



SUBJECT: Nondiscrimination in Service

TO: Patients/Clients/Residents/Parents

FROM: Michael V. Fink

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

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

Any individual/client/patient/student (and or their guardian) who believes they have been discriminated against, may file a complaint of discrimination with:

Studio Kids Early Learning Center
1223 N Cameron Street
Harrisburg, Pa. 17103

Department of Public Welfare
Bureau of Equal Opportunity
Room 223, Health & Welfare Building
PO Box 2675
Harrisburg, Pa. 17120

PA Human Relations Commission
Harrisburg Regional Office
333 Market Street, 8th Floor
Harrisburg, Pa. 17101

U.S Dpt. Of Health & Human Services
Office for Civil Rights
Suite 372, Public Ledger Bldg.
150 South Independence Mall West
Philadelphia, Pa. 19106-9111

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GRIEVANCES OR COMPLAINTS

Problems pertaining to the daycare, or any of the staff working there should be brought directly to the Director and not to any other staff. If there is a problem that cannot be settled by the Director, a meeting will be scheduled with the parent(s) concerning the issue.

Parents, The following statements must be included in the Studio Kids Early Learning Center Parent Handbook.

I understand that the daycare Center may refer me to an agency for assistance and support regarding Health, Wellness Education and Behavior issues.

I will supply a copy of my child's IEP to the daycare Center. If a meeting is needed, we will host and support the child. Director and staff are available to be a part of the meetings.

I agree to update my child's DPW forms every six (6) months and/or when there is a change in any of my information.

I understand that within 45 days of enrollment my child will be observed for developmental status.

I understand that the staff are using the PA Early Learning Standards in the daily lesson plans for my child's classroom.

SUMMARY

All staff has appropriate educational qualifications. The Center is licensed according to the PA Department of Public Welfare Rules and Regulations.

The Staff is mandated, by state law, to report any suspected cases of child abuse or neglect to the appropriate authorities for investigation.

The Staff are not allowed to baby-sit or transport children at any time outside of the daycare program. Immediate disciplinary action will be taken by the Director toward staff if a violation is discovered.

We encourage you to contact the teachers or Director with comments, questions or praise about your child at the Center. Our number one concern is a happy, enjoyable learning experience for your child. We hope that our Child Care Program will be the first step in your child's educational involvement.

Thank you for your interest in the Studio Kids Early Learning Center!



Expulsion Policy

Prior to expulsion, a parent will be called and correspondence will be sent home indicating what the problem is, and every effort will be made by both the center and the parent to correct the problem. If, after one or two weeks, depending on the risk to other children's welfare or safety, behavior does not improve, and the center finds that they can no longer accommodate the child, the parent will be asked to remove him/her. The parent will be given minimum of one weeks' notice to find another center to provide care for this child.

Immediate Causes for Expulsion

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

Child's Actions for Expulsion

- Failure to adjust after a reasonable amount of time.
- Uncontrollable tantrums/angry outbursts.
- Ongoing physical or verbal abuse to staff or other children.
- Excessive biting.

Steps before Expulsion

- Verbal warning
- Written Notice
- Ages and Stages/outlining concerns for parents
- Written plan between parent and staff to make improvements inside and outside the center.
- Refer parent to outside agency
- Suspension if no improvement
- Termination after 5 suspensions

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 that we will do everything possible to work with family of the child(ren) in order to prevent this policy from being enforced.

Keep in mind our ultimate goal is to ensure all children are safe at all times.



External Support

We welcome behavior specialist, speech therapist, and any sort of services your child may need outside of what we take care of. All service providers will need proper ID, and paperwork verifying their services. Please make staff aware of any services your child may need or you may be interested in information for, as we work side by side with them and you to ensure we are giving your child the best care and education possible.

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Parent/Teacher Conferences- Within the first 45 days we use a screening tool called called Ages and Stages to graph where your child is at and if there are any concerns, we will set up a time to meet and discuss this observation. We also do Parent/Teacher Conferences every 6 months after. We will go over their child service reports, which document their progression, physical, social, behavioral, and developmental. At this time you may also discuss any concerns you may have so that we may work together to help your child be where they need to be and answer any questions you have had. It is important that you make time to attend these conferences.

Communication Policy – Infants/Toddlers: Daily sheets will be sent home documenting their day, what they ate, when they slept, what activities they did and what they may need for the following day and/or week. Please make sure you receive these papers daily.

Preschool: Your child will be given a Class Dojo code upon enrollment into the preschool classroom, please be sure to download the app and sign into the parent category using your child's own personal code. Preschool Staff will post reminders and weekly activities on here. You may also contact your child's teacher personally on there to express any concerns and/or questions you may have.

Transition Policy - From infant-preschool children will transition 30 days prior to their birthday into the next classroom depending on the age they are turning. Children will spend 3 days out of the week in the next classroom adjusting to their routine and getting to know staff. After 30 days and once staff feel child is ready, child will permanently be moved up into next classroom. Parents will be notified 30 days prior to their birthday of the transition and what they can do to make it an easy process for them and their children. We encourage you to become familiar with staff throughout the building as your child will grow with us and eventually have a relationship with each of our staff members.

Transition Policy- Infants

10 months – work on holding spoons and bottles for feedings. Guide baby through the feeding process allowing them to feed on their own.

11 months – work on taking baby steps, and drinking out of cup. Assist baby on walking, guiding steps and providing push stand items for baby to gain stability through.

12 months – work on standing and walking. Allow baby to take steps without assistance while standing a reasonable distance to help baby if he/she may lose balance.

Encourage moving up strategies.

For those infants who learn a little later, continue the transition strategies for 3 more months. If necessary extend transition period.

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Transitional Activities

Early Standards: _____

Within 30 days of your child's next birthday they will begin transitioning into their new classroom. Please stop by to meet their new teachers and see how you can make the transition process easier for your child. When we feel your child is ready your child will be moved up, if you have any concerns with the change please see your child's teacher. We look forward to seeing your child continue to grow and learn as they move on up in our center.

Date: _____

Dear: _____

I'm pleased to share with you that it's time for _____ to transition to the _____ room.

It is important to us that your child has time to adjust to his/her new room, new classmates and new teachers, therefore we have arranged for your child to visit the new classroom periodically throughout the next week beginning on _____. _____ will visit on M T W T H F (circle all that apply) during these times _____.

The teachers also invite you to bring _____ upstairs for brief visits at drop-off and pick-up times to check out the room as we think it will help the transition.

If you have questions regarding the preschool room policies and schedule, please ask one of the teachers: _____.

We all appreciate your cooperation, and look forward to _____'s new beginning!

Sincerely,

Lisa Ballard, Director

Transition Policy- Young Toddlers

14-18 months – work on independent feeding. Allow child to feed themselves and use appropriate utensils. (cup, spoon, napkins)

18-24 months – work on independent arts and crafts. Allow child to paint and create freely, explore crayons, and writing utensils.

23-26 months – work on rotating days in the 2 yr. old classroom. Make transition schedule based on staff/child ratio and child's readiness.

Encourage moving up strategies.

For those younger toddlers who learn a little later, continue the transition strategies for 3 more months. If necessary extend transition period.

Transition Policy- Older Toddlers

24-30 Months- work on hand washing. Allow child to wash hands teaching techniques and strategies to encourage proper handwashing.

26-36 months- work on potty training. Assist child in bathroom, consistently allowing child to use bathroom during diapering.

30-36 months – work on independently dressing themselves. Assist child putting his/her coat on and off. Assist child putting his/her shoes on and off. Assist child with pulling pants up and down during pottyng.

35-37 months – work on rotating days in the preschool classroom. Make transition schedule based on staff/child ratio and child's readiness.

Encourage moving up strategies.

Extend transition if necessary.

Transition Policy- Preschool

3-4 yr. olds – Work on counting 1-100.

Work on letter recognition. Work on months, weekdays, colors, shapes. Use Spanish and English. Make all above circle time routines. Practice name writing daily.

4 yr. olds – work on independent writing. Allow children to practice letter writing and short words, using examples and writing boards.

4-5 yr. olds – work on walking in lines, raising your hand when answering. Work on completing homework, send homework based on what child is learning or could use more work on. Encourage parents to play active role in this transition.

Encourage moving up strategies at home by sending home kindergarten prep ideas.



Safety rules for our School Age Children

1. **Have an emergency plan.** Inspect your home thoroughly for any safety risks. Make sure that all of the smoke detectors are functioning properly. Even if you believe it to be common sense, review the sound of the alarm — and what to do if it goes off — with your child. She should get out of the house immediately and then call 911 from a neighbor's house. Review the emergency exits by drawing a map that outlines the best pathways to safety from each room in the house. Post relevant phone numbers (911, a close neighbor, your cell and work numbers) prominently.
2. **Always check in.** Make it a rule that your child calls a parent (or other adult that you designate), or leaves you a message, as soon as he gets home. This can be the first step in a daily routine that includes homework, a snack, and some downtime.
3. **Make the phone (almost) off-limits.** Your child shouldn't answer the phone for just anyone, so set up guidelines. If you have a land line with caller ID, tell her not to answer the phone if she doesn't recognize the name or number. If you don't have caller ID, tell him that she should let every call go to voice mail. If you child is old enough to have her own cell phone, use the same guidelines.
4. **Don't leave the house.** Your child should not leave the house unattended unless he's cleared it with you first or there is an

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Preteen Discharge Procedure

As your child reaches their preteen age he/she will no longer be eligible for services. We provide services up to 12 years of age, but will recommend affordable childcare services and/or after school programs within the city. Check for flyers and/or brochures at our sign-in table, where other services and events may also be found. We enjoy having your children and want to make the departure process as easy as possible. Thank you for your business and support.

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SUPERVISION MONTHLY CHECK LIST

- COMPARE MEAL COUNTS WITH THE NUMBER OF CHILDREN IN CLASSROOM
- GIVE A HEAD COUNT AND COMPARE WITH THE WALK AWAY FORM WHEN LEAVING BUILDING.
- ASK THE NUMBER OF KIDS IN THE CLASSROOM AND COMPARE WITH THE AMOUNT OF KIDS IN THE DIFFERENT GROUPS PUT TOGETHER.
- GETTING A HEAD COUNT WHEN TRANSITIONING INTO DIFFERENT CLASSROOMS, WHILE LEAVING THE ROOM AND WHEN ENTERING THE NEW ROOM.

Caring for Our Children:



National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition

A Joint Collaborative Project of

American Academy of Pediatrics
141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1019

American Public Health Association
800 I Street, NW
Washington, DC 20001-3710

National Resource Center for Health and Safety in Child Care and Early Education
University of Colorado, College of Nursing
13120 E 19th Avenue
Aurora, CO 80045

Support for this project was provided by the
Maternal and Child Health Bureau,
Health Resources and Services Administration,
U.S. Department of Health and Human Services
(Cooperative Agreement #U46MC09810)



CARING FOR OUR CHILDREN

Studio Kids Early Learning Center uses Caring for our Children App. for a care plan. It is used in cases when we have a child in care with special needs, asthma, medical needs, food allergies and medication administration.

Lisa M. Ballard

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Sign Language Barrier Protocol

Each classroom has a posted sign of commonly used words and its translation through sign, for children and families who only use sign language to communicate. Along with our signs posted, at least one staff member in each classroom has access to a tablet with the app Mimix3D Sign Language Translator downloaded which translates text into sign language.

Language Barrier Strategies: Our work as child care providers brings us into close contact with a spectrum of cultures, ethnicities, and languages. Together we work to make it an appropriate environment for every cultural and ethnic background. As a center we practice Spanish as a second language, teaching the children different commands and adding Spanish to our circle time routine. We communicate with parents who speak Spanish by having our Spanish speaking staff translate or even using google translate when needed. We have many Spanish speaking staff. When addressed with different ethnicities, outside of English and Spanish, we use solely google translate, although it doesn't happen often.

sign

me

**Communicate
Even Before Your Baby Can Talk!**



Bath



Bed



Cookie



Daddy



Eat



Frog



Gentle



Hear



Help



Horse



Hot



I Love You



Milk



Mommy



More



No Touch



Potty



Shoes



Telephone



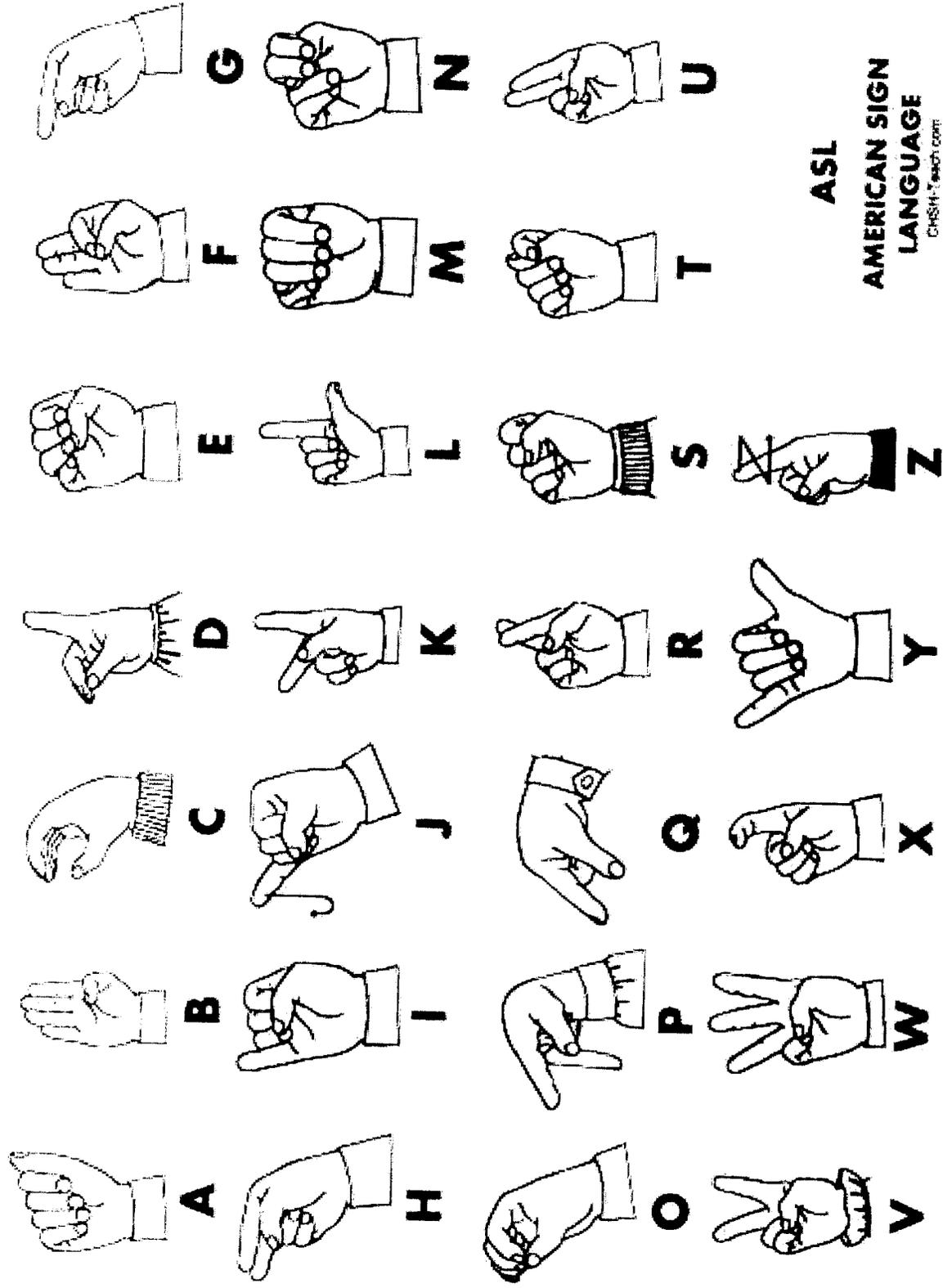
Thank You



Where



www.signwithme.com



ASL
AMERICAN SIGN
LANGUAGE
CHSH-Teach.com

Early Intervention Services Referral Policy

Every 6 months we will meet to discuss your child's progress and any concern we may have with his/her development using our Child Service Reports. If we find that your child may need any outreach services we will work with you to find the most convenient, accessible services for you and your child.

While all children grow and develop in unique ways, some children experience delays in their development. Children with developmental delays and disabilities benefit from The Pennsylvania Early Intervention program, a state supported network of parents, service practitioners, and others which builds upon the natural learning opportunities that occur within the daily routines of a child and their family.

What is Early Intervention?

Early Intervention supports and services are designed to meet the developmental needs of children with a disability as well as the needs of the family related to enhancing the child's development in one or more of the following areas:

- Physical development, including vision and hearing
- Cognitive development
- Communication development
- Social or emotional development
- Adaptive development

Parents who have questions about their child's development may also contact the **CONNECT Helpline at 1-800-692-7288**. The CONNECT Helpline assists families in locating resources and providing information regarding child development for children ages birth to age 5. In addition, CONNECT can assist parents by making a direct link to their county early intervention program or local preschool early intervention program.

To make a referral for early intervention, please call the CONNECT Helpline at 1-800-692-7288 www.connectpa.net



Center Educational Strategies

Our Center works with Creative Curriculum Teaching Strategies who partner with early childhood educators by providing innovative, effective resources that empower and inspire them as we teach and care for our youngest learners during the critical, formative years from birth through third grade.

We are committed to advancing the field of early childhood education through high-quality, integrated resources; responsive, ongoing support; and research-based, research-proven solutions that enable every early childhood educator to open doors to lifelong learning.

Teaching Strategies 5 core values reflect what they believe in:

- **Innovative:** We incorporate the latest research into a fresh approach to teaching and learning that is both practical and cutting-edge.
- **Responsive:** We plan our products and services to address the day-to-day realities of today's educator.
- **Collaborative:** We work together across many disciplines to create comprehensive solutions for early childhood programs.
- **Respectful:** We deeply respect our colleagues in the field by creating resources that support their professional and individual growth and recognize the important role they play in children's lives.
- **Ethical:** We are a socially conscious company that conducts business with personal and professional integrity.

The results from the assessment of the children's development are used for curriculum planning and instruction, individual child planning, and referral to community resources.

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