reporters of child abuse. If staff is suspicious that a child is being abused or neglected, they **MUST** make a report to the local children's services agency. The safety of the children is always our first concern.

Swimming will be available only for school age children during the summer. A lifeguard will be present at all times and child care staff will be actively supervising the children. Parents will be provided with permission slips ahead of time which will need to be signed and returned. The permission slip will also include the staff/child ratio that will be followed while the children are at the pool.

Younger children will be provided water play opportunities at the center. Water tubs that are less than 24 inches deep are used. Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with open sores are not permitted to play. Fresh water is always used. Please remember to send in bathing suits, towels and sunscreen for your child. Sunscreen must also have a medication form completed for it.

Staff Qualifications and Requirements Outline

Brownstone maintains health and safety information files for all staff employed. This is confidential information. This information will be used for the sole purpose of administrative practices & emergencies. This information will not be shared with any outside agency or entity without permission of the employed party. Staff files will be made available to designated administrative officials for these purposes. Brownstone uses a customized computer application to collect, store and update this data.

Brownstone will collect health, safety and educational information from staff and employees per ODJFS regulations and established Brownstone Day School policies before new teaching staff work alone with children as outlined below:

Safety and Health Requirements

- Non-Conviction Statement
 - Updated annually
- Medical Statement
 - At hire and updated every three years
- Three Non-Personal References
 - At hire
- Educational Verification
 - At hire
- BCII and FBI Fingerprints
 - At hire and updated every four years
- ODJFS Orientation
 - At hire
- Brownstone Employee Policy Statements: At Hire
 - Acknowledgement of Company Handbook and Statement of Comprehension Form
 - Brownstone Medical and Dental Emergency Plan

- Brownstone Orientation
- Attendance Safety Procedure
- “Look and Listen” Infant Policy
- Sloane Playground Procedure
- Phelps Playground Procedure
- Playground Transition Procedure
- Verification of Receipt of Shaken Baby Syndrome Education
- Employment Eligibility Verification
- Walking Policy for Children Under School Age

Educational Qualifications

All Brownstone teachers have a minimum of an associate’s degree or equivalent and at least 75 % have a minimum of a baccalaureate degree or equivalent in early childhood education. Additionally, 50 % of Brownstone’s assistant teachers have at least a child development Associate Credential or its equivalent. Staff without these credentials are encouraged, guided and supported to obtain these educational qualifications. All Staff maintain a professional development plan, where, at least 20 hour of specialized child development training hours are met every two years. Brownstone is dedicated to the science of early learning and professional development and supports its teachers and their educational endeavors.

- High School Diploma or Equivalent
 - At hire
- Specialized Child Development Training – Step Up To Quality Approved
 - Minimum of 20 hours every 2years - upon hire anniversary

**Brownstone Day School Acknowledgement and Comprehension of
Company Addendum**

I have read and understand the Brownstone Company Addendum-Handbook and Teacher Handbook. I am aware that there are safety and health policies procedures that I must know, practice and be accountable for. I understand that I will make the director, administrator and/or assistant administrators aware of incorrect practices, health or safety breaches that I am witness to.

Employee _____

Date _____

Signature _____

Date _____

Hand Washing Policies and Procedures at Brownstone

Brownstone staffs, associates and children who are developmentally able to learn personal hygiene are taught hand washing procedures and are periodically monitored. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of infectious disease. Brownstone assists children as needed to effectively complete the task. Children wash independently or with staff assistance.

- Children and staff wash hands:
 - Upon arrival
 - After diapering or using toilet
 - After handling bodily fluids (blowing wiping nose coughing blood vomit) in which there are additional procedures
 - Staff wear gloves when contamination with blood may occur.
 - Before meals and snacks
 - Before preparing food
 - After handling raw food that requires cooking
 - After playing in the water shared by two people
 - After handling pets, animals or Any materials such as sand, dirt or surfaces that might be contaminated by contact with an animal
 - When moving from one group to another that involves contact with infants and toddlers
- Adults also wash their hands:
 - Before and after feeding a child
 - After assisting a child with toileting and after garbage or cleaning
- Proper hand washing procedures are followed by adults and children and include:
 - Using liquid soap and running water
 - Rubbing hands vigorously for at least 10 seconds including back of hands, wrists, between fingers under and around any jewelry and under fingernails; rinsing well and drying hands with a single use towel (paper towel or air dryer).
 - Gloves may be an optional supplement , but not substitute for any required hand washing situation

Diaper Changing and Soiled Cloths Information, Policies and Procedures

- Brownstone uses and supplies commercial disposable diapers unless a child has a medical reason that does not permit their use. For those children who require a cloth diaper case a health provider notice would be kept on file and the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both diaper and outer covering are changed as unit and are immediately placed in a plastic bag and sent home for laundering that day.
- There is no circumstance where anything considered soiled will be rinsed. Brownstone is not licensed to accommodate any rinsing of diapers or soiled clothes of children of any age.
- Diapers are checked for signs of being wet or containing feces every two hours when children are awake and when children awaken.
- Diapers are changed every two hours, as needed and in accord with parent preference.
- Brownstone changes children's diapers or soiled clothing in the designated changing areas and not elsewhere.
- At all time staff follow all diaper changing and sanitation procedures posted in every designated changing area.
- AND at all times staff have a hand on the child when the child is being changed on an elevated surface.
- Brownstone without exception never temporarily places objects and especially not for any object involved with feeding or in feeding on surfaces used for changing and on which changing materials are placed.
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are complete for the day.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using small hands-free mechanical device.

Tooth Brushing at Brownstone

Brownstone believes in instilling our children with healthy habit for a happy future. Tooth brushing is a great way to develop physical health care, fine motor development.

Tooth brushing may be conducted in child care centers. If tooth brushing is practiced it shall be done in compliance with the following requirements.

- If a single tube of toothpaste is used for more than one child when brushing teeth, a pea sized amount shall be dispensed onto a clean piece of paper or paper product for each child. It shall not be placed directly on the toothbrush.
- Each toothbrush shall be labeled with the child's name and stored with the bristles to air dry in such a way that the toothbrushes cannot contact or drip on each other and the bristles are not in contact with any surface.
- A toothbrush must be discarded and replaced every three months or if:
 - It becomes contaminated through contact with another brush.
 - It is used by more than one child.
 - The child has a communicable illness requiring medical attention.
 - The toothbrush comes in contact with the toilet or toileting area.
- Racks and devices used to hold toothbrushes for storage shall be labeled and shall be washed and sanitized or replaced on a monthly basis or whenever visibly soiled or after any contamination with bodily fluids.

Management of Illness

Brownstone Day School provides children with a clean and healthy environment. However, we realize that children become ill from time to time. If this is your child's first group care experience, it is possible that he/she may experience more frequent illnesses at the beginning before their immune system becomes more active. We observe all children as they enter the program to quickly assess their general health. We ask that you not bring a sick child to the center. Sick children will be sent home! Please plan ahead and have a backup plan in place if you are not able to take time off from work/school.

Brownstone would like to remind you to prepare for unexpected calls to discuss the necessity factor for pick-up arrangements. This letter is to remind everyone that we want to provide the best and safest environment to our children. We will be pro-active at Brownstone in order to cut down exposure to potential bugs.

A child with any of the following symptoms will immediately be isolated and discharged to the parent or emergency contact per the ODJFS Child Care Licensing Rules:

(A) Centers shall post and follow the JFS 08087 "Ohio Communicable Disease Chart" (rev. 9/2009) for appropriate management of suspected illnesses.

- (1) The chart shall be posted in a location readily available to center staff and parents.
- (2) The JFS 08087 with a revision date of either 4/2009 or 9/2009 may be posted and followed.

(B) A child care staff member with current, valid training in the management of communicable diseases according to rule [5101:2-12-27](#) of the Administrative Code or one who has been trained in recognition of communicable diseases meeting the following training requirements shall observe each child daily upon arrival at the center and before the child joins a group of children.

- (1) This training shall include the symptoms for discharge covered in paragraph (D) of this rule and information included on the JFS 08087.
- (2) The training shall be conducted by an individual with current valid training in management of communicable diseases according to rule [5101:2-12-27](#) of the Administrative Code.
- (3) The training shall be documented in the child care staff member's file and include a statement acknowledging that they have completed the training, the date of the training and the name of the individual conducting the training.

(C) The center shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness.

(D) A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian or person designated by the parent or guardian:

(1) Temperature of at least one hundred degrees Fahrenheit when in combination with any other sign or symptom of illness. Temperature shall be taken by the axillary (armpit) method with a digital thermometer. The thermometer shall be sanitized after each use.

(2) Diarrhea (three or more abnormally loose stools within a twenty-four hour period).

(3) Severe coughing, causing the child to become red or blue in the face or to make a whooping sound.

(4) Difficult or rapid breathing.

(5) Yellowish skin or eyes.

(6) Redness of the eye or eyelid, thick and purulent (pus) discharge, matted eyelashes, burning, itching or eye pain.

(7) Untreated infected skin patches, unusual spots or rashes.

(8) Unusually dark urine and/or gray or white stool.

(9) Stiff neck with an elevated temperature.

(10) Evidence of untreated lice, scabies, or other parasitic infestations.

(11) Sore throat or difficulty in swallowing.

(12) Vomiting more than one time or when accompanied by any other sign or symptom of illness.

(E) A child isolated due to suspected communicable disease shall be:

(1) Within sight and hearing of a staff member at all times.

(2) Cared for in another room or portion of a room away from other children.

(3) Provided with a cot and made comfortable. After use, the cot shall be sanitized with an appropriate sanitizing agent, or if soiled with blood, feces, vomit or other body fluids, the cot shall be cleaned with hot, soapy water and sanitized with an appropriate bleach solution which is prepared on a daily basis, or other acceptable disinfectant solution which is environmental protection agency (EPA) rated as hospital disinfectant with a label claim for mycobactericidal activity.

(4) A school child may be made comfortable on a mat that shall be cleaned as indicated in paragraph (E)(3) of this rule .

(F) The center shall implement the following preventative practices for the management of communicable disease on a daily basis:

(1) The center administrator shall ensure that training is provided for all staff in the process of handwashing and diapering. Employees shall also be provided with training on standard precautions as outlined in paragraph (D) of rule 5101:2-12- 15.1 of the Administrative Code.

(2) The center administrator shall ensure that staff are following procedures described in paragraph (E)(1) of this rule.

(3) The center shall release employees who have a communicable disease or who are unable to perform their duties due to illness.

(4) The center shall notify parents, within the next day of center operation, when their child has been exposed to a communicable disease.

Any child demonstrating signs of illness not listed above will be isolated and carefully observed for symptoms. The parent will be notified. If a child does not feel well enough to participate in center activities the parent will be called to pick up the child. Anytime a child is isolated, they will be kept within sight and hearing of a staff member. The cot will be washed and disinfected before being used again. Parents will be notified by a sign on the door if their child/ren have been exposed to a communicable disease. Children will be admitted into the center after at least 24 hours of being free of fever or other symptoms. If they are not symptom free, a doctor's note will be required stating that the child is not contagious

EXCLUSION FOR ILLNESS IN A CHILD

Illness for children is not an unusual event. ODJFS rules 5101:2-12-33 and 5101:2-13-33 state that a staff member with valid communicable disease training must check each child daily upon arrival for any sign of illness. ODJFS rules 5101:2-12-30 and 5101:2-13-30 and ODE rules 3301-37-04 and 3301-37-11 require that the child care facility have written policies and procedures for management of a child with an illness that may be communicable. Refer to the section about staff and child exclusion/re-admittance chart. The chart below includes the symptoms for exclusion as stated in the child care regulations and center's responsibilities.

Signs and Symptoms of Illness	Center's Responsibility
Temperature of at least 100 F (axillary), when in combination with any of the following signs or symptoms of illness when in combination with lethargy, vomiting, extreme tiredness, difficulty to wake, possibly life threatening.	<p>Per regulations:</p> <p>A child with any of these signs or symptoms shall be immediately isolated and discharged to his/her parent or guardian or person designated by the parent or guardian.</p> <p>Sign of possible immediate life threatening situation. Call emergency squad and call parents.</p> <p>Signs of possible illness</p> <p>Observe child closely (Child Observation Form)</p>
Difficult or rapid breathing	
Severe coughing, causing the child to become red or blue in the face or to make a whooping sound.	
Vomiting more than one time or when accompanied by any other sign of symptom of illness.	
Diarrhea (three or more abnormally loose stools within a 24-hour period)	
Yellowish skin or eyes	
Purulent (pus) eye discharge or eye pain, or eye lid redness or fever	
Untreated infected skin patches, unusual spots or rashes	
Unusually dark urine and/or gray or white stool	
Stiff neck with an elevated temperature	
Evidence of untreated lice, scabies or other parasitic infestation	
Sore throat or difficulty in swallowing	
Earache	
Headache	
Fever less than 100 F (axillary)	
Fussiness	
Runny nose	
Mild cough	
Irritable, crying, unusual behavior.	
<p>Note: Children with special health care needs may require quicker/different responses from the child care staff. These guidelines should be spelled out in the child's Medical/Physical Care Plan.</p> <p>For a life threatening and probable illness that might be communicable, according to ODJFS Rule 5101:2-12-33, the child needs to be isolated and discharged. It is important that the child care administrator call and discuss the child's illness with the parents.</p>	

Outdoor Play

Brownstone is a “Go Outside Year Round Center” This promotes gross motor development, healthy habits instilled for a life-time, social development and even cognitive development. It is great for science – natural world learning. Research has shown that children stay healthier when they are active and have daily outdoor play. Based on this information and state requirements, outdoor play will be included in our program unless there is weather advisory issued. On days that outdoor play is not provided due to rain, threatening weather, ozone warnings, etc., we will include a time for indoor gross motor activities. Please send your child with proper clothing so they may be comfortable and safe whenever we are outside. Children love the snow!

All playgrounds provide adequate shade, which is a requirement made by the Licensing ODJFS. Sun Block with UVB and UVA, and at minimum, protection of SPF 15 will be applied. ODJFS Administration of Medication must be completed.

Insect repellent may be used on children 2 months and older **ONLY WHEN PUBLIC AURTHORIES RECOMMEND**. ODJFS Administration of Medication must be completed.

Meals and Snack

Brownstone Day School takes great pride in promoting nutritional awareness to all ages. Fresh fruit and vegetables are part of our daily routine. Fruit Juices and other Sweetened beverages are not served at Brownstone. The teaching staff encourages children to try, enjoy and consume new and healthy choices through modeling, crafts and adult conversation. Brownstone serves breakfast, lunch & afternoon snack at established times to regulate routine. All meals served meet the CACFP and ODJFS licensing requirement. Schedules of the above mentioned meals are posted in each classroom in accordance to each classroom's routine and individual needs. Providing a schedule for these meals is a significant part of activity transition and routine planning, however we are an "eat anytime center". If a child explains or displays they are hungry a fortified snack will be supplied. Menus will be posted and available each week in accordance with the CACFP.

Appropriate food is and will never be withheld from any child for any reason without exception. If there any dietary restrictions a form is provided to keep on file and a physician's written permission may be required in some instances. Brownstone will accommodate any parent requests as long as CACFP acceptable substitutes are available Also, a written consent from the child's parent/guardian is required to serve non-baby food to any child less than one year of age. Cow's milk is only served to infants over 12 months and overand whole milk to children between 12 and 24 months of age. Brownstone does not serve any children under five:hot dogs, grapes, nuts, peanut butter, raw peas, hard pretzels or chunks of raw carrots or meat larger than can be swallowed. Brownstone is a peanut and tree nut free facility and no exception will be made.

Brownstone promotes the nutritional awareness and value of breast-feeding and supports moms by accepting, storing and serving expressed milk, providing a comfortable place for breastfeeding, coordinating feedings with mom. Additionally, Brownstone supports its teachers who are nursing with adequate breaks to breastfeed their own babies who are enrolled at Brownstone. Safety and proper handling procedures are posted in each infant room. Breast milk is stored no longer than 48 hours in a refrigerator and no longer than three months in a zero degrees Fahrenheit freezer. Expressed breast milk is clearly labeled with infant's name, time and date.

Brownstone works with families of infants to ensure that the food is based on the individuals' nutritional needs by using the CACFP guidelines. If recommendations cannot be met a supplemental form must be signed by the child's physician.

Behavior Guidance Philosophy and Policy

Guidance Philosophy

Brownstone believes that all children can learn to regulate their emotion through love, relationships, education, positive reinforcement and modeling respect. Regulation of emotion allows social and cognitive development to unfold. Teaching staff are assigned to supervise, manage and educate a child or a group of children and shall be responsible for recognizing the uniqueness of every child's temperament, that is, finding the best fit and turning it into an asset. In addition, staff uses methods including, redirection, conflict resolution, establishing routines with respect to the individual. For example, the child that cannot control his behavior during "circle time", but knows that if he/she can just wait a couple more minutes it will be time to go outside and run. By establishing a consistent routine this child learns to regulate their behavior by anticipating "outdoor time". Our philosophy is that these methods will set a child up to establish healthy relationships that will guide them to a bright and happy future.

Policy Statement

Children face many challenges throughout their lives including learning acceptable behaviors and being able to regulate their own behaviors in different social and emotional environments, or when interacting with their peers or adults. At Brownstone Dayschool, we aim to influence a child's behavior rather than control it. Our staff uses appropriate strategies to guide children to recognize, manage and learn from their behaviors and express their emotions in positive, non-threatening and productive ways.

Our behavior guidance strategies:

- Reflect the values and attitudes that promote positive play behaviors and patterns.
- Respect the importance of interactions and relationships between children, families and staff.
- Promote realistic play and behavior limits that guide children's safety and security.
- Focus on child development to interpret behaviors.

Brownstone Day School's guidance strategies are as follows:

- **Behavior guidance standards are developed based upon the developmental needs of the child.**
It is our responsibility to understand the developmental level of each child and to recognize that expectations and practices of certain behaviors vary in accordance with that developmental level. Teachers set realistic expectations for the child that can be met by role modeling and repetition.
- **Children will be presented with positive models of behavior.**

We provide a peaceful and cooperative environment for children to grow and to learn by demonstrating appropriate expressions of our emotions. Staff uses soft and calm voices when interacting with children and other adults.

- **All children will be protected and be provided a safe and secure environment.**
Teachers will set and enforce limits for the classroom environment that concentrate on respecting each other as individuals and the physical safety of each child.
- **Redirection, conflict resolution and constructive solutions are guidance techniques used by our teaching staff.**
It is essential to emphasize on the positive when guiding young children. Our staff tries to build on the positive, providing attention and encouragement when positive interactions occur. The word “no” and “do not” will only be used in cases of an emergency or an extremely rare situation. Cooperative games and team-building activities are used to help create positive goals within the classroom.

Behavior Management policy:

If a situation arises where a child is consistently demonstrating challenging behavior, where, the child in question is preventing children’s learning and development and success at play or endangering himself, peers or staff, expulsion from our program will be a necessary measure. Every attempt will be made to work with the child and the parents to correct the behavior. An individualized behavioral management plan will be devised and implemented that supports the child’s inclusion and success. The director or administrator would be in communication with the parents prior to this happening.

Staff will not impose punishments for failure to eat, sleep, or toileting accidents **and** under no circumstances will any other derogatory or corporal methods be tolerated. This guidance policy applies to all staff and parents at the center.

Brownstone Individualized Behavior Management Plan is as follows:

1. Parent will be notified of intent to begin a behavior management plan.
2. Child’s behavior (both positive & negative) will be documented on an ongoing basis for a length of time, determined at initial notification to parent.
3. A meeting will be scheduled between parent, teacher and administration to discuss the child’s recorded behaviors and a plan will be put into action.
4. With the plan in place, the teacher will implement guidance techniques to improve the child’s challenging behaviors.
5. The behaviors, techniques and results are documented by the teacher. The parents will be notified regarding their child’s progress.

Early Learning at Brownstone

Implementation of an evidence based curriculum:

- **0-5 Curriculum Planning**
 - Brownstone uses Creative Curriculum, Teaching Strategies GOLD from birth through pre-k in conjunction with the Ohio Early Learning Content Standards, The ELDS Implementation Guidelines and TS Gold Alignment Tool, accordingly. In addition to these early learning instruments, we use individual developmental screenings, ASQ3 and DECCA assessments. We also utilize a state recognized environmental rating system, ITERS and ECERS. An environmental rating tool is used to build a classroom that is conducive to first, safety and, second, early education. A good classroom design promotes a base for solid informal observation. It is through these informal observations we recognize children's individual strengths and interests, this prompts us to promote these strengths through activities or conversation, which in turn, builds the child's confidence. Studies have shown that through social-emotional confidence; cognitive development unfolds. These are formal and informal assessment tools that guide Brownstone's teachers to: create daily routine classroom transitions, capture weekly anecdotal notes, record quarterly progress reports, conduct biannual parent-teacher conferences and construct their own dynamic and creative lesson plans, based on the emergent interests of the children. Ongoing progress is owned by a teacher's own system, for instance, initialing a lesson plan or highlighting achieved benchmarks in a child's profile.

- **Kindergarten Curriculum Planning (when applicable)**
 - Brownstone uses Foundations and Everyday Math as a curriculum that aligns with Ohio's K-12 Academic Content Standards. Brownstone also uses a state recognized environmental rating scale, SACERS, for our kindergarten children too, in the same fashion as mentioned above- for our 0-5 planning. These tools along with ASQ's, Formal conferences and the Devereux Assessments are used to track each child's individual progress to promote emergent learning and quality growth and development.

- School Age Curriculum Planning
 - Brownstone’s school age staff bases lesson planning from the CINCY Curriculum, which aligns with Ohio’s K-12 Academic Content Standards. The CINCY Curriculum incorporates an afterschool activity plan that offers a Recreational Activity and an Alternate Activity, both of which promote growth within each of the developmental domains. A designated homework time is implemented to enhance the educational instruction being received at the students’ primary school. The ASSESTS is a developmental screening tool we use to track individual social and emotional growth via the student himself, his teacher and his parent to get a unique comparison of information. Brownstone also uses a state recognized environmental rating scale, SACERS, for our school agers in the same fashion as mentioned above- for our 0-5 planning. These are formal and informal assessment tools that guide Brownstone’s school age program teachers to: create daily routine classroom transitions, capture weekly meaningful anecdotal notes and construct their own dynamic and creative lesson plans, based on what is being learned at school and , of course, the emergent interests of the children.

Creative Curriculum Introduction

Developmentally appropriate practice fosters confidence. Giving the children tasks they can proudly accomplish allows them to demonstrate and feel their affect and control on their own outcomes. Conversely activities, which are too challenging leaves the child with feelings of doubt, shame, frustration and lack of affect on his world. Confidence builds strong social –emotional development (e.g. a person that can regulate his emotions is the person that reaches many verses the person that is often aggressive angry or sad), which in turn enhances cognitive development. Creative Curriculum explains, all aspects of a developmentally appropriate program and leads teachers through the process. Just as a roadmap gives you choices about which routes to take, The Creative Curriculum offers choices, encourages flexibility and teaches intentional practices (planned experiences or routines specific to the individual child to build confidence).

THEORY and RESEARCH behind Creative Curriculum:

Maslow's Theory of Basic Needs & Learning

A child's basic needs must be met before they are able to learn.

- Physiological needs such as hunger and thirst; a hungry child has difficulty focusing on learning
- Being safe and free from danger; children who know that no harm will come to them are more likely to reach out to others and explore their environment
- Belongingness is the sense of being comfortable with and connected to others; which promote learning
- Esteem is self respect and respect from others; which emerges from daily experiences that give children opportunity to discover that they are capable of learning

The first priority of Creative Curriculum is to meet the basic needs of the children; inside the classroom the teacher creates an atmosphere where children are safe, feel emotionally secure and have a sense of belonging.

Erickson's Theory Emotion & Learning

Children develop through stages involving issues that must be resolved for healthy development.

- Infancy – **trust versus mistrust**; learning that they will be safe, and that adults will be responsive to their needs.
- **Creative Curriculum** helps teachers know and develop positive relationships with each child and follow a consistent schedule
- Ages 1 -3 – **autonomy versus shame and doubt**; sense of personal power that is built on a foundation of trust
- **Creative Curriculum** helps teachers help children become autonomous by providing structure while allow them to regulate their own behavior

- Setting up an environment where children can find and return materials on their own; provide appropriate play materials that support and challenge their abilities; help children express their feelings and resolve conflict in constructive ways; encourage children to see tasks through to completion.
- Ages 3 – 5 – **initiative versus guilt**; being able to respond positively to challenges and take on responsibility
- **Creative Curriculum** helps teachers create a classroom that encourages experimentation, exploration and pursuit of individual interests

Stanley Greenspan – Six milestones in children’s emotional growth from birth to 4.

- **Milestone 1: Self-regulation and interest in the world**
 - In the first stage, young infants have their own ways of dealing with sensations, taking in and acting on information, and finding ways to calm and soothe themselves. **Creative Curriculum** guides you to learn and appreciate each child’s unique ways of being and to respond to them appropriately.
- **Milestone 2: Falling in love**
 - Relating to others in a warm, trusting manner. This milestone helps a baby to understand the relationships can be joyful and that warmth and love are possible.
- **Milestone 3: Developing intentional, two communication**
 - At this stage infants need to know that family and teachers will understand and respond appropriately to the signals they use to communicate. The **Creative Curriculum** places high priority on responding appropriately to children’s communication attempts.
 - **Example: you can reinforce their intentional expressions of needs and wants through:**
 - **Gestures**
 - **Facial expressions**
 - **Vocalizations**
- **Milestone 4: Emergence of an organized sense of self and problem-solving ability**
 - Children need adults to recognize and appreciate their ability to assert themselves and their new abilities. The **Creative Curriculum** encourages you to do this by:
 - Following a child’s lead during play
 - Extend her play
 - And help her shift from one experience to another
 - Shows you how to enforce appropriate limits
 - Offer appropriate opportunities to explore
 - Respond to her requests
 - Help her solve problems

- **Milestone 5: Creating emotional ideas**
 - During this stage, children use pretend play to explore their feelings and make sense of their world. **When you help children express their feelings through words and gestures, you promote their emotional development. Especially if children’s emotions make you uncomfortable (ANGER AND AGRESSION) you may find yourself stopping this kind of play. Rather than limiting children’s exploration of these emotions, the Creative Curriculum encourages you to acknowledge their feelings and model or model or suggest an appropriate way to express them (e. g. an angry chair).**

- **Milestone 6: Emotional thinking**
 - By this milestone, children link ideas and begin to deal with the world logically. E.g. a child will not simply hug a doll, he may explain that the doll is sad because he fell down and hurt his knee. Children begin connect ideas that pertain to “me” and “not me” and distinguish reality form fantasy. [The Creative Curriculum](#) explains how to help children connect their ideas by:
 - Asking them about their opinion
 - Extending their play (play along with their scenario)
 - This will help them slowly come to realize that the present has implications on the future

Development Relationships

- **ATTACHMENT**
 - Attachment theory describes the process through which people form relationships with others. Research says infants become attached to important people in their life (you). On the basis of their deep emotional bonds, young children learn about their self-worth, relationships with others, and which emotions should be expressed and how. **Their first relationships create the foundation for future relationships.**
 - When children’s needs are consistently met by a trusted adult they learn:
 - They are important
 - Can count on others

- Develop a positive sense of self
 - Develop positive social skills
 - Understand empathy
- INSECURE ATTACHEMENTS develop when and lead children to hve a lack of self control, low self esteem and struggle to develop positive relation ships with others
 - **Unpredictability**
 - **Nonresponsive (only pay attention when child cries or acts out)**
 - **Uniformed**
 - **Impatient**
 - **Insensitive**
- **Resilience**
 - The ability to recover from stress or to manage the effects of a difficult situation and function effectively is called resilience. Research has shown that children can develop the strength and skills necessary to deal positively with adversity.
 - The research has also begun to provide information about the kind of help that children threatened by harmful conditions need in order to thrive. Not surprisingly, the research consistently notes the **IMPORTANCE OF TEACHERS**.
 - Resilience develops when young children
 - Form close trusting relationships
 - Have adults who help them understand their feelings and feelings of others
 - Receive the necessary adult support to develop self-control
 - Have opportunities to develop a sense of their own competence
 - The strategies that **THE CREATIVE CURRICULUM** presents encourage the

foundations of resiliency and enable teachers to help

Learning & the Brain

- Learning is a combination of heredity (nature) and environment (nurture)
- Rich experiences benefit children in early childhood
 - Rich experiences include such things as outside time, awesome teachers, sensory related activities and etc.;
 - **Creative Curriculum** teachers have a profound influence on all children's learning – synapses are formed
- The brain grows and changes as a result of learning and experiencing
 - **Creative Curriculum** teachers provide many experiences; connections are formed
 - For a connection to be permanent the learning experience needs to be reinforced over and over; children need many different opportunities to provide new skills
 - **Creative Curriculum** teachers allow children to explore concepts over time
 - Stress can destroy brain cells and make learning more difficult; secure relationships with family members and teachers are essential for a child to learn.
- How teachers treat children is as important to learning as what they teach
 - A well-balanced diet, sufficient sleep and plenty of exercise support healthy brain development
- During the early years when the brain is at its peak for learning, children are the most receptive to learning

emotional control, forming attachments to others and acquiring language skills

- **Creative Curriculum** teachers focus on the development of social and language skills in preschool classrooms

Brain research has found physical evidence to support Maslow and Ericson's theories of learning; the wiring in a child's brain is positively affected when they are healthy and well fed, feel safe from threat, and have nurturing, stable relationships.

Piaget's Theory of Logical Thinking & Reasoning

Logical thinking develops in stages and children develop reasoning by manipulating materials; engaging actively in their environment, making new discoveries and modifying their earlier way of thinking.

- ❖ (e.g. a child may think the tallest person in the room is the oldest)
- ❖ (e.g. a symbolic roles and objects(block that is a phone) will start representing more abstract symbols like print letters and number and that they too have meaning= logic)
- Sensorimotor (0-2); babies learn by reacting to what they experience through their senses
- Preoperational (2-preschool age); concentration on properties of materials and seeing the world from their own point of view
- **Creative Curriculum** structures the environment and activities based on the children's cognitive development; varying complexity and level of choices, etc. and teachers help children learn what they can manage. Teachers give

children many opportunities to work with concrete objects and encourage them to interact with others and learn about other perspectives.

Vygotsky's Theory of Social Interaction & Learning

- Children grow cognitively by interacting with adults and peers
- Verbal directions, physical assistance and probing questioning by teachers help children improve skills and acquire knowledge. Working with peers allows children to respond to someone else's examples, questions and actions using more complex brain processes in order to effectively communicate their desires and frustrations.

Creative Curriculum is a community – a place where learning takes place through positive relationships. Children are taught the skills they need for making friends, solving problems and sharing.

Gardner's Theory of Multiple Intelligences

- Children are intelligent in many different ways and have the capacity to develop all the intelligences if given encouragement, enrichment and support.
- Linguistic/verbal; logical/mathematical; musical/rhythmic; spatial/visual; bodily/kinesthetic; interpersonal, intrapersonal and naturalist

Creative Curriculum applies this (Gardner's Theory of Multiple Intelligences) theory by helping teachers provide opportunities for each child to pursue their own talents and demonstrate areas of strength

- ❖ Interest areas allow children to use a variety of intelligences
- ❖ Learning social skills is just as important as learning

concepts

- ❖ Physical activity is key

Smilansky's Theory of Children Play & Learning

- **Functional Play** – use senses and muscles to experiment with materials
 - **Creative Curriculum** shows teachers how to create an environment that allows for functional play experiences by providing new materials to allow children to learn about the world
- **Constructive Play** – learning different uses of materials
 - **Creative Curriculum** shows teachers how to validate and reinforce constructive play by prompting children to extend their ideas and interact with peers so they learn from play
- **Pretend Play** – pretending to be someone else while using real or pretend object to play out the role
 - **Creative Curriculum** teachers how to create an environment to support and extend pretend play
- **Games with Rules** – table and physical games that require children to control the physical and verbal behavior to conform to a structure of pre-set rules
 - **Creative Curriculum** suggests outdoor games, board and card games, and allowing children to make up their own rules. The focus is on playing for fun, not competition.

Learning and Resiliency

Children who develop well despite the burden of hardships – resilient children.

Negative effects of hardship can be alleviated and children can develop skills to deal with adversity.

- Teachers can make the difference for children threatened by harmful conditions; all children can be reached by adults who protect their normal development.
 - To develop resilience children need:
 - To spend time in a safe, supportive and stimulating environment
 - To have access to caring, supportive adults who believe in them
 - To have opportunities to develop self-control
 - To get a sense of their own competence
 - To be exposed to teaching strategies that help them become successful learners

Creative Curriculum fosters resilience by showing teachers how to structure the classroom and have positive, respectful interactions with children.

Screening Tools in Progress

Ages and Stages Questionnaires: This is a developmental screening for children from one month to 5 ½ years. Highly reliable and valid, ASQ looks at strengths and trouble spots, educates parents and teachers about developmental milestones, and incorporates parents' expert knowledge about their children. The screening tool consists of a series of questions or checklists used to track children's development relative to milestones achieved by a larger group of children of the same age. This screening tool will be reviewed through several methods, annually by the director to ensure the tool remains state of the art, evidence-based .

DECA- I/T: The Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T) is a program promoting social and emotional health by supporting development of resilience in infants and toddlers. This assessment for Infants and Toddlers (DECA-I/T) is a standardized, norm-referenced, strength based assessment that assesses protective factors and screens for social and emotional risks in very young children. . This screening tool will be reviewed through several methods, annually by the director to ensure the tool remains state of the art.

DECA- Preschool: The Devereux Early Childhood Assessment or DECA is a nationally normed assessment of within-child protective factors in preschool children aged two to five. Based on resilience theory, this comprehensive system is made up of a 5-step system designed to support early childhood teachers, mental health professionals, and parents in their goal of helping children develop healthy social/emotional skills and reduce challenging behaviors. . This screening tool will be reviewed through several methods, annually by the director to ensure the tool remains state of the art.

ASSESTS:Has school age children score their own assessts and asks student parent and the student's teacher to complete the same survey of conceivable assests the studen may possess . Identify social-emotional strengths and needs of elementary and middle school children. . This screening tool will be reviewed through several methods, annually by the director to ensure the tool remains state of the art.

- Produce classroom profiles that guide universal prevention strategies.
- Identify at-risk children who have specific social-emotional needs.
- Produce individual student profiles that guide targeted prevention strategies.
- For special education students, identify important strengths that can be incorporated into IEPs.
- Evaluate social-emotional learning outcomes at the child, class, grade, school and district level.

Child-Assessment Tools

Ongoing progress is optimized through several systems; for instance, a teacher will initial a lesson plan, highlighting achieved benchmarks in a child's profile or/and use anecdotal notes. These ongoing systems allow Brownstone's program teachers to follow each child's unique story, which allows for more intentional and emergent teaching and engagement.

By using the Ohio Early Learning Developmental Standards, TS Gold Assessments as resources, allows teachers to confirm that their ongoing goals and ongoing plans are appropriate for that child. These different tools are great for scaffolding, that is, guiding instruction and planning to the next level without overwhelming the child. Overwhelming a child with skills that are too challenging inhibits the learning process by compromising the child's confidence.

Anecdotal notes are used to reflect on the child's actions, behaviors and skills...etc. These are great because it is hard to remember every new or interesting thing every child in the program does.

Also, screenings are references to use to determine areas of development that a teacher may want to target by using the assessments and OELDS. For example, if a child is scoring in the black in the fine motor area on his ASQ, a teacher would want to consult the OELDS, TS Gold and the curriculum to construct ideas on what to plan next or what demonstrations would lead herself to believe the child is showing solid signs of improvement.

Child Observations are conducted and recorded through pure observations . These observations are only objective. Teachers use binders , post-it notes and as of August 2015 bittyBot programming application to document notes on an iPad which is tied directly to the child's digital profile. Although this process is ongoing and the most meaningful, notes need to be taken at that specific moment. Brownstone does accommodate the teaching staff with floats for focused observation. The bittyBot system can run reports for staff, administration and parents alike. It follows the child from birth and flags when a note on a specific child has not been taken after ten days. It also, will color code domains of development for more focused ongoing individual child planning.

- Teaching Strategies Gold and ASQ and DECA screenings are done every six months.
- -Child initiated art work,(which would include beginning signs of general knowledge. E.g. Imaginative spelling, mathematics, Fine Motor skills and the story of the picture may paint a story which one could deduce emotional development.
- -Anecdotal notes on Setting limits, following step by step instructions, Labeling (explore and return items), Dramatic play with friends
- -Pictures
- -Lesson plans documenting childrens' initials.
- -Transition and Family information Forms

Program Tracking System For Screening:

- All children enrolled at Brownstone are screened within 60 days of enrollment.
- Screenings are recorded in Brownstone's administrative web application where reports are run monthly to ensure initial and ongoing continuity of reliable valid information. Screenings and Assessment are also recorded on a computer generated chart which align to each student, again, to ensure completion.
- Teachers screen children using ASQ's, DECA's and DESSA's.
- Teachers track developmental progress by providing informal assessments.
- All screenings are kept in child's portfolio and online (DECA & DESSA).
- Children are screened every 4 to 6 months to assess developmental progress on an ongoing basis.

Process for Making Referrals:

- All screenings are completed within 60 days of enrollment.
- A needed referral must be made within 90 days of a screening.
- Scoring for a referral is determined from the ASQ3, DECA and DESSA referral scoring systems.
- Brownstone Day School follows up on any parent concerns indicated on the ASQ's, DECA's and ASSETS.

Brownstone provides counseling information and collaborates with PEP, TAP, Achievement Centers, Applewood Centers, Help Me Grow, City of Lakewood WIC and Catholic Charities of Cleveland.

Parent Communication of Educational and Developmental Goals

Formal parent communication is appointed twice within the school year every January and July where schedules will post on classroom doors for block scheduling of parent teacher conferences. However, to make exception for scheduling conflicts we can secondly, arrange these meeting via a telephone call from your child's teacher. This offers a convenient and effective way to communicate and increase parent involvement. In person meetings are always encouraged and can be scheduled at anytime! by telephone. This offers a convenient and effective way to communicate and increase parent involvement. Of course, in person meetings are always encouraged and can be scheduled at anytime. Your child's screenings, assessments educational and developmental goals will be discussed at this time. Informal and formal communications include: daily greeting routines upon arrival and departure, email contact with your child's teacher, weekly classroom parent letters, monthly administrative parent letters (emailed), staff meetings, governing board meetings and our suggestion box (located in the front office. Any parent /guardian concerns will be addressed daily. We are always available for you and your child's best interest.

Transition Activities, Procedure and Explanation

All this research points to providing security, building trusting relationships, and providing time for experimentation so these neural pathways can become strong. That is, meeting basic needs builds trust; trust builds relationships, relationships build, and social- emotional development and encourages exploration, which builds cognitive process. Academic learning cannot be separated from social-emotional development. Children's physical and emotional well-being is closely linked to their ability to think and learn effectively. So it

would serve to reason or prove that a transition process would benefit the child developmentally because moving from one room to another involves everything above mentioned-- i.e. building trust with new people building new relationships – the precursor to all development.

Brownstone will relay student's transitional information to parents through a brief personal meeting with the child's new teacher where he/she will discuss the "transition form" where educational goals, screenings and assessments will be made available. However, to make exception for scheduling conflicts we can secondly, arrange these meeting via a telephone call from the new teacher. This offers a convenient and effective way to communicate and increase parent involvement. In person meetings are always encouraged and can be scheduled at anytime!

Brownstone is dedicated to promoting and maintaining continuity of relationships between teaching staff and children. Our teachers have a positive impact on each child's development by forming continuous, strong attachments with them. Our continuity of care approach enhances the relationship between teachers and young children by keeping them within the same setting and with the same team of care providers for an extended period of time. Brownstones standard procedures for room transitions according to age development are as follows:

- 0-18 months - Infant rooms

- Infant room parents are requested to visit the infant room with their infant prior to the infants start date. This allows parents to meet their child's teachers and get familiar with their child's new environment.
- Child will be transitioned from a high chair to a table and chair
 - when your child is comfortable with his/her balance, they will be introduced to the table and chair for crafts and meals. The teacher will sit next to them to make sure they feel secure
- Child will be given a regular cup to replace a sippy cup/bottle
 - your child will slowly be introduced to a regular cup during mealtime
- Child will be moved from their crib to nap instead on a cot
 - your child will be encouraged to lie down on a cot with the teacher right next to them rubbing their backs to help them fall asleep
- Changes will be made to a child's eating and napping schedule
 - although we are a center that offers food at any time to a hungry child, we will try to adjust feeding times to correlate with the times that the toddlers eat. We will also try to adjust their nap time to the times that the toddlers rest (12:00-2:00)
- Parent and child will be introduced to the toddler teacher and will visit their new classroom

- you will get a chance to meet with your child's new teacher and to visit the classroom
 - Child will spend some time in their new classroom prior to being moved permanently.
- 18-36 months – Toddler rooms
 - Incoming toddler children briefly visit their class with their parents in the morning a minimum of three times prior to the permanent transition of classrooms. Parents are asked to schedule just a little extra time in order to accommodate these visits.
 - It is important for teachers and parents alike to remember that at the time these brief interactions first take place a child is learning by imitation to model and understand positive social behavior. We now know that relationships do not just provide a context for learning; they actually affect the physical structure of the brain. Nurturing and positive interactions release chemicals that promote brain development. Positive social and emotional development opens an invaluable world of opportunity and happiness.
 - Transition process is designed to build trust between the children, their teachers and their parents
 - Please keep in mind a child may like to visit his previous classroom's teacher too just to say, 'Hi'.
 - Child will be introduced to the potty child will become comfortable using the potty and the potty time routine
 - Child will be assigned arbitrary classroom helper jobs. This encourages autonomy and helps each child realize she has an affect on the world.
 - Parent and child will be introduced to the preschool teacher and will visit their new classroom
 - The child will spend some time in their new classroom prior to being moved permanently during play time and snack time, and join the outside play on the "big" playground
- 3-5 years – Preschool rooms
 - Incoming preschool children briefly visit their class with their parents in the morning a minimum of three times prior to the permanent transition of classrooms. Parents are asked to schedule just a little extra time in order to accommodate these visits.
 - It is important for teachers and parents alike to remember that at the time these brief interactions first take place a child is learning by imitation to model and understand positive social behavior. We now know that relationships do not just provide a context for learning; they actually affect the physical structure of the brain. Nurturing and positive interactions release chemicals that promote brain development. Positive social and emotional development opens an invaluable world of opportunity and happiness.
 - Transition process is designed to build trust between the children, their

teachers and their parents

- Child will be assigned weekly routine classroom jobs
 - Verbal directions, physical assistance and probing questioning by teachers help children improve skills and acquire knowledge. Working with peers allows children to respond to someone else's examples, questions and actions using more complex brain processes in order to effectively communicate their desires and frustrations.
-
- The child will spend some time in their new classroom prior to being moved permanently.
- Person physical care methods are practiced. E. G. independent toilet routines hand-washing with fewer reminders.
 - Being able to respond positively to challenges and take on responsibility
- As the child reaches kindergarten age, nap time will be adjusted to a shorter time to prepare them for kindergarten
- Children in the pre-k category are transitioned to rooms based on evidence and recommendations, on age, developmental readiness and good fit of temperament from staff, administration and parents alike.
 - Older children are observed as be role models, and by the younger students observing the trusting, loving relationships the older children have with their teachers, they develop trust as well. This gives the younger children confidence in their own abilities. That is, they see that they can do the same things the "big kids" can do, and they bourgeon in their new "big kid" environment.

Brownstone encourages you to practice some of these methods at home to ease your child into her new routine. Routines help your child in many developmental aspects. For example, a young child that relates to routine will be quicker to understand how to regulate his emotion, which allows the child to feel like he has an affect and control on his own outcome which then promotes self-worth.

Continuity of Care:

Brownstone is dedicated to promoting and maintaining continuity of relationships between teaching staff and children. Our teachers have a positive impact on each child's development by forming continuous, strong attachments with them. Our continuity of care approach enhances the relationship between teachers and young children by keeping them within the same setting and with the same team of care providers for an extended period of

time. Brownstones standard procedures for room transitions according to age development are as follows:

- 0-18 months - Infant rooms
- 18-36 months – Toddler rooms
- 3-5 years – Preschool rooms
 - Children in the pre-k category are transitioned to rooms based on evidence and recommendations based on age, developmental readiness and good fit of temperament from staff, administration and parents alike.

Although Brownstone makes every attempt to maintain these procedures, there are instances where ideal conditions can not prevail. In these cases familiar substitutes and floaters will be employed to regulate licensed ratios. In addition, as turnover is not regarded as a positive asset in any business, Brownstone believes that finding the best match for the classroom is vital for relationships to thrive.

If there comes a time when our efforts aren't enough, other useful resources will be made available to the parent. Please note that Brownstone reserves the right to remove any child whose behavior is compromising the health, development or safety of any person in our program.

Behavior Management Plan

This individual behavioral plan for _____ is a final attempt to address recurring, challenging behavior which includes:

This plan will be in action for a time period of _____. If efforts are not successful and the issue is not resolved, expulsion may be considered as an option.

This is confidential information. This information will be used for the sole purpose of bettering the teacher/student relationship and skill building. This information will not be shared with any outside agency or entity without permission of the parent or guardian.

(Parent Signature)

(Date)

(Staff Signature)

(Date)

(Director Signature)

(Date)

~~~~~  
Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observation:  Positive  Negative

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Positive Strategy / Conflict Resolution Tried:

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Possible Reasons for Behavior:

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Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observation:  Positive  Negative

Positive Strategy / Conflict Resolution Tried:

Possible Reasons for Behavior:

~~~~~  
Date: _____ Time: _____

Observation: Positive Negative

Positive Strategy / Conflict Resolution Tried:

Possible Reasons for Behavior:

~~~~~  
Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observation:  Positive  Negative

Positive Strategy / Conflict Resolution Tried:

Possible Reasons for Behavior:

## Phone Numbers for Referrals

### *\*Positive Education Program (PEP)\**

Early Childhood Centers – ECC West  
17415 Northwood Avenue  
Lakewood, OH 44107  
(216) 658-7120 / (216) 658-7135 fax

*Positive Education Program (PEP)* has been operating Early Childhood Centers to help children from birth through Kindergarten with behavioral difficulties. PEP professionals provide short-term integrated educational and therapeutic services to the child and the family. In collaboration with families and school districts, PEP help children develop skills necessary for success in school and life.

### *\*Applewood Centers - Jones Campus\**

3518 W. 25<sup>th</sup> Street  
Cleveland, OH 44109  
(216) 741-2241 / (216) 459-9821 (fax)

*Applewood Centers* offer help to children birth through six years of age who are experiencing social, emotional or behavioral difficulties. Applewood Centers provides solutions to parent-child relationship difficulties.

### *\*Beech Brook\**

3737 Lander Road  
Cleveland, OH 44124  
(216) 831-2255

*Beech Brook* provides technical assistance to child care programs on developmentally appropriate and specific activities for children with behavioral and/or mental concerns.

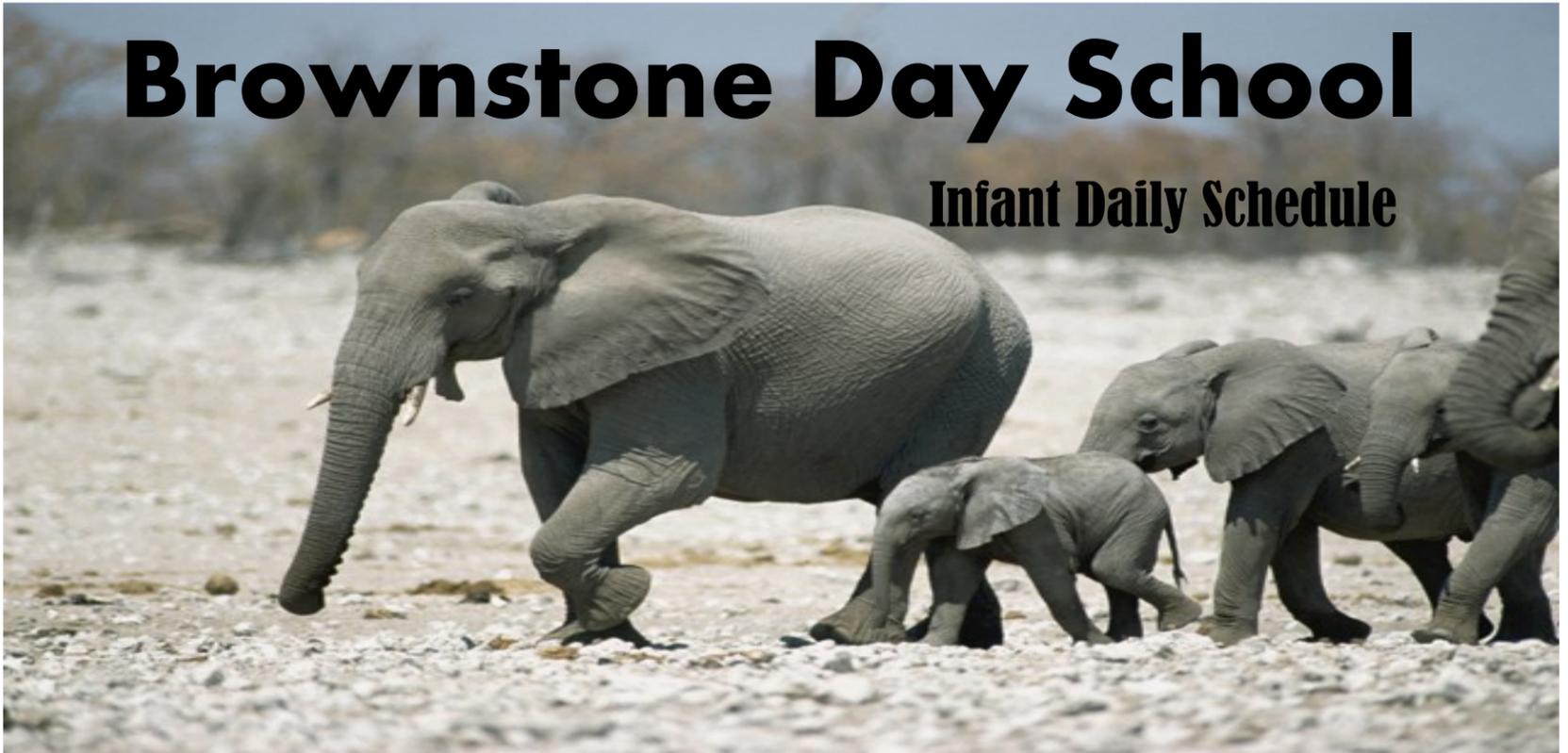
### *\*Help Me Grow\**

Cuyahoga County Help Me Grow  
8111 Quincy Avenue, Suite #344  
Cleveland, OH 44104  
(216) 698-7500 / 1-800-755-GROW (4796)

*Help Me Grow* offers services to children from prenatal through age three. They provide on-going home visits and parenting support, evaluations and assessments. They also provide service coordination for children and families for early intervention services.

# Brownstone Day School

## Infant Daily Schedule



**6:00 - 9:30**

Greeting Parent and Infants  
**BREAKFAST**  
Centers, stories, music and movement

**9:30 - 10:30**

Outdoor Time - Jungle Gym & Sand Box or strollers  
Indoor Time - Gross Motor, Manipulatives  
Crafts and Art Work  
Music and Movement

**10:30 - 11:00**

Developmentally  
age appropriate  
learning games

**11:00 - 12:00**

### LUNCH

Tooth Brushing - Gum Wipe

**12:00 - 2:00**

Quiet Time  
Nap Time - for older infants

**1:00 - 2:30**

### SNACK

**2:30 - 3:30**

Discovery Time  
Sensory Activities  
Tummy Time

**3:30 - 6:30**

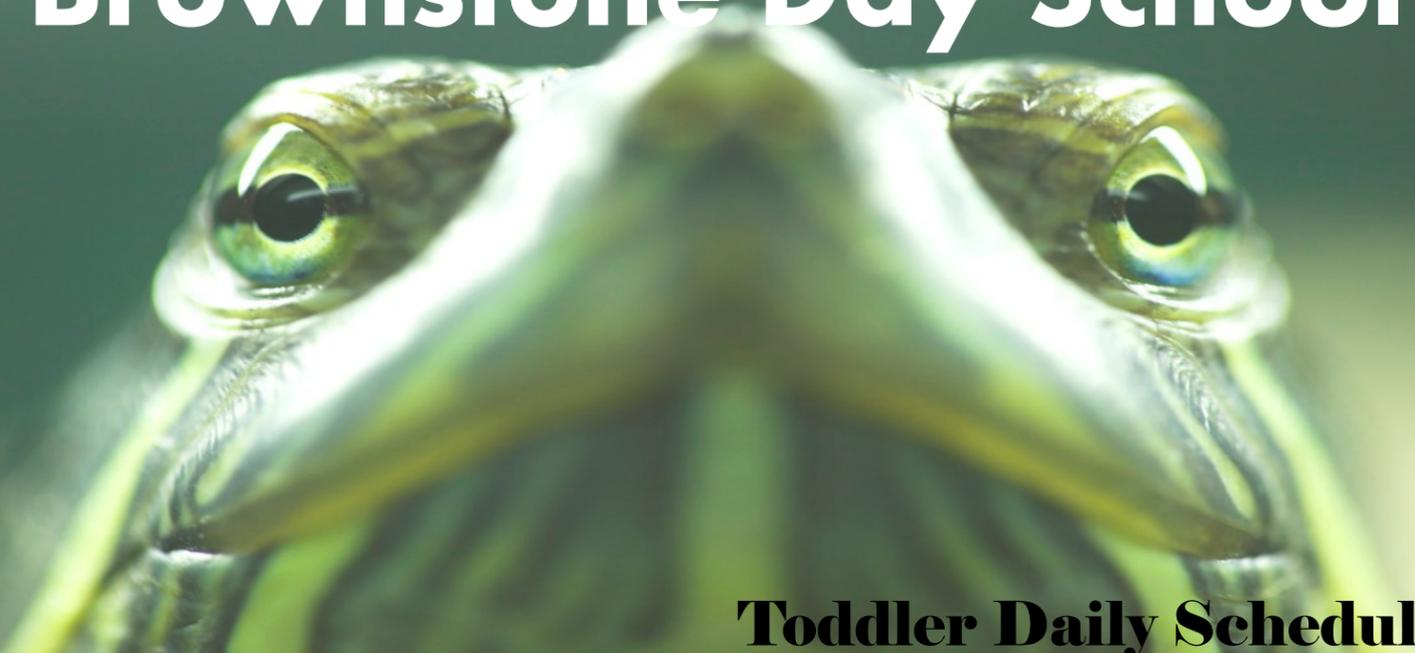
Read-aloud  
Music and movement  
Tidy up

● **Diaper changes are done every two hours, as needed & in accord with parent.**

● **Specific napping and feeding schedules for our young infants are arranged by parent & teacher conference and recommendation.**

All of our infants daily routines are recorded on a "Daily Sheet".

# Brownstone Day School



## Toddler Daily Schedule

6:00 - 9:30

Morning greeting

**BREAKFAST**

open centers, music and movement

Diaper/ Potty & Handwashing

9:30 - 10:30

Morning exercise and yoga

Calendar, circle time

Large group

Outside and/or gross motor

Developmentally age -

appropriate activities

10:30 - 11:00

Diaper/ Potty & Handwashing

11:00 - 12:00

Lunch

Independent learning, Small groups, Lunch helpers

12:00 - 2:00

Nap Time

Diaper/ Potty & Handwashing

Tooth Brushing

2:30 - 3:00

SNACK

Outside and/or gross motor

Discovery Time

Sensory Activities

Fine motor - Manipulatives

3:00 - 4:30

Diaper/ Potty & Handwashing

3:30 - 6:30

Read aloud

Music and movement

Open centers

Tidy up

All of our toddler's routines are recorded on a "Daily Sheet".

We support and encourage potty training!



# Brownstone Day School

## Preschool Daily Schedule

|                      |                                                                                     |
|----------------------|-------------------------------------------------------------------------------------|
| <b>6:00 - 9:30</b>   | Greeting, Open centers<br>Breakfast<br>Morning exercise & Yoga                      |
| <b>9:30 - 10:30</b>  | Calendar, Read aloud (lrg group)<br>Comprehension activity<br>Centers (small group) |
| <b>10:30 - 11:00</b> | Outside and/or gross motor<br>Developmentally age appropriate activities            |
| <b>11:00 - 12:00</b> | Independent Learning, Lunch helpers<br><br><b>LUNCH</b>                             |
| <b>12:00 - 2:00</b>  | <br><br><b>NAP</b>                                                                  |
| <b>2:15 - 2:30</b>   | Afternoon snack, snck helpers                                                       |
| <b>2:30 - 3:30</b>   | Outside and/or Gross motor<br>Large group                                           |
| <b>3:30 - 6:30</b>   | Open Centers<br>Read-aloud, discussion<br>Music and movement<br>Tidy up             |



**Our Preschool classrooms provide a comfortable zone that allows for imagination and individuality.**



**All of our classrooms participate in a weekly Music For Life Program.**

**Preschoolers have computers as a center choice in their classrooms!**





# Brownstone Day School

## Kindergarten daily Schedule

**6:00 - 8:45**

Greeting  
**BREAKFAST**  
 Open Centers

**8:45 - 10:00**

Morning Meeting  
 Calendar  
 Morning exercise and Yoga

**10:00 - 11:45**

Fundations  
 Read Aloud  
 Math activities

**11:45 - 12:30**

**LUNCH, LUNCH HELPERS**  
 Tooth Brushing

**12:30 - 1:00**

**RECESS**  
 Outside and/or gross motor

**1:00 - 1:30**

**READ ALOUD**  
 Comprehension Activity

**1:30 - 3:30**

Roatating Learning Centers  
 Small Group, Quiet time  
 Star of the Week, Pack up

**3:30 - 6:30**

After school program begins

**Our Kindergarten Program's curriculum is aligned with the Ohio Academic Content Standards for Kindergarten.**

**Our teachers work to enhance children's feelings of self-worth and appreciation of their own and others' ethnicity, culture, and language in a multicultural society.**

All of our infants daily routines are recorded on a "Daily Sheet" and on our "Digital Sheet"



## Brownstone Day School School age Daily Schedule

**6:00 - 8:30**  
 Morning greeting  
**BREAKFAST**  
 Open centers, walk over to Horace Mann

**2:45 - 3:20**  
 Walk back from  
 Horace Mann

**3:20 - 3:45**  
 Recreational Activity  
 Large Group

**3:45 - 4:00**  
**SNACK**  
 Snack helpers, book choice

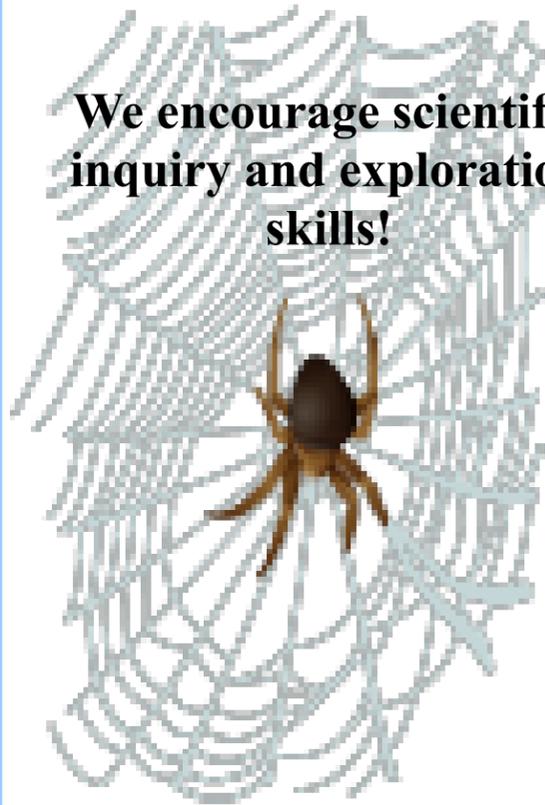
**4:00 - 4:20**  
 Outside time  
 Gross motor

**4:20 - 4:45**  
**DESIGNATED HOMEWORK TIME**

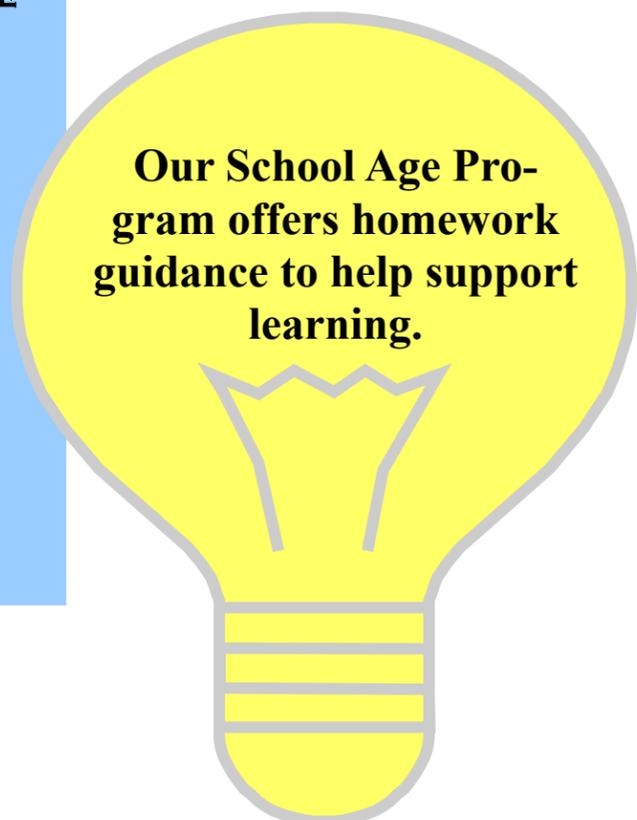
**4:45 - 5:30**  
 Daily Activity  
 Small Group  
 Open Centers

**5:30 - 6:30**  
 Read-aloud  
 Music and movement  
 Clean up

We encourage scientific  
 inquiry and exploration  
 skills!



Our School Age Pro-  
 gram offers homework  
 guidance to help support  
 learning.



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## Student Enrollment Procedures and Admissions Policies Outline

Brownstone maintains health and safety information files for all students enrolled. This is confidential information. This information will be used for the sole purpose of emergencies, incidents, teacher/student communication and bettering the quality of care provided. This information will not be shared with any outside agency or entity without permission of the parent or guardian. Student files location will be made available to staff for the above mentioned situations. Brownstone uses a customized computer application to collect, store and update this data.

A child is considered to be enrolled in the center only after the voucher/placement letter, or the registration fee, one week deposit, curriculum fee, or director confirms the availability of space and the required paperwork is received. This includes basic enrollment and health information. All enrollment forms (excluding medical form) must be completed and submitted before or on start date. Any changes to this information must be communicated to the office immediately so that current information is always on file for emergency and safety best practices.

Brownstone Day School serves children 6 weeks through school agers up to age 9. Children enrolled prior to reaching age nine will be evaluated on an individual basis for continuing care.

### **Brownstone will collect health and safety information from families per ODJFS regulations and established Brownstone Day School policies as outlined below and are collected upon enrollment:**

- Emergency Transportation Authorization Form
  - Updated annually and replaced every three years
- Child Release/Permitted Persons Form
  - Updated as needed by parent/guardian only
- Medical Statement Form
  - A grace period of not more than 30 days is given upon start date
  - Signed by a physician or a certified nurse practitioner
  - Updated annually until School age
  - Only guardians will be permitted to view medical information unless otherwise document specifically by guardian

- If you there is a condition where immunization is not an option a Vaccine exception form must be filled out.
- CACFP Enrollment form
  - Updated annually per every enrolled child
- CACFP Application Form
  - Updated annually per family if applicable
- Acknowledgement of Program Policies, Plans and Protocol Form
- Acknowledgement of Medication Administration and Medical Physical Care Form Waiver
- Acknowledgement of Payment Policy (green or blue)
- Acknowledgment of Program Addendum
- Internet Consent
- Media Permission/Release

#### INFANTS

- Infant Information Sheet
- Meal Preference
- Sleep Position
- Bottle Sterilization
- Food Supplement

## Grievance Policy

Brownstone Day School promotes the hiring of qualified individuals without regard to race, color, creed, sex, age or national origin, provided they meet the requirements established by the Center for the job.

Brownstone wishes to provide a comfortable, productive, legal and ethical work environment. To this end, Brownstone wants you to bring any grievances you have about the work place to the attention of the Director or its Assistant Administrators. In light of these concerns we have instituted the following grievance procedure:

If you feel that there is inappropriate conduct or activity on the part of the company, its administration, its employees, vendors, customers, or any other persons or entities related to Brownstone, we request that you bring this concern to the immediate attention of your supervisor. Please try to approach the Director or Assistant Administrators at a time and place that will allow the supervisor to properly listen to your concerns. If you have discussed this matter with the Director previously and you do not believe that you have received a sufficient response, we request that you present your concerns to your Director in writing. Please indicate what the problem is, those persons involved in the problem, and any suggested solution you may have to the problem.

It is the purpose of this grievance procedure to help maintain a positive work environment with respect and responsibility towards each other. The grievance procedure is also intended to avoid unnecessary employee claims and company legal exposure. The company cannot promise that your specific grievance or complaint will result in the action you request or that you will be satisfied with the outcome of the grievance procedure.

## Acknowledgment of Program Procedures & Policies

### Acknowledgement of Tuition & Payment Policies

#### Acknowledgement of Parent Handbook

- A \$45.00 registration fee will be assessed **once per family**.
- An **annual** \$120 Quality Curriculum Fee will be charged for children ages 0-5.
- An **annual** \$90 curriculum fee will be charged for school age children..
- An **annual** 50.00 sight word uniform fee for preschool.

Tuition Rates are as follows:

|                                              |                                                                    |                                                                             |
|----------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------|
| SCHOOL-AGE<br>(Sept. - June)                 | A.M. Care<br>P.M. Care<br>Before and After Care<br>5 days per week | \$19.00 per day<br>\$21.00 per day<br>\$26.00 per day<br>\$130 .00 per week |
| SUMMER CAMP<br>(June - August)               | 5 days per week<br>4 days per week<br>3 days per week              | \$160.00 per week<br>\$35.00 per day<br>\$35.00 per day                     |
| PRE-SCHOOL - full day<br>(3 years and older) | 5 days per week<br>Part Time Rate                                  | \$195.00 per week<br>\$45.00 per day                                        |
| TODDLERS<br>(18 mths. - 3 years)             | 5 days per week<br>Part Time Care                                  | \$215.00 per week<br>\$47.00 per day                                        |
| INFANTS<br>(6 wks. - 18 mths.)               | Full Time<br>Part Time Care                                        | \$225.00 per week<br>\$49.00 per day                                        |

- **All checks are to be made payable to Brownstone Day School and put into the black payment box.** If you would like a receipt, ask the administration when you submit your payment. Cash payments should be placed in an envelope with you and/or your child's name affixed.
- Payment and Delinquencies Policies
  - **Payment Terms: 30 days.** If balance exceeds a 30-day amount, relative to your account, service will be interrupted. In efforts to help clients receive uninterrupted service, Brownstone reserves the right to turn over balances to a professional collection service, if balances are too large for the center to carry. Any account thirty days in arrears can be considered for professional collections. That is, balances turned over to collections will be erased and client will be held to payment terms from a zero balance.

- If a client wishes to pay by the month, specific arrangements can be made with the director.
    - A 20% interest fee will be applied to balances every six months for all payment plans arranged within the center, if full balance is cleared within first 30 days of payment plan initiation, interest would be forgiven.
  - A \$20.00 fee will be charged for any returned checks due to insufficient funds. If a client were to withdraw from the center leaving a balance on the account, there will be a \$50.00 fee assessed for each month a balance remains and will be turned over to collections immediately.
- Discounts:
  - Parents with more than one child attending Brownstone Day School will be given a 20% discount for each additional child. If the type of enrollment varies between the children, each discount will be allowed on the lesser amount.
- Discounts:
  - Brownstone will consider a special payment plan for up to 2% allowance of the total enrollment of the center. This is only available to parents not already on a special plan or discount program through the center, city, or county. Income verification will be required. Please director for information.
- Late Pick-up Charges:
  - If a parent realizes that circumstances beyond their control are going to delay pick-up, a phone call is requested. This is important as many children fear they have been forgotten when parents do not arrive at their usual time.
  - A late fee of \$20.00 for every 15 minutes will be charged after 6:30pm. The fee will be added to your account. This fee is due that night or by the following morning. The fee is designated to the caregiver who stayed late with your child.
- 

### **Vacation/Illness/Holiday/Closing Policies**

- Brownstone Day School's school year runs from September 1<sup>st</sup> - August 31<sup>st</sup>. Each September, you are entitled to **10 days** of vacation time.
  - A vacation request form should be submitted at least 3 weeks prior. Vacation time may be taken all at once or individual days. These days do not carry over to another school year if not used.
- In event of an illness, full payment is expected, except for an extended illness. An extended illness is considered to be an illness that keeps the child out of the center for

more than 4 consecutive weekdays. After a child misses 4 consecutive days, you are charged 25% of your child's daily rate starting with the 5<sup>th</sup> missed day.

- Holidays:
  - Industry standards recommend paid holidays for teachers when the center is closed. Therefore, no allowance will be made for holidays falling within a given month. The established holidays are:

*Memorial Day      Thanksgiving Day      Day after Thanksgiving*

*Independence Day      Christmas Day Labor Day New Year's Day Friday before Easter*

On Christmas Eve, the school closes at 2:30 pm.

- Brownstone administration will allow a vacation day to be used for a holiday only if tuition is consistently paid **in full** a month in advance. For full-time clients. A contract must be set up with the director.
- Parents receiving ODJFS grants/assistance are permitted 10 days of absence in a six month period. The periods run January – June and July - December of the current school year. **Any missed days after the ten day allowance may subject to a weekly charge of the week the day or days were missed.**
  - These weekly charges are in accordance with the ODJFS reimbursement rates and are as follows
    - Infant : 60.49
    - Toddler : 64.48
    - Preschool : 76.46
    - School Age : 14.34
    - School Age Summer : 43.54
- Inclement Weather/loss of power/water/heat:
  - On rare occasions, it may be necessary to close the center due to a general emergency. We will make every effort to open our doors at the normal time. If circumstances should arise, watch for closing information on the television or listen to the radio.

## **Brownstone Arbitrary Highlighted Notices And Policies**

- Administration of Medication: ODJFS Administration of Medication forms in which medications bear instruction proportionate to weight will expire after 30 days.
- Handicap/Health Condition Children: We are not equipped to serve severely handicapped children and children with health

conditions. We will make every attempt to accommodate special needs. The administrator or director can make exceptions with an evaluation of individual cases.

- Children's clothing should be marked with your child's name for positive and exact identification. Each child should have a complete change of clothing with him/her. Children should wear play clothes to school. Clothes should be designed as to encourage the child to dress and toilet him/herself.
- The center is not responsible for lost or stolen items.
- ***In consideration of the standards of a quality program, students enrolled in our toddler program, ages 18 months to 36 months, will not be permitted arrival into the program after 11:00 or before 2:00 pm.***
- We are an educational facility, especially during the school year, for your child to obtain the most from our program; your child needs to be consistently present. If your child must be absent for any reason, please contact the office.
- Drop-in service is not available. We try to accommodate the varying schedules, but our center is not licensed to provide childcare on a drop-in basis. Moreover, our program is built on an educational curriculum with developmentally appropriate planned activities.
- Additional Scheduling - Parents who have not scheduled for daycare in advance must check with the office to see if the center has space for their child before they bring their child to the center. If a school age child's school (Kindergarten - 5<sup>th</sup> grade) is closed due to inclement weather or other emergency situations, the child may stay at the center with authorization from the office.

- Brownstone offers a before and after school program for children attending Horace Mann Elementary School. A written permission form shall be obtained from the parent/guardian stating the times that your child will be walking to and from school and will be kept on file at the center. If for some reason your child will not need to be picked up by a Brownstone staff member, the parent/guardian must call Brownstone to let us know.
- Withdrawals: Parents wishing to withdraw their child (ren) must submit a notice one week in advance to avoid being charged.
- Brownstone's Parent Handbook is available online at [www.brownstonedayschool.com](http://www.brownstonedayschool.com) and upon request.

\*Children may be dismissed or withdrawn from the center for the following reasons:

- 1) Immediate dismissal: ***All Children will be protected and provided a safe and secure environment, i.e., any event, situation, instance and or etc. that arises and may be considered perilous to any one child or many children in the center's environment.***
- 2) Nonpayment after two weeks
- 3) Failure to comply with center policies
- 4) Inability to function within the center

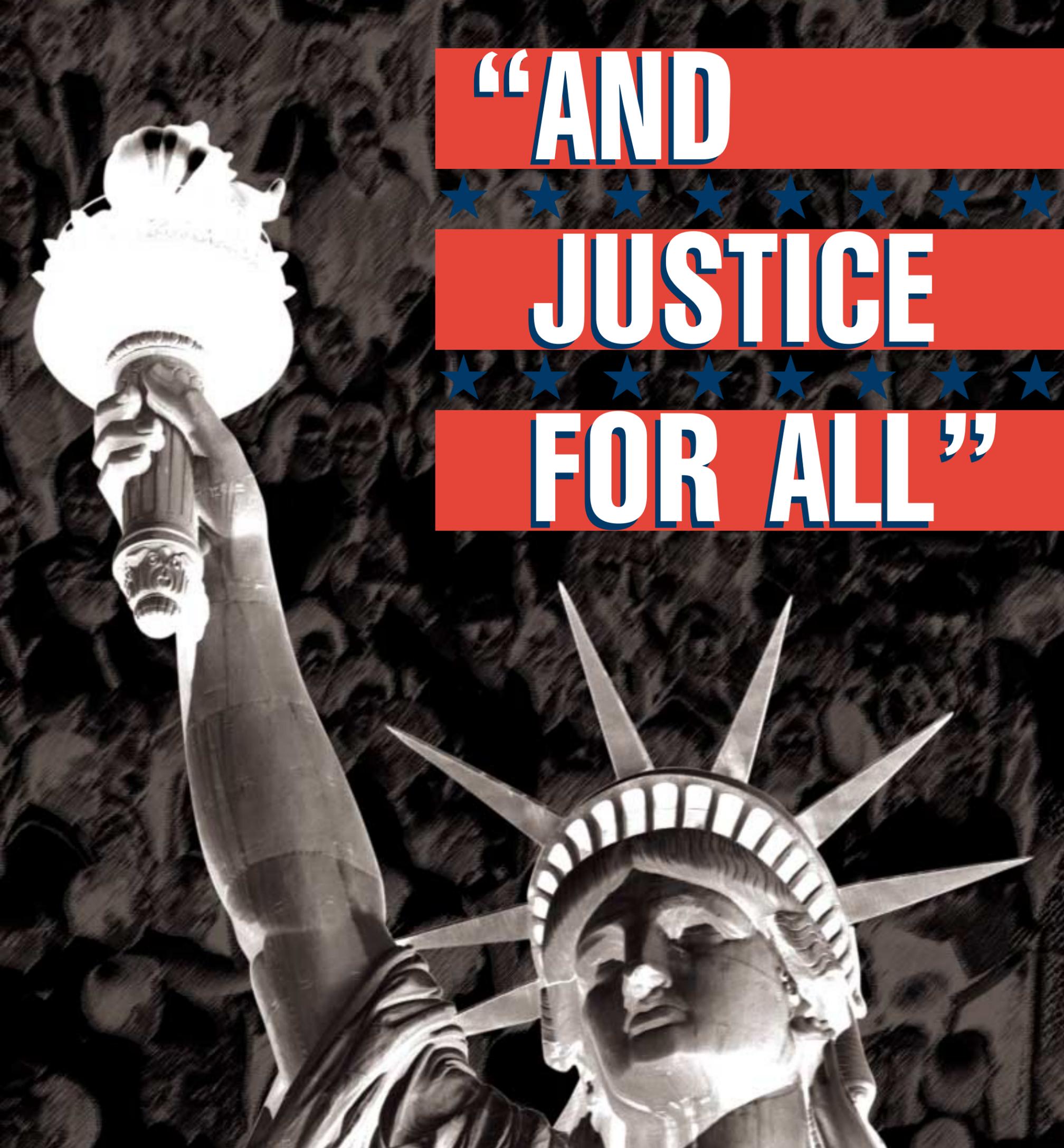
We make every effort to work with your child and family regarding issues that may arise during your child's enrollment at the center. However, the director reserves the right to dismiss a child after all reasonable efforts have been made to accommodate the family.

\*Failure to observe all the policies of the center can cause termination of services.

Parent/Guardian \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_



“AND  
JUSTICE  
FOR ALL”



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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

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# *Building for the Future*

This child care receives  
Federal cash assistance to  
serve healthy meals to your children.  
Good nutrition today means  
a stronger tomorrow!

Meals served here must meet  
nutrition requirements established by USDA's  
**Child and Adult Care Food Program.**

Questions? Concerns?

Call USDA toll free: **1-866-USDA CND**  
**(1-866-873-2263)**

Visit USDA's website: **[www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd)**



United States Department of Agriculture  
Food and Nutrition Service  
FNS-317  
June 2000  
Revised June 2001

# *Construyendo Para El Futuro*

Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comidas nutritivas a sus niños.

¡Buena nutrición hoy significa un mañana más saludable!

Comidas servidas aquí deben de seguir los requisitos nutricionales establecidos por el programa **"Child and Adult Care Food Program"** del Departamento de Agricultura de los Estados Unidos (USDA por sus siglas en inglés).

¿Preguntas? ¿Inquietudes?

Llame gratuitamente a USDA al: **1-866-USDA CND**  
**(1-866-873-2263)**

Visite el website de USDA: **[www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd)**



United States Department of Agriculture  
Food and Nutrition Service  
FNS-317-S  
June 2000  
Revised June 2001

# What Do I Bring to My First Visit?

- ♥ Proof of income (current pay stubs, approval letter for Healthy Start, Ohio Works First, Food Stamps or current Medicaid card)
- ♥ Proof of address (utility or credit bill, or Ohio driver's license)
- ♥ Proof of identity for you and any other applicants (birth certificate, driver's license, Medicaid card, crib card or shot record)
- ♥ All family members applying for WIC services
- ♥ If pregnant, a doctor's statement showing due date
- ♥ Children's shot records



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This institution is an equal opportunity provider.

Healthy  **Ohio**  
The State of Living Well.



The mission of the WIC program is to improve the health status and prevent health problems among Ohio's at-risk women, infants and children.

Visit our Web site: <http://www.odh.ohio.gov>

0700.13

# Women, Infants & Children



# Eat Smart, Play Hard



# Ohio WIC

## What is WIC?

WIC is a nutrition education program. WIC provides nutritious foods that promote good health for pregnant women, women who just had a baby, breastfeeding moms, infants and children up to age 5.



## What Does WIC Provide?

- ♥ Nutrition education and support
- ♥ Breastfeeding education and support
- ♥ Referral for health care
- ♥ Immunization screening and referral
- ♥ Supplemental foods such as:



Cereal  
Eggs  
Milk  
Whole-grain foods  
Fruits and Vegetables  
Infant formula



## Who is Eligible for WIC?



Women who are pregnant, breastfeeding or have a baby less than 6 months old, and infants and children up to 5 years old are eligible to apply for WIC. Fathers are welcome to apply for WIC for their children up to age 5.

### To qualify for services you must:

- ♥ Live in Ohio
- ♥ Meet WIC income guidelines
- ♥ Have certain nutritional or health risks



## How Do I Apply?

### Make an appointment

Call your local clinic to schedule an appointment to meet with a WIC staff member or call **1-800-755-GROW (4769)** for locations and more information.

### See if you qualify

All it takes is a visit to your local WIC clinic to see if you qualify for services.



### Receive WIC coupons

If you are eligible, you will receive coupons to buy healthy foods at local WIC-approved grocery stores.

