**Lil Prodigy's Mission**

Our centers mission is to provide a safe and nurturing environment where children can grow socially, physically, emotionally and intellectually. Our goal is to create a place where children can explore, work together and learn appropriate behavior that will prepare them for their future learning endeavors. With a wide variety of toys, teacher and child directed activities, hand on experiences as well as a developmentally appropriate curriculum the children are given the chance to strive and grow to their full potential.

The curriculum provides a wide variety of teacher directed activities as well as child directed activities. Our daily schedule will include time to explore art, music, dramatic play, story time, fine and gross motor development skills, science, outdoor play, as well as math and reading readiness activities. Each week we will be exploring a new letter and reading stories that are related to that letter and letter sound. Every week there will be a theme that will go along with the activities in the classroom.

Throughout each month we will create a program that reflects the lives of our children, families, staff and community. We seek to recognize the uniqueness of each child and appreciate all cultures. In our curriculum we will explore our diverse world and encourage children to respect other cultures and learn to play together though positive learning experiences.

**Program Goals**

**Infant/toddler room**

The baby room is divided into two groups of children, Infants 6 weeks to 18 months and toddlers 18 months to 2 ½. On the infant side we strive to provide your baby with a happy and healthy learning environment in which your child will thrive. We provide learning experiences throughout the day while following the routine your child is comfortable with at home. Please be sure to fill out the infant feeding schedule attached to your enrollment packet so we can get to know your child schedule.

On the toddler side, we help develop the skills of their age through play and scheduled activities throughout the day. We have music/ dance time, and a small circle time so the children can start learning the basic ABC's , days of the week, and counting through songs and story time. Also the toddlers have art time everyday to help develop their fine motor skills as well as outside time to work on gross motor skills.

**2 ½ -3 year old**

Children who attend this room are required to be 2 ½ on or before October 1st. The goals of this classroom will provide a developmentally appropriate schedule based on the needs of the children in their room. We want to provide a warm and supportive environment that enables children to separate easily from their parents. Each child is viewed as individuals and will grow and develop at their own pace. The goal of the teachers is to interact with each child and support their individual stages of development. The teachers will give each child the chance to explore and create through the use of various materials and teacher directed activities. We will also work with basic formations of letters, shapes, and how to draw simple pictures. Children will explore a wide variety of art in this classroom and are given the chance to express themselves in many ways. In this room we work with your child on getting accustomed to following this daily routine and learning the rules of being in a school environment.

**Three to Four year old**

Children who attend this room are between the ages of 3 and 4. These children are getting ready to enter the Pre-K room and are learning a wide variety of activities that foster their developmental stage. Teachers are encouraging children to be independent and be a part of child and teacher directed activities. They are learning to choose activities on their own and be active members of group learning experiences.

Children are learning to express their needs and thoughts through words. At this stage children will learn to follow more specific directions and cooperate with others. Teachers will provide experienced that foster group play as well as independent play teaching children to gain an understanding of basic concepts and relationships. Children are learning to increase their physical skills using gross motor tasks by running and playing outside, participating in movement activities, mastering holding/using pencils, crayons, markers, and paintbrushes. Children are also learning to hold and cut with scissors, building structures with blocks and manipulative s as well as putting together simple puzzles. Their cognitive and language development is being fostered by being able to explore sorting and matching games, learning to use centers, being fostered by being able to explore sorting and alphabet and showing interest in stories and books.

**Pre-K Room**

The children in this room are required to be 4 on or before October 1st. This program is designed for children preparing to go to Kindergarten. The goals of this program are to continue to build on the foundations learned in the orange room. Children in Pre-K will be given the opportunity to learn though concrete, hands-on experiences. They will be encourage to explore, challenge and question their environment. This program is designed to have a mix of child-directed and teacher directed activities. Children will be observed and given chances to expand on their skills through a wide variety of developmentally appropriate activities. Lessons are planned to meet the needs and interest of the children motivating them to want to learn and interact in this classroom environment. Children at this age are learning to appropriately interact with their peers and respect the needs of other children. Children are getting a sense of self as well as a sense of a community within our classroom. Their language and cognitive development will increase as they learn more about letters and word formation as well as how to create stories of their won with these words. Throughout the year your child will use numbers in various ways introducing them to the basic skills of math. The Pre-K program is designed to set the foundations of learning as children grow physically, socially, emotionally and intellectually.

**Typical Daily Routines**

Group Play: Singing, dancing, play-acting, games, reading, music, circle time, learning centers, and gross motor play

Free Play: Children have a choice of-blocks, kitchen toys, dolls and accessories, play sets, household toys, pull/push toys, art materials and books and much more

Language: Nursery rhymes, finger plays, stimulus pictures or objects to encourage verbalization reading to the children, felt boards

Dramatic play: Dress up, role-playing, puppetry, etc.

Outdoor play: (weather permitting) climbing, riding toys, running, ball playing, gardening toys, trucks, water play. Please remember to dress your child appropriately for the weather.

Special Days: Include birthday parties, preparing for holidays, holiday celebrations and special guest performances

**Typical Daily Routines**

* Morning Greetings
* Gym Activities
* wash/snack
* Morning Meeting
* Learning centers
* Worksheets/ learning time
* Art
* outside play
* wash/lunch
* Story time
* Nap/ quiet activity
* wash/snack
* Group learning
* coloring/ art project
* free-play
* pick-up

 **Health Policy**

1. Upon entrance, and yearly thereafter, all children must present the Child's Heath Record Form, completed by the child's physician. Children must have all immunizations appropriate to their age as mandated by the health department. They must be in good health and be able to participate in activities at the center.
2. Lil Prodigy shall not permit a child who has any of the illnesses or symptoms of illness specified below to be admitted to the center unless medical diagnosis from a licensed physician, which has been communicated to the center in writing, or verbally with written follow-up that indicates that the child poses no serious health risk to him or herself or to other children. Such illnesses shall include, but not be limited to any of the following:

a) severe pain and discomfort

b) acute diarrhea, characterized as twice the child’s usual frequency of bowel movements

c) two or more episodes of acute vomiting within a period of 24 hours

d) fever-oral temperature above 101.5° F

e) Lethargy that is more than expected tiredness

f) yellow eyes or jaundiced skin

g) red eyes with discharge

h) infected, untreated skin patches

i) difficult rapid breathing or severe coughing

j) skin rashes in conjunction with fever or behavior changes

k) weeping or bleeding skin lesions that have not been treated by a health care provider

l) mouth sores with drooling

k) stiff neck

1. Once the child is symptom-free, or a licensed physician indicates that the child poses no serious health risks to himself/herself or to another child, the child may return to the center.
2. Medication will ONLY be dispensed if:

a) accompanied by a signed, written permission form from the parent with times medication should be administered.

 b) prescribed for your child by a physician

 c) It is in the original container showing the child's full name and dosage instructions along with medication dropper

  **5.** Non-prescription medicine WILL NOT be dispensed without a doctor's or parents authorization.

**Arrival and Dismissal**

Lil Prodigy opens at 6:00am and closes at 6pm for your convenience. Please make sure you check your child in and out with a teacher. For children picked up late, there will be a late charge of $15.00 for every half hour, or part of, after 6pm. Any child left at the school for longer than 11 ½ hours constitutes, by NJ State Law, DYFS notification.

**Supplies Needed**

1. Seasonable change of clothes including underwear and socks. These should be brought to school and kept in a labeled plastic zip lock bag and replaced immediately upon use. Please send 2 sets of clothes for infants.
2. One small blanket for nap time and a crib sized sheet for your child's cot and a small pillow if used. The sheet and blanket must be labeled and taken home weekly for laundering.
3. One plastic smock or over-sized t-shirt for messy art projects
4. Beverages- please send in a labeled training cup with top if your child uses one. Your child can brink milk, juice boxes or water bottles. No soda is allowed.
5. Disposable diapers- Please check that your child has an ample supply of diapers and wipes for at least one week.

**Ratios**

The following staff/children ratios are required by the State of New Jersey. Lil' Prodigy Learning Center prides itself in keeping with a higher staff/child ratio whenever possible.

|  |  |
| --- | --- |
| Age | staff/child ratio |
| Under 18 months | 1 to 4 |
| 18 months up to 2 ½ years | 1 to 6 |
| 2 ½ yrs up to 4 yrs | 1 to 10 |
| 4 yrs | 1 to 12 |
| 5 yrs | 1 to 15 |

**School Closings**

When a State of Emergency is declared for any reason, school will be closed. Parents may call the center for a recorded message. We will try our best to keep the center open during inclement weather but should expect a delayed opening to allow for snow removal and staff arrivals. Please call the center for a recorded message with instructions for the day after 6 am.

**Parent Involvement**

We at Lil' Prodigy both invite and encourage parents to be active participants in classroom activities and our parent board. If you or someone in your family has a special trade, job or hobby we would love for you to share it with the children, so sign up to join us in the fun. For those of you who cannot join us as often as you would like, we also set aside and annual open house, and a back to school night.

**Absence Policy**

Please call the school as soon as possible if your child will be absent. If a child is absent 3 days or more and it was not a pre-arranged vacation, a doctor’s note will be required to return. Lil Prodigy Learning Center(Kim, Tara or head teacher) will reach out to any family that has not notified the school for an absence of 3 days or more.

**NO credit is given for absences. You are required to pay for your child’s monthly tuition as long as your child is enrolled in this school.** Absences are recorded and may be made up under terms of our make-up policy (see next section for details.)

UNDER NO CIRCUMSTANCES CAN MAKE-UP DAYS BE USED TO CREDIT TUITION PAYMENT OR REGISTRATION FEES.

**Make-up Days:**

We are licensed to handle a certain number of children per day. Distributed among the various classrooms in specific numbers. We do, however, allow make-up days. To the best of our knowledge, we are one of the few schools with such a parent friendly policy but it is administered under strict guidelines.

**PLEASE NOTE: All balances MUST be up to date before any make-up days can be used**

**For Infants, and small toddlers the policy is as follows:**

**NO MAKE UP DAYS, However, for medical emergencies and/or long term hospitalization with a doctors/physicians letter we will consider an adjustment on your tuition on a case to case basis.**

**Babysitting Policy**

It is Lil' Prodigy Learning Center's company policy that employees do not take care of children enrolled in our program outside the center at any time. Employees are also not permitted to take children to and from the center for any reason. Lil' Prodigy Learning Center's insurance does not cover staff off our premises. Furthermore, the job demands are high and we feel that professional stance is to avoid conflict. Violation of these policies may be cause for termination.

Lil Prodigy Transition Policy

There are a number of transaction that children will encounter within their early years. Change and transitions can be unsettling and upsetting to children when in unfamiliar surroundings, introduced to new caregiver routines. As children develop from birth throughout childhood, they move, or transition, from one learning environment or setting to another. At Lil Prodigy Learning Center we recognize children learn best when they feel safe, nurtured and have positive experiences with their caregivers and peers. Your child is assigned a Primary Caregiver, and we aim to develop a caring, professional, and respectful relationship with our children and families.

We feel transitioning takes time, preparation, planning and patience. Adults can help a child by supporting them before, during and after transitions occur. These transitions occur when starting at a new environment, every day transitions from home to daycare setting, transitioning into a new age group and classroom, with a new provider, and transitioning to school. We are committed to assisting our families and children in making these traditions as seamless and comfortable as possible.

Transitioning into our center

Parents and Care givers need to work together, share information they have about the child and what support he or she needs. Transitioning into new care includes a few visits if possible to acclimate the child to the environment, meet their caregiver(s) and peers. Additionally, days may need to be shorter to begin with, to allow children to have a positive experience, and to have as little stress placed upon them as possible. We ask that parents have some flexibility during these first days of transition and attendance.

Transitioning into a new age group and caregivers

The same patience, planning and care needs to be implemented for transitioning children into new classrooms. When a teacher is preparing for transitioning a child they will first discuss this with the parents. Children are transitioned into new classrooms according to space availability, age, as well as physical, social and emotional development.

When preparing to transition your child will then get to visit the other classroom for short times to meet the teacher and other children in the classroom, and explore and become familiar with the environment. This also allows teachers to gauge when and if your child is emotionally ready to transition to the older classroom.

**Policy on the Release of Children**

1. Each child may be released only to the child's custodial parent(s) or person(s), to take the child from the center an to assume responsibility for the child in an emergency if the custodial parent(s) cannot be reached. A child shall not be visited by or released to a non-custodial parent unless the custodial parent specifically authorizes the center to allow such a visit or release in writing. This written authorization, including name,. Address and phone number shall be maintained in the file. Identification will be required in order to verify identity. If a non-custodial parent has been denied access to a child by court order, the center must be provided with documentation.
2. In the event that the parents or the other authorized persons fail to pick up, or are late in picking up a child at the time of the center's daily closing, the following procedure will be followed:

a. the child will be supervised at all times by at least one staff member

b. staff members will make every effort to contact the custodial parent(s) and/or person(s) listed on the child’s information sheet, and authorized by the custodial parent(s) to be called in case of emergency, and /or other person(s) authorized to care for your child.

1. In the case the custodial parent(s) and/or other persons authorized by the custodial parent(s) fails to pick up their child one hour or more after closing time, and provided that the center's staff has been unable to make other arrangements for returning the child to his/her custodial parent(s), a center staff member shall call the Division of Youth and Family Services' 24 hour Child Abuse hotline at 1-800-792-8610 to seek assistance in caring for the child until his/her custodial parent(s) or other person(s) authorized by the custodial parent(s) is available to care for the child.
2. If the parent(s) or person(s) authorized by the parent(s), appear to be physically and/or emotionally impaired to the extent that, in the judgment of the director and/or staff member, the child would be placed at risk or harm if released to such and individual, the procedure shall be: a. the child may not be released to such and impaired individual b. staff members will attempt to contact the child's other parent or alternate persons authorized by parent

 c. if the center is unable to make alternative arrangements, the Division's 24-hour Child Abuse hotline will be called in order to seek assistance in caring for the child

1. No child shall be released from this program unsupervised.

**Toilet Training**

Our policy should adhere to the following rules:

1. No child shall ever be forced to go on the toilet if he/she shows any sign of fear.
2. We shall follow parents' toilet training procedures to the best of our ability and in the best interest of the child.
3. No child will ever be punished or harassed by a member if they are not ready to be toilet trained.
4. We can use positive reinforcements or rewards for children who are in the process of toilet training, but under no circumstanced can negative reinforcement be used. Candy or other treats will never be used to reward toilet training.
5. No child shall ever be embarrassed or have anger shown to them by a staff member if they should have and accident, whether they are in toilet training process or are completely trained.
6. Parents will be kept informed of their child's progress

**Biting**

Although biting is a “normal” part of behavior, in that one out of ten toddlers and two year old bite, it is a disturbing and potentially harmful behavior that parents and educators must discourage from the very first episode. When a biting incident occurs, parents of all children involved will be notified. We have found that it is in the best interest of the children not to reveal the identity of the child who is having the biting problem. If the behavior continues after a reasonable amount of time, and every effort has been exercised in preventing a child from biting, withdrawal from the center may be necessary.

Young children may bite for different reasons, and not all will respond to the same types of intervention. The key is cooperation and understanding for adults and children alike. Together, we can usually guide a child toward self-control and away from biting.

**Lil' Prodigy Learning Center Discipline Policy**

Discipline at our center does not allow hitting, shaking, corporal punishment, abusive language, frightening treatment, withholding food or emotional response, or making a child stay silent for long periods of time.

There are no bad children, just bad behavior: Never call a child “bad”. Children need to know that we love them unconditionally, even if their behavior is unacceptable at times.

Some of the techniques we use to foster self-discipline are:

1. focus on the positive- if a child's behavior is unacceptable, suggest appropriate alternatives rather than focus on the negative attention or inappropriate behavior.
2. Model good behavior- Say “please” to children if you want them to say “please” to you or to other children.
3. Clarify consequences- Help children analyze the consequences of the actions by thinking about their behavior's impact; develop children's understanding of cause and effect relationships.
4. Limit options- do not overload children with choices-of time, space, material, or activities.
5. Redirect- When unacceptable behaviors are specific to certain situations, divert the child to another activity.
6. Reinforce- appropriate behavior whenever possible.
7. Cue behavior- A flick of a light switch, or an upraised hand can signal fairly regular events such as transition periods and can give a child sense of order in their lives.
8. Monitor behavior- Physical proximity- placing a hand on a child's shoulder, standing quietly in a potential problem area can say “ I am here if you need support”.
9. Give a “time out”- Occasionally it is necessary to remove a child from provoking situation. The removal or “time out” is an adult supervised, neutralizing, temporary event that is ended when the child indicates that he has the desire and control needed to re-enter the group. Giving a 'time out' is not punishing a child, placing him in a dark or frightening situation, or demeaning him; it is providing him with an unprovoked alternative activity, which he pursued by himself.
10. Restrain behavior- When children are angry enough to make their actions potentially dangerous to themselves or others, restraint may be the only workable approach.
11. Verbal restraint-simple, non-judgmental statements that say,in effect, “I can't let you harm yourself or others. You are angry now, but once you are calm, you will be better able to handle the situation”.
12. Physical restraint- may be necessary to accompany verbalization- this should never be a punitive or aggressive response. It is not hitting, shaking, pushing, or any type of corporal punishment. Instead the child is calmly but firmly held in a neutral way until regaining self-control.
13. Removal of the child from the classroom- When all-else fails; the child can be brought to the office for his/her own good and the good of others. When a child is brought to the office by his teacher, the office staff is told why the child is there, and when he can return to his class. The child is supervised at all times.
14. Removal of the child from the program-the minor day-to-day problems are best handled on the spot by the teacher who knows and cares for the child. When behavioral problems cannot be solved, the child's parent(s) shall be consulted in order to plan for the child's development of inner control. It is our intention to promote respect and confidence in children, for themselves and others. However, should a child’s behavior continue to jeopardize the well being of other children, after steps have been taken to work with the parent(s) and child, withdrawal from the program may be necessary (please see expulsion policy for further clarification).

**Screening and referral policy**

Lil Prodigy learning center will use the Ages & Stages questionnaires (ASQ-3) A parent-completed Child Monitoring System as a developmental screening tool.

ASQ screen will be provided to all children.

**Who Does The Screening and How it is Administered:**

The questionnaire will be given to parents to complete. The ASQ questionnaire will be completed by the parents at home or at the school if they choose to do so.

The classroom teachers will score the questionnaire and provide feedback to parents of children who are completing the questionnaire.

**When, Why, and How results are Shared With Parents:**

ASQ screening will be used once a year in the winter.

The questionnaire will be used for all children

These questionnaires can identify infants and young children who are in need of further assessment to determine whether they are eligible for early intervention or early childhood special education (EI/ECSE) services.

Teachers will use the Parent Conference sheets to organize meetings with families about the screening results. The screening results will be shared and discussed with the parents. Referral recommendation will be given to parents whose children need to be referred based on the screening results.

Follow up Procedures:

For children that are still enrolled in out school while receiving services, monthly meetings will be held with the person providing the special services such as therapist, the parents of the child, the classroom teacher and the assistant director.

This will help the teacher and the caregivers know what extra accommodations if any, that needs to be provided for the child.

The screening will be repeated every six months for referred children.

ITERS-3 Policy

Lil Prodigy will use ITERS-3 for structured classroom observation/assessment tool.

ITERS-3 will be used for assessing our program for children 0 through 36 months of age.

ITERS-3 will to be used with one classroom or one group at a time.

A block of at least 3 hours will be set aside for the observation. The observation should take place during the time when most children are likely to be present from 9:30 to 12:30pm.

ITERS-3 will be done/administered by the Director or Assistant director.

The ITERS-3 observer should not interact with the children or the staff unless you see something dangerous that must be handled immediately.

ITERS-3 will be administered two times a year. It will be administered in the fall and spring seasons.

Classroom teachers may or may not be informed before the ITERS-3 observation.

The ITERS-3 scores/results will be discussed with the teachers and used in the professional development plan for the teachers.

The ITERS-3 scores/results will also be used to identify areas/materials needed for the observed classroom.

**Playground Policy and Supervision Requirements**

Routine safety inspections, appropriate supervision and rules will be established and maintained to assure child safety during outdoor play.

**Procedure:**

* 1. Daily inspections of the playground will include but not be limited to, a search for the following hazards: broken toys, glass and other sharp objects, loose bolts or screws on play equipment, bees or wasp ness, or any object that does not belong in the play area immediately. If a hazard is observed that cannot be removed immediately, an observation form will be filled out and brought to the attention of Kim or Tara to resolve the issue. If this issue poses a danger to the staff or children, the playground will be shut down until the situation is resolved.
	2. The first staff member outside every Monday morning should fill out the weekly inspection log and report any findings to Kim or Tara immediately.
	3. Sandboxes should be covered to avoid contamination from animals.
	4. The play area should be free of trash and debris.

**Supervision of Children on the playground**

* + 1. Staff must be strategically located on the playground so that they are on the opposite sides of the play structure and situated so that all of the children are within view at all times.
		2. First aid kits, tissues, wipes, sunscreen, etc, are located in a bin in the shed attached to the play area. First aid kits carry items that pose potential risks to children and are not to be placed on a bench or other area where they are in reach of children or can be picked up by others.
		3. Staff should follow playground schedules as closely as possible so there aren’t too many kids outside at one time.
		4. Make sure all children’s shoes are on tightly and tied to prevent tripping hazards.
		5. Be sure to take your clipboard outdoors with out containing attendance list, accident reports, and observation forms.

6.Do a head count before leaving the classroom and again upon arrival to the playground.

7.Do not congregate into groups with other adults. All staff should be positioned so that each adult can adequately supervise groups of children using specific pieces of equipment.

8.Staff should be standing at all times in the position to forestall possible accidents. If you are engaged in helping one child, stand so that you can see the group. Do not stand with your back to the group. Sitting is allowed if you are engaged with a group of children involve yourself with this type of activity if another staff member is present to view other children at play.

9. When equipment is in use, show the children how to use it properly and safely. Use clear and positive statements;” Walk around the swings” rather than “Don’t get in the way”

10. Children should not be allowed to go into the school building alone to go to the bathroom or for any other reason. If you are with another staff person, take small groups into the building.

11. If a child is hurt or injured on the playground, notify the office immediately. After the child has been cared for you will be required to fill out an accident report. Please report any safety issues on the playground that you observe.

12. do not take soda or food outdoors for yourself. If you are thirsty or hungry, remember the children probably are too. Encourage the children to drink water with you. Only allow snacks if children are sitting. Children should never be walking or running with food in their mouths.

13. Our policy prohibits cell phone use on the playground, unless calling for Kim or Tara for assistance.

14. Before going inside please be sure the playground is left free of trash, and toys are back in place. This will ensure that it is inviting for the next group of children.

15. Remember to count children before you leave the playground and again when you get to your destination in the building.

ECERS POLICY

Lil Prodigy will use ECERS for structured classroom observation/assessment tool.

ECERS will be used for children 3 through 5 years of age.

A block of at least 3 hours will be set aside for the observation, with additional time added as needed to more closely examine materials and gross motor areas.

The observation should take place during the time when most children are likely to be present from 9:30-12:30pm

ECERS will be done/administered by the Director or Assistant Director.

It will be administered two times in the year. It will be administered in the fall and spring seasons.

Classroom teachers may or may not be informed before the ECERS observation.

The ECERS scores/results will be discussed with the teachers and used in the professional development plan for the teachers.

The ECERS scores/results will also be used to identify areas/materials needed for the observed classroom.

**Referrals:**

If a child is recommended for a referral to early intervention (or mental health) services, the Supervisor will take responsibility for the referral process. You will need to discuss the idea of a referral with the parent and to determine if this is something the parent wants to do. If the parent is in agreement, you need to have them sign the DIS-8(DIS 111) Release of Information. Assure parents that when children receive early intervention services at a very young age, they have the best potential to be helped. Contact the EHS Education and Family Partnerships Supervisor for further support and guidance.

Lil Prodigy Learning Center

Parental Notification Policy

In the event that your child receives a head injury, a bite that breaks the skin, a fall from a height, or any injury requiring professional medical attention, Lil Prodigy staff will notify you via text, or phone call. If the text message is not responded to within a half hour, we will follow with a phone call until the parent is notified. If the parent can not receive text/calls, Lil Prodigy staff will make arrangements and documentation to contact via e-mail. All daily routines, or small injuries will be documented and sent home daily via the Brightwheels App.

Updated: 6/16/2021

**Home Language Policy**

 Given the steady increase in the number of families and children whose home language is one other than English, as well as in the number of languages spoken, Lil Prodigy is responsive to serving culturally and linguistically diverse populations to ensure a high quality program for all children and families. We are supportive of other languages through labeling of centers throughout the classrooms and by providing access to classroom materials in the home language. We also provide pictures when necessary around the classroom, and our children will benefit from learning basic sign language.

**Lil' Prodigy learning Center Expulsion Policy**

Unfortunately, there are sometimes reasons we have to expel a child from our program, either on a short term or permanent basis. We want you to know we will do everything possible to work with the family of the child in order to prevent this policy from being enforced. The following are reasons we may have to expel or suspend a child from the center

**Immediate causes for Expulsion:**

-The child is at risk of causing serious injury to other children or himself/herself.

-Parent threatens physical or intimidating actions towards staff members.

-Parent exhibits verbal abuse to staff in front of enrolled children**.**

**Parental Actions for a Child's Expulsion:**

* Failure of parent to pay or habitual lateness in payments
* failure to complete required forms or providing copy of child's immunization records
* Habitual tardiness in picking up child
* Physical or verbal abuse or inappropriate behavior or language with staff or children.
* Other (Explain)

**Child's Actions for Expulsion:**

* failure of child to adjust after a reasonable amount of time
* uncontrollable tantrums or angry outbursts
* ongoing physical or verbal abuse or inappropriate behavior or language with staff or children
* behavior or learning disabilities, which require professional intervention, not provided by the center
* excessive biting
* Other (Explain)
* **Schedule of Expulsion:**
* If after the remedial above have not worked, the child’s parent/guardian will be advised verbally and in writing about the child’s or parent’s behavior warranting an expulsion. An expulsion action is meant to be a period of time so that the parent/guardian may work on the child’s behavior or to come to an agreement with the center. The parent or guardian will be informed regarding the length of the expulsion period and the expected behavioral changes required in order for the parent or child to return to the center. The parent/guardian will be given a specific expulsion date that allows the parent sufficient time to seek alternate child care (approximately one or two weeks notice depending on the risk to other children’s welfare or safety). Failure of the child/parent to satisfy the terms of the plan may result in permanent expulsion from the center.
* **A CHILD WIL NOT BE EXPELLED IF A PARENT/GUARDIAN**
* Made a complain to the Office of Licensing regarding a center’s a centers alleged violations of the licensing requirements.
* Reported abuse or neglect occurring at the center
* Questioned the center regarding policies and procedures
* Without giving the parent sufficient time to make other child care arrangements
* **PROACTIVE ACTIONS THAT CAN BE TAKEN IN ORDER TO PREVENT EXPULSION**
* Try to redirect child from negative behavior
* Reassess classroom environment, appropriateness of activities, supervision
* Always use positive methods and language while disciplining children.
* Praise appropriate behaviors
* Consistently apply consequences for rules
* Give the child verbal warnings
* Give the child time to regain control
* Document the child’s disruptive behavior and maintain confidentiality.
* Give the parent/guardian written copies of the disruptive behavior that might lead to expulsion.
* Schedule a conference including the director, classroom staff, and parent/guardian to discuss how to promote positivebehaviors.
* Give the parent literature of our other resources regarding methods of improving behavior
* Recommend and evaluation by a professional consult on premises
* Recommend an evaluation by local school district study team

Home Language Policy

Given the steady increase in the number of families and children whose home language is one other than English, as well as in the number of language spoken,”Lil Prodigy” is responsive to serving culturally and linguistically diverse populations to ensure a high quality program for all children and families. We are supportive of other languages through labeling of centers throughout the classrooms and by providing access to classroom materials in the home language. We also provide pictures when necessary around the classroom, and our children will benefit from learning basic sign language.

**Chain of Communication**

Owner: Kim Taormina (609)-381-3616

Owner: Tara Danna (609)408-5077

HR Management: Patti Latshaw

Director : Jessica Chadwick

Director:

Director: Gina Long

Directo: Danielle Ford

School Office: (609)390-1800

School Office (609) 463-8263

School Office (609) 436 4206

School Office (609) 301-4780

I have received, read, and understand the rules and regulations of Lil’ Prodigy Learning Center, along with the expulsion policy, the discipline policy, and the release of children policy, and agree to all the terms stated.

Child’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(please print)

Parent/Guardian Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(please print)

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Parent**

**Handbook**