



GENERAL OPERATING POLICIES/PROCEDURES

July 2017

Overview

United 4 Children, in collaboration with Beyond Housing, has established a kindergarten readiness program to provide educational enrichment for children within the Normandy Collaborative Schools area.

Facility Contact Information:

24:1 Early Childhood Learning Center

Managed and Operated by United 4 Children

12 N. Newstead Ave.

St. Louis, MO 63108

314-531-1412

Executive Director: Dawn Winkler

Center Location

24:1 Early Childhood Learning Center

Gail Wulff, Director

6633 Dr. Martin Luther King Dr.

Saint Louis, MO 63133

314-383-3252

314-221-1787 (cell)

wulffg@united4children.org

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Program Goals

The overall goal of the 24:1 Early Childhood Learning Center is to provide children (ages 2-1/2 to 5) within the Normandy Schools area with the necessary skills in order to meet the Normandy Schools kindergarten readiness scale requirements as well as the Missouri Early Learning and Kindergarten Standards.

The 24:1 Early Childhood Learning Center collaborates with Beyond Housing in order to help all children get ready for school in the Normandy community. Beyond Housing has partnered with other agencies in order to promote 5 ways to get children ready for school by age 5. The 5 by Age 5 initiatives include healthcare services, screening, early learning, parenting skills, and community support. The objectives of the 24:1 Early Childhood Learning Center support those initiatives. Our priorities are to establish strong parent relationships, provide focused math and literacy experiences, and develop the family's connections to needed direct special services in order to ensure all of the children are ready for the expectations of a school-age program.

Philosophy: All children are natural learners and need a warm, supportive environment in order to explore how the world works and meet their individual needs.

Goal: To ensure every child in the program has the necessary skills to be successful in kindergarten by:

- Utilizing research-based curriculum to address social, emotional, physical, language, and cognitive needs of children.
- Providing research-based early childhood literacy and math activities.
- Providing opportunities for children to explore and play in a highly enriching environment.
- Building positive social interactions between other children and adults.
- Building strong relationships with parents.
- Developing connections to needed direct special services to address other family needs.
- Providing on-going assessment of a child's current development and needs.

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Facility Organizational Structure –



Non-Discrimination Policy

The 24:1 Early Childhood Learning Center is committed to providing equal employment opportunity to applicants, employees, and clients regardless of race, color, sex, religion, age, national origin, disability, genetic information, political belief, sexual orientation, or veteran status.

Services will be provided without regard to protected category.

All staff, contractors, and volunteers of the agency shall adhere to this policy. Supervisory and management staff, in particular, shall assure that the intent as well as the stated requirements are implemented. The application of this policy is the individual responsibility of all staff.

If you require accommodations, contact Gail Wulff, Director for assistance. 314-383-3252.

Center Director Responsibilities

Under the direction of the Program Development Officer, the Director is responsible for managing a developmentally appropriate curriculum, overseeing physical facilities, hiring/supervising staff, and building family relationships. A critical role is to ensure compliance with all local, state, and federal laws governing child care, both in regard to the physical environment and the staff, and manage the financial affairs of the childcare center.

Staffing

The program maintains a ratio of no more than 10 children to every 1 staff member at all times. There are 2 classrooms at the center – Classroom #1, one teacher, 10 children (ages 3-5 years old), Classroom #2, two teachers, 17 children (ages 2-1/2 to 5 years old with no more than 4 of those children being under 3 years of age). All classroom teachers have a Child Development Associate credential or higher and participate in a minimum of 19 clock hours of child-related professional development annually. All daily staff are currently certified in First Aid and pediatric CPR.

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Calendar/Hours of Operation

The 24:1 Early Childhood Learning Center operates a 12 month program. There are two annual breaks in student attendance days – Winter Break (1 week) and Summer Break (2 weeks). See the annual calendar for specific dates.

Additionally, the 24:1 Early Childhood Center observes the following holidays: New Year's Day (coincides with Winter Break), Martin Luther King Jr. Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day (coincides with Winter Break).

The 24:1 Early Childhood Learning Center will follow the Normandy Schools Collaborative schedule for inclement weather ONLY. We do not regularly follow the district's calendar, but if Normandy Schools close for inclement weather, the 24:1 Early Childhood Learning Center will be closed. Please watch your local news program if inclement weather is predicted.

Admission Policies –

Eligibility

The program is open to all children ages 2 through 5 years of age living within the Normandy Schools area, who have NOT been enrolled in a licensed or license-exempt Normandy area childcare center within the 6 months prior to enrollment. **Priority is given to children ages 4 and 5 in order to provide them with the necessary skills before they enter kindergarten, and there are limited spaces for children under 3 years of age.** *24:1 Early Childhood Learning Center does not exclude any child based on race, religion, national origin, economic status, sex, or disability.*

Enrollment

Enrollment takes place on an on-going basis as space becomes available. Parents must complete an enrollment packet including:

- Enrollment form with identifying information
- Emergency contact information (authorized adults to pick up your child)
- Proof of residency
- Authorization for medical treatment in case of accident/emergency
- Proof of appropriate immunizations (or exemption)
- Medical examination report
- Any individual special needs of the child – any accommodations your child might need

Each July, parents will need to indicate whether or not they would like to re-enroll their child for the upcoming session (August – July). Updated information will be required. **Priority enrollment will be given to children ages 4 and 5 years old at the beginning of each August-July session.**

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Tuition

This is a FREE program with NO tuition or fees charged to the families. The funding is received through United 4 Children in collaboration with Beyond Housing.

Attendance

Absences should be reported as soon as possible. Please call 314-383-3252 - leave a message if necessary. Regular attendance is necessary in order to achieve the program goals and objectives. If a child's attendance is inconsistent or becomes a concern, a meeting will be scheduled between the Director and parents in order to determine how to address any difficulties with regular attendance in the program. Excessive absences will result in being discharged from the program. All cases will be handled on an individual basis.

Daily Arrival and Dismissal Procedures

Children will not be allowed into the program until 5 minutes before the starting time. (8:25am for the morning session and 12:55pm for the afternoon session.) An authorized adult must sign all children in daily upon arrival. The date, child's name, time of arrival/dismissal, and responsible adult must be listed on the attendance sheet. Parents should verbally confirm that the teacher is aware of their child entering the classroom prior to leaving. **Attendance sheets are located on the clipboard in each classroom.**

An authorized adult must sign all children out on the attendance sheet at dismissal. Children will only be released to an adult on the authorized list provided by the parent. Picture identification will be required if the staff is unfamiliar with the adult. Parents need to inform anyone coming to get their child that proper identification will be required.

If an authorized adult does not arrive within 15 minutes of dismissal, the Director or designee will contact parents and emergency contacts by telephone. Arrangements must be made in order to pick the child up. If no contact has been made within one hour of dismissal, the Director or designee will contact appropriate authorities.

General Care

No child will be left unattended while at the program. All children must be supervised by at least one authorized adult for every 10 children (see staffing ratio section for further detail). Children will be engaged in activities within the classroom or outside play area throughout the time they are in attendance at the program. In case of emergency, all regularly supervising adults are certified in First Aid procedures and pediatric CPR.

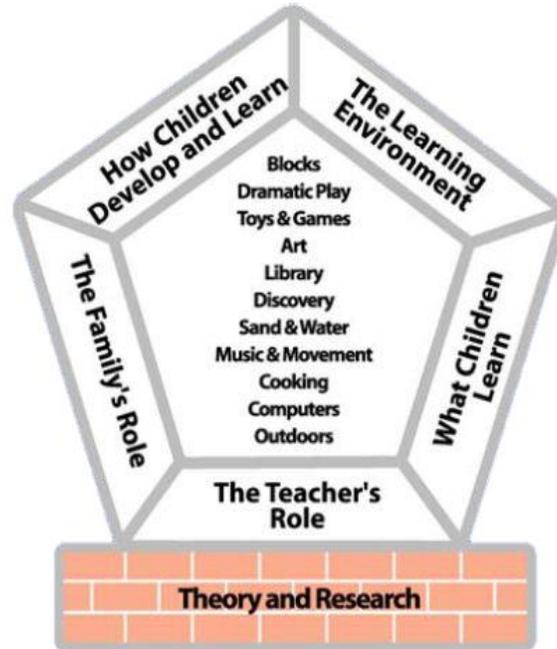
Curriculum

Creative Curriculum® is utilized in order to develop the activities at each learning center as well as larger group activities. Based on research of child development, the goal of the curriculum is to establish a positive learning environment focused around the children's interests. We

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provide opportunities for purposeful play that will help your child build strong relationships with other children and adults. Parents will be invited into the classroom for activities, and you will be given information regularly about the events in the program.

Creative Curriculum Framework



Daily Schedule

Time	Morning Session	Time	Afternoon Session
8:30 – 8:40	Arrival	1:00 – 1:10	Arrival
8:40 – 9:00	Class Meeting – Sharing Time	1:10 – 1:30	Class Meeting – Sharing Time
9:00 – 11:00	Centers (Choice Time / Sm. Group)	1:30 – 3:30	Centers (Choice Time / Sm. Group)
	Snack (bathroom, wash hands)		Snack (bathroom, wash hands)
11:00 – 11:30	Outdoor play	3:30 – 4:00	Outdoor play
11:30 – 12:00	Class Meeting/Pack-up	4:00 – 4:30	Class Meeting/Pack-up
12:00	Dismissal	4:30	Dismissal

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Class Meeting

During “Class Meeting” times, teachers lead the children in discussions about the day, including calendar, weather, and special events. This is a time when children share things that they have created in the various centers or from home. Social skills and listening skills are reinforced during this time period, and the children build relationships with each other, the teachers, and as a whole class community. The teachers include the children in making class decisions during this time regarding the operations of the classroom.

Centers

During “Center Times” children are able to select activities arranged in various interest areas. The activities may be independent or teacher supervised/supported. All centers focus on building the children’s math and literacy skills within the activities arranged at the time. Each center has a certain number of children that can play in that area at a time. Children are able to select their own centers and will be encouraged to try different activities throughout the classroom. The activities in each interest area will change periodically in order to expose your child to a variety of skills and concepts. An example of the activities in each center is listed below.

Interest Area	Types of Equipment in the Area	Skills/Concepts	
		Literacy	Math
Blocks/Construction	<ul style="list-style-type: none"> • Blocks • Construction materials • Recyclables – tubes, boxes, tape 	<ul style="list-style-type: none"> • Verbal language • Discussions • Descriptions • Cause/effect • Vocabulary 	<ul style="list-style-type: none"> • Problem-solving • Size • Shape • Weight • Balance • Measurement • Comparisons
Dramatic Play	<ul style="list-style-type: none"> • Household – kitchen, doll cribs • Shopping – grocery, post office • Various dress-up costumes • Puppet theater 	<ul style="list-style-type: none"> • Verbal language • Discussions • Descriptions • Vocabulary • Written language 	<ul style="list-style-type: none"> • Problem-solving • Measurement • Number Sense

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Interest Area	Types of Equipment in the Area	Skills/Concepts	
		Literacy	Math
Toys/Games	<ul style="list-style-type: none"> • Puzzles • Board games • Small Blocks/Legos • Beads and Pegs • Card games • Small cars 	<ul style="list-style-type: none"> • Verbal social skills • Vocabulary • Early reading skills • Discussions • Verbal problem-solving skills 	<ul style="list-style-type: none"> • Number Sense • Patterns • Comparisons • Measurement • Problem-solving • Size/shape
Art	<ul style="list-style-type: none"> • Paints, Markers, Crayons • Scissors, Paper, Glue • Clay • Recyclables – boxes, tubes, etc. 	<ul style="list-style-type: none"> • Storytelling • Vocabulary • Discussions • Comparisons • Verbal problem-solving 	<ul style="list-style-type: none"> • Number Sense • Patterns • Comparisons • Measurement • Problem-solving • Size/shape •
Library	<ul style="list-style-type: none"> • Books • Paper, writing utensils • Puppets • Props to retell stories 	<ul style="list-style-type: none"> • Storytelling • Story Elements • Vocabulary • Discussions • Phonemic awareness • Comparisons • Makes connections • Emergent writing skills • Letters and sight words 	<ul style="list-style-type: none"> • Number Sense • Patterns • Measurement • Calendars
Discovery	<ul style="list-style-type: none"> • Nontoxic plants • Planting supplies • Nature collections (rocks, leaves, pinecones) • Magnets • Prisms • Balls • Magnifying glasses • Flashlights • Gears and pulleys 	<ul style="list-style-type: none"> • Vocabulary • Discussions • Understanding of books as reference text • Makes connections • Cause and effect 	<ul style="list-style-type: none"> • Number Sense • Patterns • Measurement • Shape, size, weight • Comparisons • Data collection • Charts for representation

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Interest Area	Types of Equipment in the Area	Skills/Concepts	
		Literacy	Math
Sand/Water	<ul style="list-style-type: none"> • Sand/Water table • Funnels • Tubes • Colander • Cookie cutters • Magnifying glasses • Sand/water toys 	<ul style="list-style-type: none"> • Vocabulary • Discussions • Letters and sight words • Phonemic awareness 	<ul style="list-style-type: none"> • Number Sense • Patterns • Shape, size, weight • Comparisons • Data collection • Measurement
Music and Movement	<ul style="list-style-type: none"> • Drums • Bells • Music triangles • Xylophones • Shakers/Rattles • Tambourines • Recyclables – create own instruments 	<ul style="list-style-type: none"> • Vocabulary • Phonemic awareness • Knowledge of print – music notes • Storytelling through song • Following directions – basic comprehension of concepts (movement songs) 	<ul style="list-style-type: none"> • Patterns - beats • Number sense • Shapes and size • Measurement – time • Comparisons
Cooking – adult supervised	<ul style="list-style-type: none"> • Mixer • Microwave • Spoons and bowls • Knives and cutting board • Timers • Pots and pans • Measuring cups 	<ul style="list-style-type: none"> • Vocabulary • Knowledge of print • Following directions – recipes • Storytelling (where recipes came from) 	<ul style="list-style-type: none"> • Number sense • Measurement • Fractions • Patterns • Data collection • Graphing – representation

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Interest Area	Types of Equipment in the Area	Skills/Concepts	
		Literacy	Math
<p align="center">Computers / Technology – limited time allowed in this center</p>	<ul style="list-style-type: none"> • Computer with age-appropriate software programs and internet websites • Use of Smart Board games • Access songs/videos online 	<ul style="list-style-type: none"> • Storytelling • Story Elements • Vocabulary • Discussions • Phonemic awareness • Comparisons • Makes connections • Emergent writing skills • Letters and sight words 	<ul style="list-style-type: none"> • Number sense • Patterns and relationships • Measurement – time

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Discipline and Guidance

The 24:1 Early Childhood Learning Center believes that children must experience trust and respect in order to build essential social and emotional skills. Teachers build relationships with each child in order to help them form a sense of community in the classroom.

To move children toward self-discipline, teachers create positive environments and support the children's appropriate communication and interactions. Our goals include building positive social interactions by helping children develop a healthy self-esteem, learning to manage feelings and impulses, and strengthening their communication and problem-solving skills. We provide children with visual supports to help their identification and expression of their feelings and emotions.

Techniques used in the classroom to foster positive social interactions include:

- Establishing clear, simple, consistent rules and routines
- Modeling appropriate behavior for children
- Assisting children in identifying their emotions
- Assisting with interactions between children – assist in resolving any conflicts
- Fostering communication and negotiation skills in children
- Teaching appropriate self-regulation strategies to calm in stressful situations
- NO corporal punishment is allowed

Most children respond to such guidance, and develop the appropriate and necessary skills to deal with interpersonal situations. However, no single technique is successful with all children. If a child has difficulty, the Director and teachers will determine what additional supports can be put in place in order for the child to master social skills. Additional supports might include extra time, warning of changes in the schedule, visual prompts or schedules, sensory supports, calming breaks, extra individual time, or simple reinforcement systems.

If a child continues to struggle after additional supports are in place, the parents may be required to attend a meeting with the Director, teachers, and possibly consultants from Beyond Housing 5 by Age 5 partner agencies in order to develop an individualized behavior plan. Parents will be informed of the invited partners.

Every realistic effort and accommodation will be made to help the child overcome challenges and successfully participate in the group setting.

We reserve the right to determine the appropriateness of this classroom environment for each child in the program. Discharge from the program for inappropriate or aggressive behavior is a possibility. Each individual situation is taken to consideration, and family input is essential to this process. If inappropriate behavior persists, the Director might recommend alternative programs for the child in order to maintain the health and safety of all children in the program.

Assessments/Evaluations

The 24:1 Early Childhood Learning Center evaluates all children using the Ages and Stages Questionnaires, both the general Third Edition and Social – Emotional edition (ASQ-3 and ASQ-SE) twice a year (in the fall and spring). Parents will be asked to complete a questionnaire in order to provide information regarding the child’s development in both the home and school environments.

Additionally the Center utilizes The Focused Portfolio™ process to document the children’s growth and development. Individualized observational data is collected through typical classroom experiences. Observation helps teachers monitor learning using recognized developmental milestones. The teachers share this information about the children’s growth and development with parents and families regularly. This information also allows the teachers to make changes within the classroom in order to address the children’s current needs.

Other individualized screening tools may be utilized if necessary in order to provide information regarding a child’s progress. Parents will be given written prior notification of other individualized screening tools to be used.

Progress Reports

Teachers will briefly engage parents on a daily basis at arrival and dismissal times. Information about the general well being of the child as well as any unusual behavior or incidents will be shared at this time. If a longer conference is required, the teacher will schedule a time that does not interfere with the classroom instruction.

Parents will receive weekly reports from the classroom teacher regarding the activities their child engaged in during that week. Additionally, parents will be invited to two conferences each year with the teacher (and/or director) in order to discuss their child’s strengths as well as any areas of concern. Additional conferences may be requested by the parent or teacher/director in order to address questions or concerns at any time.

Classroom Visits/Volunteer Opportunities

Parents are welcome to visit the classroom at any time and are encouraged to maintain regular communication regarding their child’s needs. There are opportunities for parents to volunteer at the 24:1 Early Childhood Learning Center with activities or classroom preparation for activities. Parents interested in volunteering should discuss the opportunity further with the Director.

Outdoor Activity

The children play outdoors daily as long as the weather permits. The following chart will be used in order to prevent children from being exposed to extreme wind chill or heat index. Children are supervised on the playground equipment and taught the safety guidelines for

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climbing and jumping off equipment. Please dress your child appropriately for the weather. We play outdoors for a minimum of 30 minutes in each half-day session.

Understand the Weather

Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed skin will *freeze* in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit
Weather Guidelines for Children

Weather Guidelines for Children

Wind-Chill Factor Chart (in Fahrenheit)										
Wind Speed in mph										
Air Temperature	Calm	5	10	15	20	25	30	35	40	
	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43	

Comfortable for out door play
 Caution
 Danger

Heat Index Chart (in Fahrenheit %)														
Relative Humidity (Percent)														
Air Temperature (F)	40	45	50	55	60	65	70	75	80	85	90	95	100	
	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	105	109	113	117	122	127	132
	94	97	100	103	106	110	114	119	124	129	135			
	100	109	114	118	124	129	130							
104	119	124	131	137										

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Meals/Snacks

One snack will be offered to all children daily during the half-day session.

Sample Menu:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> • Juice • Breakfast Biscuit 	<ul style="list-style-type: none"> • Water • Pineapple bits • Nutri-Grain bar 	<ul style="list-style-type: none"> • Juice • Vanilla Wafers 	<ul style="list-style-type: none"> • Water • Raisins • Animal Crackers

Supervision of the Restroom

Children under the age of three will be supervised and assisted in the restroom. Staff will require all children to wash their hands with soap and warm water after using the toilet. Bathrooms are located within the classroom, and children will be able to use the restroom independently whenever required throughout the program. Staff will monitor bathroom use and encourage all children to use the restroom at least once during the half-day session daily. The restroom doors do not lock in case of an emergency.

Medication

If a child requires medication during the hours of the program, the Director (or designee) will give the dosage as indicated by the parent. Parents MUST provide written permission indicating time, amount of dose, and for how long the medication is to be given. All medications (prescription or nonprescription) must be in the original containers and labeled with the child's name, instructions for administration (including times and amounts of dosages). Parents must write this information on nonprescription medications. Parents will be informed of the date and time the medications were given. The Director will maintain records of all medications provided during the program times. All medications are stored out of reach of children.

Health/Illness

The health and safety of all the children in the program is the primary goal of the administration and staff. All children must provide proof of completed age-appropriate immunizations (or exemption from immunizations) prior to the first day of attendance. All children are required by the State of Missouri to have a medical examination within 30 days of enrollment in a licensed childcare facility.

There may be times when your child is excluded from the program or needs to be picked up due to an illness. Your child may be excluded from the program for the following. (Note: This is not an all-inclusive list, but it covers most of the common illnesses.)

- Illness that prevents your child from participating comfortably in program activities.
- Illness that results in greater need for care than our staff can provide without compromising the health and safety of the other children in the program
- Illness that poses a risk of spread of harmful illness/disease to others
- Fever (greater than 100°F orally or 99°F under the arm) with behavioral changes or other symptoms (e.g. - sore throat, rash, vomiting, irritability, lethargy, constant crying, difficulty breathing)
- Diarrhea – 2 loose stools within a 24 hour period that are not associated with a change in diet.
- Vomiting more than once
- Severe coughing – if the child gets red or blue in the face or makes high-pitched croupy or whooping sounds after coughing
- Difficult or rapid breathing

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- Yellowish skin or eyes
- Conjunctivitis (Pinkeye – with discharge) – until on antibiotics for 24 hours or release by a medical professional.
- Unusually dark, tea-colored urine
- Grey or white colored stool
- Unusual skin spots or rash – unless determined by medical professional that it is not a communicable disease
- Head Lice – until after treatment and all nits are removed
- Open skin conditions – All open sores, blisters, skin conditions must be able to covered by a bandage without seepage or drainage through the bandage – Parent may need to provide release from a medical professional stating that the condition is not contagious.

Required Conditions for a child to return to program activities:

- **Fever free for a full 24 hours without the use of fever-reducing medications**
- **Free of vomiting or diarrhea symptoms for a full 24 hours**
- **A child that was excluded may return if they have been treated with an antibiotic for a full 24 hours, or with note from a medical professional stating they are no longer contagious.**
- **Free of open, oozing skin conditions unless a bandage without seepage or drainage through the bandage, and a medical professional provides a note stating that the condition is not contagious.**
- **Ability to participate comfortably in the usual programming, including outdoor play**

During the program hours, if a child becomes ill, the parents will be contacted by the Director (or designee). The ill child will be removed from the normal activities and made as comfortable as possible until the parent (or authorized adult) comes for them. Parents are expected to pick up their child within 1 hour of being contacted.

Immunizations

In accordance with Section 210.003.7, RSMo., the parent or guardian of a child enrolled in or attending 24:1 Early Childhood Learning Center may request notice of whether there are any children enrolled at our facility with an immunization exemption on file. If you would like to request this information, please contact Gail Wulff and the information will be provided to you. Please note, the name or names of individual children are confidential and will not be released. Our response will be limited to whether or not there are children enrolled at our facility with an immunization exemption on file.