



**WELCOME**

TO

**ALL SAINTS CHILDREN'S CENTER**

We hope you find the time spent at the Center enriching for all of your family as well as your child. This **Parent Handbook** contains information about the Center. Please read it carefully so you become familiar with our policies. We welcome and encourage parent involvement at the Children's Center, as it greatly enhances the program and fosters continuity between home and Center. If you have any questions, please feel free to discuss them with your child's teacher or the Director at any time.

All Saints Children's Center operates year-round and is open from 7:00 a.m. to 6:00 p.m. Monday through Friday. Children from six weeks to five years are accepted in both full-time and part-time programs. The classes move as a group in September and they are grouped by age as follows:

- Infants
- Toddlers
- Twos
- Threes
- Fours and Fives

**OUR BELIEFS AND VALUES**

***Excellence***

All Saints Children's Center strives for excellence in all areas, including:

- Staff – consistent, flexible, supported with continuing education and training
- Curriculum
- Facilities
- Safety
- Teacher-to-child ratios
- Professional resources

***Mission Statement***

All Saints Children's Center, established in 1966, is a non-sectarian, non-profit child development center serving infant through pre-kindergarten children. We provide a high quality, developmentally appropriate program in a safe, loving environment where each child can develop socially, emotionally, physically, and intellectually. We value diversity and welcome all families without regard to race, religion, national or ethnic origin, gender, sexual orientation, or socioeconomic status.

### ***Inclusive Community***

We strive to develop and nurture relationships within and outside of the Center through:

- Respect
- Diversity among staff, children and families with respect to ethnicity, race, culture, religion, socio-economic status and sexual orientation.
- Community awareness and involvement
- Responsibility

### ***Nurturing Environment***

We create a supportive, interactive, encouraging environment for all who are involved with ASCC -children, families, staff and community. We do this through:

- Advocacy for individual children's needs
- Friendliness
- Loving care
- A "Children First" philosophy
- Positive discipline

### ***Developmentally Appropriate Practices***

We provide a creative program that promotes the physical, social, emotional, and cognitive development of children while responding to the needs of families through:

- Curriculum
- Adult-Child Interaction
- Relations between Home and Program
- Developmental Evaluation of Children

### ***Communication***

We develop and sustain relationships by:

- Practicing active listening and providing feedback
- Assuring accessibility
- Encouraging collaboration and cooperation
- Insisting on consistent and transparent interactions among all involved with ASCC.

## **EDUCATIONAL PHILOSOPHY**

We believe children grow best in a caring atmosphere with a competent staff committed to providing love and discipline. We recognize that no Child Development Center can substitute for parents; however, we strive to provide care for children in partnership with their parents in a setting that is as comfortable and "homelike" as possible. All Saints Children's Center focuses on the essential social development that occurs in the early childhood years. Our program promotes self-respect, respect for others, self-control and appropriate expressions of feelings. Although we do not focus on academic activities, the children have opportunities to learn through exploration of various learning centers.

## **DEVELOPMENTAL GOALS OF ALL SAINTS CHILDREN'S CENTER**

### ***Goals for Infants and Toddlers***

Our goal in the Infant/Toddler program is to help children become secure, confident and competent. We provide an environment that is emotionally warm and nurturing, physically safe and cognitively challenging. There is a time for uninterrupted play and freedom to explore and interact with other infants. Respect is shown to the infant along with sensitive observation in order to understand her/his individual needs. It is our desire to work as a team with parents to provide the best for their child.

The curriculum for the infant class includes a series of three or four Early Childhood Education workshops that the parents and staff attend. Topics for the workshops include: Infant Brain Development, The Bonding/Attachment Process, Infant Health, Ages and Stages of Development, and Educating Your Infant. A real emphasis is placed on "Primary Group Care" in the classrooms and forming partnerships with parents.

### ***Goals for Two- to Five-Year-Olds***

Listed below are general goals and objectives for children between two and five years of age:

#### *Emotional Development*

- To persevere with most self-chosen tasks.
- To take care of materials and classroom environment.
- To demonstrate emerging self-discipline skills.
- To be able to separate from parents.
- To demonstrate an ability to think and make decisions.
- To demonstrate an increased ability to solve problems.
- To respond to direction from adults and peers.

#### *Communication Development*

- To recognize and respond to simple commands and questions.
- To focus attention on a speaker without interruption.
- To engage in conversation by sharing ideas and participation in group discussions.
- To use oral language in a variety of situations.
- To recall words in songs, chants, or finger plays.

### *Cognitive Development*

- To show curiosity and a desire to learn.
- To show awareness of basic colors and shapes.
- To form groups by sorting and matching objects according to their attributes.
- To understand one-to-one correspondences in counting.
- To put classified objects according to similarities and differences.
- To recognize their name.
- To show awareness of letters and their concepts.
- To be able to see and reproduce shapes.
- To present interesting and creative ideas and questions.

### *Motor Development*

- To demonstrate increasing loco motor coordination.
- To climb up and down equipment without falling.
- To show awareness of their body in space.
- To demonstrate fine motor skills; puzzles, manipulative, writing and cutting.
- To use writing and drawing tools.

## **CURRICULUM**

To implement our philosophy, we care for children in a developmentally appropriate environment. Children are given choices. They can experiment and explore with activities designed to meet their needs in all areas of development. The Center's curriculum is carefully planned by the teachers to offer choices designed to encourage physical skills, cognitive learning, problem-solving and independence. Active physical play, conceptual learning, art, music, science, math concepts, literature and dramatic play are part of the daily program.

For more specific information on Curriculum, please refer to the ASCC Curriculum Guide.

## **PLAY**

As child development professionals, we make the statement that play is a child's work. This statement is in response to the common adult perception that play is an activity with less value than "work." Play is the vehicle through which children learn and develop. The staff at All Saints have a comprehensive understanding of play and its relationship to learning; a primary goal of this program is to sustain and enhance the play activity of the children in the Center.

## **STAFF**

The All Saints Children's Center staff includes the Executive Director, an Assistant Director, Lead Teachers, Associate Teachers, and Teacher Assistants.

The staff are specialists in Early Childhood Education. They understand the importance of developing a positive relationship with each child. They have all completed early childhood education courses and are experienced in facilitating the growth and development of children from birth to age five. The administrative staff and teaching staff is fully qualified per the California State Community Care Licensing requirements. However, many staff members exceed the state qualifications with BA degrees, AA degrees, teacher permits and site or supervisor permits in Early Childhood Education; others are continuing their education at the junior college and university levels; and all full-time staff members hold current CPR/ First Aid certification.

## **BOARD OF DIRECTORS**

A 17 member Board of Directors, consisting of parents, and members of the community at large, meets on the fourth Tuesday of each month. The Board helps to determine Center policies, organizes fund raising events, and oversees the general functioning of the Center.

## **REGISTRATION/ENROLLMENT**

### *Registration/Enrollment for September, 2009*

Prospective parents are invited to attend a Parent Information Night in March, at which time, they can schedule a visit to observe in the classroom and meet with the Director to discuss appropriate placement. Following the visit, parents may submit an application for enrollment along with a \$50.00 non refundable application fee. Because we usually have more applicants than we have spaces, families are selected from a lottery with an intent to balance diversity as to gender, age, ethnicity, etc. Priority is given to siblings of current and former ASCC children. A letter inviting families to join All Saints Children's Center is mailed out in mid-April.

When a space is offered, a non refundable Tuition Deposit in the amount of \$500.00 per child is required to guarantee the space. \$250.00 will be applied to your first month's tuition. The remaining \$250.00 is a New Family Enrollment Fee.

A space will not be guaranteed until the Tuition Deposit is received. If a space is not available, families will be placed on a waiting list that is kept on file for one year.

*On-Going Registration and Enrollment*

As openings become available between September 2008 and September 2009, families on the waiting list will be contacted, and asked to send a \$500.00 enrollment fee in order to guarantee the space.

Prior to admission, each child should have a physical examination by a doctor, including proof of immunizations. The following forms are required upon admission: Physician's Report, California School Immunization Record, Health History, Parent's Medical Consent Form, Identification and Emergency Information, Needs & Service Plan (Infants and Toddlers Only), Field Trip Permission Slip, Get Acquainted Form, Personal Rights, and Parents' Rights Statement. These forms must be returned to the Center's office before your child's first day of attendance. Financial arrangements must also be made with our Director and a Tuition Agreement signed before your child's first day.

*Required Immunizations*

Age When Enrolling	Immunizations Required
2-3 Months.....	1 each of Polio, DTaP, Hib, Hep B
4-5 Months.....	2 each of Polio, DTaP, Hib, Hep B
6-14 Months.....	3 DTaP
	2 each of Polio, Hib, Hep B]
15-17 Months.....	3 each of Polio, DTaP
	2 Hep B
	1 MMR, on or after the first birthday
	1 Hib on or after the first birthday, regardless of any Hib doses given before the first birthday
18months-5years.....	3 Polio
	4 DTaP
	3 Hep B
	1MMR, on or after the first birthday
	1 Hib on or after the first birthday, regardless of any Hib doses given before the first birthday
	1 Varicella (chickenpox)

## LAUP (Los Angeles Universal Preschool) PROGRAM

In May 2005, All Saints Children's Center became one of the "Early Launch" sites for LAUP. The Los Angeles Universal Preschool Program is a non-profit organization created in 2004 and funded by First 5 LA. LAUP's goal is to make high-quality voluntary preschool available to every four-year-old in Los Angeles County, regardless of their family's income. Parents pay an initial \$280.00 investment fee. LAUP pays for the morning preschool program and the parents pay for the afternoon part of the program. Our current contract is an on-going contract with a rating review done each year.

### ***FINANCIAL RESPONSIBILITIES***

#### **TUITION POLICIES**

All Saints Children's Center's operating budget is based on tuition income spread out over a 52-week year. Our costs do not change monthly; we have the same staff salaries and overhead costs to meet. Therefore, **there is no tuition credit for sick days, holidays or vacation.** Additionally, if at any time a child temporarily drops from full-time to part-time enrollment, we will not be able to guarantee return to full-time enrollment.

- ***Tuition Payment***

Payment may be made by cash or check. Receipts will be issued on request. Families will not receive a bill unless their payment is late. Tuition payments can be put in the "tuition mailbox" which is located behind the desk in the front office.

The total annual tuition for the Pre-K program is divided into 11 installments and paid monthly from September through July, with no tuition due in August. Typically, the Pre-K Room children are transitioning to Kindergarten in the fall, and summer enrollment in this class is unpredictable. This payment arrangement stabilizes summer enrollment when our costs, including salaries, remain fixed. Therefore, the prepaid portion of the installments is ***non-refundable.***

#### **Mark Your Calendar!**

Tuition is due by the **1st** of each month; or you may pay in two installments on the **1st** and the **15th**.

- ***Returned Check Policy***

Should a check be returned for insufficient funds, an additional charge of \$15.00 shall be due upon presentation of payment. Payment of all returned checks and insufficient funds charges must be in cash or by cashier's check or money order. Upon receiving notice of a second returned check within 12 months, tuition must be paid in cash or by cashier's check or money order for the succeeding six months.

- ***Tuition Late Fee***

If payment is more than five days late, a fee of \$25.00 will be charged to your account. Enrollment may be terminated if tuition payments are more than one month delinquent. You are encouraged to discuss anticipated financial problems with the Director **before** the payment due date.

**Note:** Parents are responsible for timely payment, regardless of any "Flex Plan" payment cycle. Participation in such a plan is an individual family's choice for which the Center cannot be expected to bear the financial burden.

- ***Tuition Assistance***

*Philosophy and Purpose*

The Center's financial aid program draws its inspiration from the Center's mission statement and admission policy, both of which focus on ensuring access to the greater Pasadena area families. It addresses the need for financial assistance as an obstacle to admission and supports an enriched, pluralistic learning environment composed of children from different social and economic backgrounds.

*Criteria for Awarding Grants*

ASCC financial aid grants are awarded on the Basis of need only. A family must establish that a need exists in order to receive a grant. It is our good faith assumption that only families with true financial need will apply for tuition assistance. Our Financial Aid Committee at the Center will determine the grant amount to be awarded.

ASCC believes the primary responsibility for financing education rests with the family. If the family is not able to afford the monthly tuition, ASCC expects families to investigate other resources to afford tuition. Families might qualify for tuition assistance through CCIS (Child Care Information Service). After all of the family's own resources and outside agency assistance have been exhausted, parents may wish to apply for ASCC financial aid to make up the difference between the cost of education and what the family can contribute.



Financial need is determined by taking many factors into account including family income, assets (especially housing) and liabilities, net worth, standard living expenses, unusual expenses, family size, and the ability of both parents to work.

The Financial Aid Committee has prioritized tuition assistance to go to families who have both parents working full-time and still cannot afford monthly tuition.

The Financial Aid Committee maintains strict confidentiality over financial aid files. Teachers are not informed of financial aid decisions

#### *Renewal Applications and First-Time Applicants*

Renewal of financial aid is our first priority. Then, consideration is given to those seeking aid for the first time. Each year families fill out the Financial Aid Application. If the family's ability to pay decreases, ASCC will make an effort to raise the level of aid awarded, subject to fund availability. If a family's ability to contribute to the child's education increases, the level of aid awarded will decrease accordingly.

The Financial Aid Committee will consider applications from returning families who have not received financial aid in the past. However, we cannot guarantee that ASCC will be able to meet the financial needs of these families. It is our expectation that families who begin at ASCC paying the full tuition will continue to do so.

#### *Parents Who Are Separated or Divorced or Who Never Married*

Both parents must submit the Financial Aid Application. The custodial parent and step-parent (if applicable) and the non-custodial parent and step-parent (if applicable) complete and submit the application. Both custodial and non-custodial parents submit copies of tax forms and W-2 forms to ASCC.

The assets of both parents, if living, will be considered in the evaluation. Financial need is determined by a family's ability to meet educational expenses, not on a willingness or unwillingness to pay. Both parents retain the obligation to contribute what they can afford to the education of their children, regardless of any divorce or other agreements stating otherwise. The Financial Aid Committee will make an

#### **Procedures and Deadlines for Applying for Financial Aid**

- ☺ Pick up the **Financial Aid Application** from the ASCC office in July
- ☺ Complete and return the Application to the ASCC office by **August 1**. If exact figures are not available, use estimates. Do not delay submitting the form. Bring a signed copy of your **Federal tax form 1040** with all supporting schedules
- ☺ The Financial Aid Committee will notify you of the final decision within three weeks of turning in the application, and aid

award only after considering the financial resources of both parents, unless one parent has never provided financial support to the child or has been uninvolved in the child's life for some time.

If either parent remarries, the financial information of the step-parent must be included. We will take into consideration individual family relationships and financial agreements, as well as obligations of the parent and step-parent or other guardian to their other children as we process this financial information.

#### *Change in Financial Circumstances*

If you find that your family circumstances change significantly after you send in the financial aid forms, please let us know. We will take all new information into account before making a final financial aid decision.

#### *If You Need Help*

Please call Sandy Ahlstrand if you need help with any part of the financial aid application process.

- ***Refund of Fee***

Withdrawal from the Children's Center or reduction / increase of the number of days per week enrolled requires a 30-day notice to the Office (just informing your child's Lead Teacher is not sufficient). If less notice is given, tuition will be charged as follows: tuition for one month, minus the number of days (if any) for which the notice was given.

- **Tuition Increases**

A 30-day advance notice will be given when tuition increases are made.

### **ADDITIONAL FEES**

#### ***Health and Safety Fee***

At the time your child is enrolled and subsequently every September, an annual Health and Safety Fee is due for each child. The mandatory cost is \$25.00 for the school year. It includes the premium for "School time Insurance" (an accident policy requiring no paperwork on your part), and it offsets a portion of the staff's CPR training and the purchase of disaster supplies.

## **Activity Fee**

An annual Activity Fee is also due each September to reduce the number of times we ask families for additional money for activities during the year. This fee includes the cost of Snow Day, and visits by the Cabrillo Museum, Reptiles Families, and a Petting Zoo, as well as a Winter Holiday lunch and a Fourth of July barbecue.

Infant Room: \$ 5.00	Room 1: \$25.00
Room 2: \$35.00	Room 3: \$35.00
Pre-K Room: Morning program activities funded by LAUP	
Pre-K Room: Non-LAUP Eligible \$35	

## **Late Pick-up Charges**

If children are not picked up by 6:00 p.m., you will need to pay:

- **\$5.00** for **any fraction** of the first 5 minutes, plus
- **\$1.00** per minute thereafter.

Pick-up fees are charged **per child** and should be paid **directly to the teacher at the time of pick-up**. If we have been unable to contact a parent by 7:00 p.m., we will contact the Pasadena Police Department to pick up the child.

## **HOLIDAYS**

The Center is closed in observance of the following holidays (see back page for this year's dates):

- New Years Eve
- New Years Day
- Martin Luther King's Birthday
- Presidents Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day and the Friday after
- Christmas Eve
- Christmas Day
- In Service Days—close early

Please review the age-appropriate holiday curriculum guidelines on page 17.

## **LIFE AT ALL SAINTS CHILDREN'S CENTER**

### **HOURS OF OPERATION**

All Saints Children's Center is open Monday through Friday from 7:00 a.m. to 6:00 p.m. Pick-up after 6:00 p.m. will result in a "Late Fee." If we have been unable to contact a parent by 7:00 p.m., we will contact the Pasadena Police Department to pick up the child.

### **PARKING**

All Saints Church provides parking for the Children's Center. However, spaces are limited, and it is important that parents be familiar with parking guidelines. The Church is extremely supportive of the Center and we want to work together to guarantee a safe and workable parking arrangement. Parking arrangements are as follows:

- The Children's Center has the use of the three spaces on the curb all day.
- There are three spaces in the lot that are clearly marked as 15 minute drop-off and pick-up spaces. These spaces are available Monday -
- Friday from 7:00 a.m. to 9:00 a.m., and again from 4:00 p.m. to 6:00 p.m.
  - When the three spaces on the curb and the three spaces in the lot are full, then the remaining spaces are available on a first-come basis.
- Because parking is tight in the early morning and the late afternoon, please limit your parking time to 15 minutes. Occasionally the Church rents the lot to film crews on location. We will make every effort to advise you well in advance of such unusual events.

### **ARRIVAL**

Although it is our aim to provide services when parents most need it, we believe it is crucial for children to be on-time for the morning programs -- especially the LAUP pre-K program, which begins promptly at 8:30 a.m. Children in Rooms 2 and 3 are encouraged to arrive by 9:00 a.m. Those who come in late miss a valuable part of the educational experience. In addition, late arrivals often disturb



#### List of things your child needs at school:

- ☺ Sheet and blanket (pillow optional)
- ☺ Lunch — we provide milk or juice
- ☺ Clean extra clothes, including underwear

other children and staff who are busy carrying out the plans they have made for the day. Routine lateness, when it is detrimental to the child or other children, will be discussed with the parents. Please do not bring children into the Center **after 11:00 a.m.** unless arrangements have been made in advance.

Arrival time is also an important time for parents to relate important information about their child to the child's teacher. The teacher should be aware of changes within the family or home environment, any medications the child is taking, and planned trips or visits from relatives that might excite the child or interrupt the routine at home. It is best to communicate privately with the teacher or to give staff a brief note rather than to talk in front of the child.

## **TRANSITION**

Starting a new school can be a difficult experience for a parent and a young child. We encourage parent and child to visit the Center after the initial visit and prior to actual enrollment. Two or three visits to the Center during activity time, lunch and nap provide an opportunity for your child to become comfortable with the new environment before setting off on his/her own. The Lead Teacher in your child's class will contact you to arrange a smooth transition for your child.

Transitioning to a new classroom is really fun and exciting for the children, but can cause both parent and child some anxiety as well. One of the strengths of our program is our integrated curriculum, and the staff works together to prepare the children for their new adventure and to be sure that the teachers in the new classrooms are aware of each child's individual needs. If you have any concerns about your child and his/her new classroom, please address those concerns to your child's new Lead Teacher or to the Executive Director or Assistant Director. The continuity of our program is built around a sense of teamwork and community building among our staff; so please focus on moving forward with your child and marveling at his/her growing mastery of new and challenging skills and relationships.

## **HELPING CHILDREN FEEL COMFORTABLE WHEN PARENTS LEAVE**

At the beginning of the child's enrollment, parents should demonstrate their confidence in the child and the Center by saying 'goodbye' to the child only once and by leaving quickly, even if the child is crying. Prolonged leave-taking and displays of emotion by the parent usually result in a more difficult adjustment for the child.

Once the parent has left, teachers will help the child cope with the sadness and/or anger. At the beginning of the child's enrollment, teachers usually comfort crying

children with loving attention, help them verbalize their feelings, and reassure them that the parent will return at the specified time. They use pictures of each family (which can be submitted prior to the start of school) to help the child remember that family members continue to exist even when they are not physically present. Once the initial adjustment period has passed, the teachers use different strategies for helping children who are distressed when parents leave. These strategies will be discussed with parents individually, because they differ from child to child, depending on the teacher's assessment of the situation. Of course, parents may also call the Center to inquire about their child.

### ***Difficult Separations***

Most children exhibit moderate to severe concern about separating from the parent upon initial enrollment. Some continue to show some concern at various times during the school year. Their concerns are thought to arise from the child's uncertainty about being reunited with the family. Therefore, it is important for the parents to tell the child when s/he will be picked up and by whom. It is also important for the parent to be on time for pick up.

We recommend the parent say something like, ***"I will be back for you at [state time]. Your teacher will take good care of you until I come back for you. Have a good time. Goodbye."*** After one hug and one kiss, the parent should leave, even if the child is crying.

When children show signs of concern about separation after the initial adjustment period, it is more likely to be a bid for attention and control than anxiety about reunion with the family. We recommend that parents be very matter-of-fact about school attendance, saying something like:

***"Today is a school day. Would you like to wear this outfit or that one?" If the child cries or says, "I don't want to go to school," the parent can simply restate calmly, "This is a school day..." and continue with preparations.***

It is best to avoid lengthy discussions about how much fun the child will have or complicated explanations about the benefits of going to school.

Again, parents are always welcome to observe once the children have been dropped off. This usually assures parents that all is well, because those children who claim to hate coming to school usually become involved quickly and clearly demonstrate that they enjoy the experience once they are at school.

## SIGN-IN, SIGN-OUT

Each day the children must be brought **into the classroom** by an adult. This adult must sign his/her **full legal name** on the sign-in sheet. This is the State law. The same is also required at pick-up time. **Please make sure that a teacher knows when your child has arrived or is leaving.**

## DRESS

### *Clothing & Shoes*

Children should be sent to the Center in washable play clothes and shoes that are safe to run and climb in (no cowboy boots, party shoes, flip-flops or “jellies” please.) To help children become independent, clothing that is easy to pull up and down for toileting is also recommended. Hooded sweatshirts or jackets should not have strings around them. Children should not come to the Center with anything around their necks, such as chains, strings, or capes. **All sweaters and jackets should be labeled with your child’s name.**

Parents should ask themselves, ***“Will I be upset if my child comes home with dirt or paint on this outfit?”*** If the answer is ‘yes,’ the child should wear something else.

### *Diapers*

In compliance with Health Department regulations, all non-toilet trained children will be required to be in disposable diapers.

## TOYS

It is a Center policy that children not bring toys to school. “Comfort” items, such as stuffed animals or a special blanket, may be brought and stored in the child’s cubby to be used as needed. Items to “share” with the class may be brought to school in line with each teacher’s special instructions.

## NUTRITION

### *Breakfast and Snacks*

A nutritious breakfast is served between 8:00 and 8:30 each morning. Monthly menus are posted in the classrooms. We also provide a morning (10:00AM) and afternoon (3:30PM) snack.

## **Lunches**

Children need to bring their lunches. Please **do not** include beverages; we will supply either milk or juice. Please do not send perishable items, as our refrigerator space is limited. Here are just a few suggested items for your child's lunch:

- **Protein sources:** Cottage cheese, yogurt, cheese cubes, sliced meat or peanut butter in sandwiches, beans, sliced hard-boiled egg.
- **Carbohydrates:** Whole wheat bread, whole wheat tortillas, whole wheat pita, rice, corn, potato pancakes, fruit-sweetened cookies.
- **Vegetables, fruits:** Cooked carrot strips, grated carrots, green pepper strips, broccoli "trees," coleslaw, snipped-in-half cherry tomatoes or grapes, cooked vegetables of all kinds, washed peaches--pears--apples--nectarines, pitted cherries, and applesauce.

## **Hot Lunch Program**

Ebony N' Royale Catering provides lunch for families who are interested in having a hot lunch provided for their child. Parents who wish to sign up must complete a hot lunch form. You may choose to have lunch provided 1-5 days per week. The days must be consistent. Checks must be made payable directly to Rita Steppes, who is the owner of the catering company. The monthly lunch menu will be posted in each classroom. Below is the price list for the hot lunch program.

### **Hot Lunch Program Price List**

5 days per week	\$48
4 days per week	\$40
3 days per week	\$33
2 days per week	\$25
1 day per week	\$17

## **Birthday Snacks**

Each child's birthday is important. Parents are encouraged to provide a snack to celebrate a birthday with their child's class. These snacks might include muffins, Jell-O, ice cream, cookies, or fruit. Heavily frosted cakes and candy are not recommended. Piñatas, goodie bags and party favors are **not** to be brought to school at any time (holidays included) -- a simple snack and party napkins are sufficient. Teachers and parents will work together to provide a happy experience for the child and his/her friends.

### **Party Invitations**

Birthdays are a special time of heightened feelings in the lives of children. Please do not pass out party invitations in your child's class unless there is one for **every** child. A class list of addresses will be available from the office.

## ***Holiday Celebrations***

Holidays are included in the curriculum in Rooms 2, 3 and the Pre-K Room to:

- Teach children values
- Help children respect diversity and validate the child's/family's experiences
- Demonstrate different beliefs

We make every effort to stay away from the commercialism associated with holidays. Some of the holidays we include in our curriculum are:

### **ASCC values Holiday Values:**

- ☺ *Thanksgiving = **Sharing & Giving***
- ☺ *Winter Holidays = **Family & Traditions***
- ☺ *MLK Day = **Fairness & Equality***
- ☺ *Valentines Day = **Kindness & Appreciation***
- ☺ *Mother's/Father's Days = **Love & Respect***

### ***Thanksgiving***

Values: Sharing, giving, friendship

Activities may include:

Feasts and potlucks where children bring food to share

### ***Winter Holidays***

Values: Family, fun, togetherness, traditions

Activities may include:

Cooking crafts, cards, and children and families sharing traditions with the class

### ***Martin Luther King Day***

Values: Fairness and equality (this is taught all year)

### ***Valentines Day***

Values: Love, kindness, appreciation

Activities may include: Making Valentine treats and cards for family, friends and helpers

### ***Mother's Day and Father's Day***

Values: Love, kindness, respect, appreciation

Activities may include: School-made cards and treats, and/or luncheons or parties in the older classes

Parents are encouraged to talk with their child's teachers about other holidays your family celebrates and how we can include them in our curriculum.

***PLEASE NOTE: In keeping with our policy of developmentally appropriate curriculum, holidays are not part of the curriculum in the Infant Room and Room 1.***

## REST TIME

A two-hour nap or rest time is provided following lunch. Naptime for Room 1 runs from approximately 12:30 to 2:30 p.m. and from 1:00 to 3:00 p.m. for Rooms 2, 3 and the Pre-K Room. The Center supplies individual cots. Sheets and blankets (pillows optional) are brought from home. All bedding is sent home on Friday to be washed and returned on Monday. Please be sure to label all bedding.

## HEALTH REGULATIONS

We reserve the right to deny a child's attendance on any given day for any reason at the sole discretion of the Director. Please remember that other children as well as teachers may catch the illness that an ill child can bring to school.

### ***Exclusion Criteria Recommended by the American Academy of Pediatrics***

#### **Conditions Requiring Temporary Exclusion**

- The illness prevents the child from participating comfortably in activities as determined by the staff of the child care program
- The illness results in a greater need for care than the staff can provide without compromising their ability to care for other children.
- The child has any of the following conditions, unless a health professional determines the child's condition does not require exclusion:
  1. Appears to be severely ill.
  2. Fever of 101° F orally or 100° F auxiliary (armpit) and behavior change or other signs and symptoms, i.e. sore throat, rash, vomiting, diarrhea
  3. Diarrhea - defined by more watery stools and decreased form in the stools that is not associated with changes of diet
  4. Vomiting more than 2 times in the previous 24 hours
  5. Abdominal pain that continues for more than 2 hours or intermittent pain associated with fever or other signs or symptoms
  6. Mouth sores with drooling
  7. Rash with fever or behavioral changes.
  8. Pink or red conjunctiva (i.e., whites of the eyes) until treatment has been started
  9. Impetigo, until 24 hours after treatment has been started
  10. Head lice or nits, until treated with a chemical that kills lice and viable eggs have been killed or removed.

#### **Sick Child Policy**

When in doubt about your child's health, keep him/her home.

For more specific information refer to the "Managing Infectious Diseases in Child Care and Schools" published by the American Academy of Pediatrics, which is available in the office.

A green nasal discharge may indicate an infection requiring treatment by a physician. Please notify your child's teacher if your child has not been feeling well lately, or has been exposed to head lice, chicken pox, measles, meningitis or any other contagious disease. Also, please notify your child's teacher or the office if your child has come down with any of the above.

If your child becomes ill while at school, you will be contacted to discuss the symptoms and you will be asked to take the child home within one hour.

***It is important that you have a back-up plan  
for those days when your child is ill.***

### ***Medical Emergencies***

In case of medical and/or dental emergencies, the Center will immediately contact one or both parents, after (or at the same time) we have called 911. 90% of our staff have current CPR and First Aid Certification, and are trained to respond to medical emergencies. The decision to call 911 will be made by the Director, Assistant Director or Lead Teacher. Children will be transported to Huntington Memorial Hospital. **Parents are responsible for all medical bills resulting in a medical / dental emergency.**

### ***Medication***

Prescription and **non-prescription** medicine can only be administered by the Center's staff with written authorization from a physician and from the parent or guardian. The forms available for this written consent are in the classrooms. Medication shall be administered only according to instruction on the label. If instructions are altered or labels are missing, the medication cannot be administered. All medication is stored in the staff classroom cupboard or refrigerator. **No medication is to be put in the child's cubby.**

## **FIELD TRIPS**

Field trips are taken throughout the year. A *Field Trip Permission Slip* is included in the registration packet. All the children participate in walking field trips around the neighborhood as part of their curriculum; infants and toddlers venture out on walks strapped into the pushcarts generally once a month. You will be notified in advance of any field trip that is planned away from the immediate neighborhood. Parents are invited and are welcome to join their children on all field trips. Our Pre-K children go on field trips throughout the year. They travel to events using Pasadena's public transportation or parent's private vehicles.

## DISCIPLINE

We believe discipline at the Center should complement the goals of discipline found at home. We are interested in nurturing thoughtful and considerate children who are concerned with the welfare of others and their surrounding environment -- children who feel secure and in control within themselves. Our strategy in attaining this is to use positive, rather than punitive, methods.

Foremost in our discipline policy is the maintenance of a constant, yet flexible structure. Children do best when they know what is expected of them. Our staff promotes good behavior through age-appropriate strategies, including positive reinforcement and "setting a good example." This facilitates the child's identification with parental figures, and is the key factor in shaping good behavior in your children. The liberal use of phrases such as, "Thank you for helping us pick up the blocks," and, "It's nice to see you share your toy," as well as the staff's demonstrating appropriate nonverbal behavior, are effective means of implementing this strategy.

When unacceptable behavior occurs, a child is first given positive redirection. If this is not sufficient, the child is removed to another activity with the assurance that s/he may return when able to use proper behavior. This type of interchange allows the child to see the actual consequences of his or her actions, and reinforces the norms of acceptable behavior. If the problem continues, the child is removed to an adjacent area and given a "thinking time" no more than 1 minute per age of the child. This allows the child to regain some inner control and to reassess the situation. At the end of the "thinking time" the teacher and the child will discuss the problem and the child's feelings.

Episodes of unacceptable behavior are considered a normal part of children's development, and you are encouraged to discuss your child's behavior with your child's teacher. It is important for you to inform your child's teacher of changes or disruptions in his/her life that might affect behavior at the Center. This will help us understand and work together in supportive ways.

We also will inform you when we become concerned about a child's behavior. If a child repeatedly disrupts the flow of the class routine, or consistently seems overly angry or hostile, a conference with the family may be scheduled. This allows both the parents and the teachers to search the underlying causes of his or her behavior. If the problem persists, a specialist may be called in, with parental consent, to evaluate and help resolve the problem. This may result in an additional cost to the parents. If the problem behavior cannot be resolved to both the parents' and Center's satisfaction, termination may be necessary.

At no time will corporal punishment or verbal abuse be used to discipline a child. Violation of a child's rights shall also never be used as punishment, including: humiliation, intimidation, ridicule, coercion, threat, mental abuse or other actions of a punitive nature including, but not limited to: interference with functions of daily living including eating, sleeping or toileting, or withholding of shelter, clothing, medication, or aids of physical functioning.

## ***PARENT INVOLVEMENT***

### **VISITING**

The Center encourages parents to visit during the day. This makes the child feel very special and facilitates communication between the Center and home. Parents are also warmly invited to join scheduled field trips and other outside activities. We also emphasize that, while notification of visits is helpful, parents are free to come and go from the Center exclusively at their own discretion. When spending time in your child's classroom, or on the playground, please remember to keep conversations with teachers or other parents to a minimum, do not talk about any child or group of children. If you have a question about your child or about the teacher's approach, wait for a private time to talk with the teacher.

To help you supervise your child while you are visiting and sharing time with your children at the Center, please familiarize yourself with our classroom and playground rules:

#### *Classroom Rules:*

- Walking feet and inside voices
- We put away the toys we play with
- We sit in chairs or on the floor (not on the tables or cabinets)
- We keep our hands on our own body
- We only play in the classrooms ***when a teacher is present***

#### *Playground Rules:*

- Children are not allowed to open the gate
- Children need to remain seated on swings (no standing or jumping off)
- No more than three children at a time on the tire swing (no standing)
- Feet first down the slide, on bottoms only
- No climbing up the slide
- Children should not be in the hallway without adult supervision
- Children need to wear shoes when riding bikes and climbing structures

## **COMMUNICATION**

Open communication is the foundation of a harmonious child care facility. Please make use of our willingness to listen by communicating your needs and concerns as they arise. The lead teacher in your room, the Executive Director, and the Assistant Director are the persons directly responsible for the operation of the Center and have the training and experience to answer your questions and solve any problems that may arise.

## Forms of communication:

- **Daily Notes** are placed on each child's hook at the end of the day in Rooms 1, 2, and 3. These notes briefly describe the child's day, including information about eating and sleeping.
- **Weekly Lesson Plans** are sent home each Friday.
- The **Center News** is sent home monthly, providing information about staffing and upcoming events.
- Our website is **www.ascc4kids.org**. Information about enrollment, rates, our calendar, and special events can be accessed easily, as well as links to the current *Center News*, *Parent Handbook*, and the NAEYC, LAUP, and eScrip websites.
- The **Bulletin Boards** in each classroom contain news and information regarding classroom activities. The following items are also found on the bulletin boards:
  - medication forms
  - sign-in sheets
- **Parent Bulletin Boards** located at each end of the hallway contain information regarding Center policies, parking updates, parent education opportunities, ASCC tax ID number, parent participation opportunities, and upcoming Center events.
- **Parent/Teacher Conferences** are scheduled twice a year in February and June. We also invite you to sign up for a "Get Acquainted" Conference in September. Informal conferences can be scheduled at anytime by either parents or teachers.

## PARENT WORKSHOPS

Periodically throughout the year, parenting workshops will be offered on subjects of interest to families with young children. Watch for announcements in the *Center News* and on the Parent Bulletin Boards.

## ASCC PARENT PARTICIPATION GUIDELINES

Parent Participation is a commitment made by the parents in supporting All Saint Children's Center.

Parents may choose one of the following three plans to satisfy the participation requirements:

### **PLAN A THE FUNDRAISER SALES / VOLUNTEER PLAN**

Pledging "special event" sales totaling **\$300** which includes  
Wreaths at \$10 per wreath / Coffee at \$10 per 2 bags sold  
Silent Auction items (minimum value \$30 each)

**AND**

A total of **15** hours volunteered in helping at center events:

- Center Work Days
- Fund raising events – planning, set-up, clean-up, etc. for Wreath / Coffee Sale and Silent Auction. (This does **NOT** include time spent selling or procuring items for Silent Auction.)
- Folding, stuffing, stamping, mailing fund raising letters

**PLAN B LEADERSHIP PLAN**

Sitting on the Fund Raising Committee and chairing one or more of the fund raising events:

- Spring Fling / Silent Auction
- Wreath and Coffee Sale
- Fall Event
- Other events decided upon by the fundraising committee

**OR**

Becoming a Classroom Parent Partner  
minimum 2 people  
maximum 4 people (per classroom)

Two-parent families are required to contribute to the Center the equivalent of **\$300** per family per year from their time and/or resources; single-parent families are required to contribute the equivalent of **\$150** per family per year. ***This applies to both full-time and part-time families equally.***

A. One parent partner will be a representative on the fund raising committee and will be responsible for chairing a sub-committee of at least one event, (i.e. Spring Fling / Silent Auction, Wreath and Coffee Sale, Fall Event, etc.) **and** will be responsible for recruiting parent volunteers as needed.

- B. One parent partner will represent the classroom
- Welcoming new parents to the center
  - Maintaining communication with parents through emails
  - Classroom meeting / potlucks (i.e. Stone Soup, Week of the Young Child)
  - Coordinate events for staff appreciation:  
Birthday, Holidays, Staff Appreciation Dinner / Lunch

**PLAN C THE BUY-OUT PLAN**

A monetary pledge separate from any other charitable support will satisfy the requirements in full:

- \$1,000 for 1 child
- \$1,500 for 2 or more children

Payment schedule: lump sum payment due by 10/15; or  
½ of amount due by 10/15 with other ½ of  
amount due by 3/1; or  
\$100 per month for 10 months (\$150 for 2 or  
more children) September thru June

The Parent Participation obligation must be fulfilled during the period of September 1 through May 31. One-half of the pledge of time and/or resources should be completed before December 31, and the remaining half of the hours/items should be completed by May 31.

Pledges of time and/or resources are made by completing the checklist which is a part of the Payment Agreement signed by parents upon enrollment. Parents are responsible for recording pledges fulfilled in the Parent Participation Log available in your child's classroom.

***\*\*Parent service hour/item pledges not fulfilled will be billed cumulatively in December and May at the rate of \$30.00 per month***

## FUND RAISING

### ***Holiday and Spring Campaign Letters***

In addition to the Parent Participation obligation described above, there will be voluntary monetary fund raisers. In November and/or as needed, your family will receive a letter in the mail asking for a tax-deductible, monetary gift to the Center, above and beyond tuition or Plan C above. The Fund Raising Committee of the Board has set a goal of **100% participation** of ASCC families. We expect that all families will participate in each of the fund raisers to the fullest extent they are able.

The Center also participates in the **eScrip** program -- it's fast, it's fun, and it's free! When you register your frequent shopper cards or credit/debit cards with eScrip, participating vendors will donate a percentage of your purchase cost to the Children's Center. eScrip is completely confidential and enrollment is completed over a secure link. Sign up at [http://www.escrip.com/program/new\\_members.html](http://www.escrip.com/program/new_members.html); or you can click on the link located on our ASCC website, [www.ascc4kids.org](http://www.ascc4kids.org).

Additional ways to contribute are through **United Way** designation and corporate **matching gifts**. Please talk to your human resources department about ways your employer can support All Saints.

## **STAFF EMPLOYMENT OUTSIDE OF THE CENTER**

Our staff are licensed and certified to only provide child care at All Saints Children's Center (ASCC) Monday through Friday from 7:00 a.m. to 6:00 p.m. Parents who employ staff to baby sit outside of the Center do so with the understanding that the staff employed in this manner are not agents of ASCC , and that ASCC assumes no responsibility or liability for it's employees outside the Center's operating hours.

Parents who employ staff to baby sit must fill out and sign a release of liability form available in each classroom. Completed forms need to be returned to the office before any staff member baby sits for a Center family.

To ensure the teachers' undivided attention to the children at ASCC, please do not call during our hours of operation to arrange outside babysitting.

## **RIGHTS OF THE AGENCY**

Community Care Licensing has the authority to interview children or staff without prior parental consent. Community Care Licensing also has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect or inappropriate placement.

## **PARENT GRIEVANCE PROCEDURES**

It is the responsibility of the staff at All Saints Children's Center to be sensitive and responsive to the needs and concerns of all children and their families. Parent concerns should be openly and freely discussed, whenever possible, with the child's teachers.

If for any reason the parent feels s/he is unable to reach an understanding with the teacher, then the parent may request the assistance of the Director. Concerns (grievances) need to be stated in writing and given to the Director, who then has three working days to meet with the parent (and teacher, if necessary) to resolve the grievance.

If the Director is unable to satisfactorily resolve the problem, then the parent may present the grievance in writing to the President of the Board of Directors, who will act upon it within five working days. The decision and supporting reasons shall be reported in writing to the parent and to the Director.

All grievance proceedings must be held confidential by all parties to the process.

## TIPS FOR PARENTS

The Director and Staff at All Saints Children's Center feel privileged to share in the growth and development of each young child. The following suggestions may provide a guide which can lead to a meaningful parent/child relationship.

1. Take time to listen to your child. Regular periods of conversation at special times are important.
2. Your child will be anxious to share his/her thoughts with you. Ask him/her what s/he sees as you drive to the Center or take walks together.
3. Make certain that mealtime is a happy, quiet and relaxed time when as many family members as possible can come together.
4. Make every effort to alleviate your child's feelings of anxiety at separation. Leave your child from time to time with competent, caring friends or sitters.
5. Take advantage of your local library and its children's section. Visit the zoo, puppet shows, parks, places where children gather to play to help her/him adjust to group activities.
6. Encourage your child to learn his/her full name, address and, if possible, telephone number at an age-appropriate level. Try teaching them their telephone number by singing it to the "ABC Song."
7. Help your child to take care of her/his dressing and toilet needs independently. Make certain clothes and shoes are manageable. Independence is a vital part of the development of the child. The environment of the Center is based on the philosophy that once a child is able to do something alone, s/he needs to be independent of help in that area (i.e., once a child walks, s/he needs to be allowed to walk into and out of the Center). Expediency and time often make us hurry the child and hinder the growth and development of independence.
8. Consider carefully the quality of programs and time spent by your young child viewing television. Become informed on effects from viewing violence and other programs which may evoke feelings of violence or other strong emotions.
9. Provide opportunities to reinforce left to right movement when reading stories to your child. (Use your hand to guide along the words as you read.)

10. Ask your child to tell you about his/her day when you pick him/her up from the Center. It is best not to ask, "What did you do today?" The general response is, "Oh, nothing;" but if you simply ask him/her to tell you about the day, you may get more information.
11. When playtime is over, encourage your child to put her/his toys away in the proper place.
12. Make every effort to read to your child daily to develop a love of storytelling, and on occasion ask her/him to tell you the story with the pictures.

Most of all, be generous with love and praise for your young child. He or she is developing a feeling of self worth that will take him/her through the years ahead. Nothing can replace the words, "I love you." Your unconditional love will heal wounds, build confidence, and remain with your child forever!

**We thank you for your support, cooperation,  
and the confidence you place in us  
for the care of your child.**