

TRIGG TOTS

Early Childhood Center



Parent Handbook

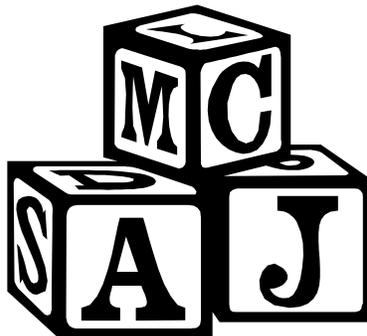
To the Parents of Trigg Tots:

This handbook is designed for the parents of our Trigg Tots Early Childhood Center so you will have a better understanding of the day-to-day operation of our program and to help you better assist your child in making his/her adjustments to the childcare center.

We will strive to give your child the loving care and guidance children need in the formative years. We welcome your child to the center and hope the experiences here will be happy, wholesome ones. As parents, you are cordially invited to visit, ask questions, and make suggestions. The best assurance for the success of your child's experience is the close cooperation and understanding of parents and staff.

Learning happens through play and in a planned environment, with an educational program for total child development in creative learning, readiness skills, and interpersonal relationships. Your child is ear, eye, and touch hungry. Let us understand him/her together and make this year a joyous one as your child learns and grows in a nurturing environment.

You are a special part of this program, and we hope to see and hear from you often during the year.



PLEASE READ THIS HANDBOOK CAREFULLY AND KEEP IT SO YOU MAY REFER TO IT WHEN NEEDED DURING THE YEAR.

STATEMENT OF PURPOSE

The Trigg Tots Early Childhood Center is a childcare program offered to any and all Trigg County Public School employees under contract and students. The program is also offered to any employee who has a grandchild or legal guardianship over a child, a niece or a nephew, the aunt or uncle of a child who needs care during the school day. The program is also offered to all substitutes of Trigg County Public Schools. All full time slots prioritize over if available part time in the center. The center operates under the Kentucky State Daycare Ratios. If all slots are full in each classroom, a waiting list is used to determine the eligibility in the classroom. The purpose is to provide a safe, nurturing childcare center on the school campus which will meet the developmental needs of the child and emphasize social, physical, mental, emotional, and moral growth in an environment appropriate for the young child.

GENERAL OBJECTIVES

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| Socially | To develop an attitude of kindness, cooperation, courtesy, and helpfulness. |
| Physically | To develop muscular coordination and control, and to develop desirable health habits. |
| Mentally | To develop independent thinking, accept the results of a decision, and to develop language power. |
| Emotionally | To develop the skill necessary to meet new situations with a reasonable amount of stability, initiate and follow through a simple plan of work, and grow in self-confidence as he/she learns to do more things for himself/herself and to solve his/her own problems. |
| Morally | To develop virtues, ethics, and characteristics that will help discriminate from right and wrong, help guide in good living practices, and help conduct himself/herself as an honorable member of society. |

Young children learn best through first hand experiences. They need many opportunities to touch, feel, handle, create, build, experiment, and explore. A lot of their time is spent "playing." Play is the business of childhood. Through play, children begin to clarify their confusions, orient

themselves to their immediate world, accept themselves as creative individuals, solve problems, and build concepts.

Young children like repetition and dramatic play. They can spend surprisingly long periods of time on things that interest them, but only short periods of time on activities beyond their physical and mental readiness.

The most important thing to establish is a healthy learning environment where the child feels secure, feels wanted and respected, and feels free to explore. It is an environment conducive to learning about one's self, one's world, people and things. It is an environment that promotes success.

The Trigg Tots Early Childhood Center is designed to bridge the gap between home and school for each child at his/her own rate. Children share common characteristics and have unique, individual characteristics that determine what each child is able to learn at any given time. Trigg Tots provides a developmentally appropriate program that will provide for the common characteristics as well as the individual stages of development of each child. The program is designed to create a nurturing environment that provides stimulating activities at each child's own developmental level.

All children are screened within the first 90 days of enrollment using the Ages and Stages, Brigance Screening for the classroom. If a referral is needed this will take place within the 30 days of the screening and also parent notification. Speech, First Steps, Primary Preschool are all involved in planning with center director, teacher, parent and other outside resources if needed.

PARENT INVOLVEMENT

Parent involvement is seen as beneficial to our program. Parents are encouraged to be involved as much as possible and to serve as "resource people" in providing experiences with the children. If you have a particular skill or interest that the children might enjoy (arts & crafts, music, story telling, etc.) the staff would appreciate learning about it.

Trigg Tots Student Parents: Students who are parents of children in Trigg Tots are not allowed to check out children and visit classrooms. Students are to check in their child in the morning and go to their assigned class. Students are not allowed to drop off their child and leave the school campus. When school is over students are to pick up their child and leave the campus.

The only time a student is allowed to leave their child at Trigg Tots is if a teacher/administrator has requested the student to stay with them after school.

VISITING THE CENTER

Parents are always welcome to visit the center. However, most children make a better adjustment if, during the first few days at the center, the parent brings the child in the center, assures him/her that they will return later, and leaves promptly. After your child has grown to feel at home in this new environment, they will enjoy having you visit and showing you around.

For security measures at the center, the main door will be locked during between 8 am and 3 pm. You will be asked to contact on the brightwheel app if you are coming late or early to pickup your child. Visitors will be asked to sign in at the center.

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STAFF

Each staff member will complete fifteen (15) hours of staff development training annually. The Director is required to have twenty-one (21) hours. Each staff member also has CPR and First Aid certification. Each staff member is trained to teach young children and is committed to these goals:

- 1) To promote the growth of self worth in your child.
- 2) To encourage children to value the uniqueness of others.
- 3) To create a safe, secure environment that encourages exploration and learning by discovery.
- 4) To keep open communication among staff, parents, and children.
- 5) To challenge each child to develop his/her full potential in the areas of social, emotional, motor, and cognitive skills.

- 6) To provide stimulating activities and lessons that will teach through imaginative play, social interaction, hands on experience, full choice, stories, and example of staff.
- 7) To provide a developmentally appropriate program to meet the need of each individual child.

WRITTEN VOLUNTEER POLICY (Added May 9, 2018)

Kentucky Child Care Standards of Practice for Licensed Providers required a written volunteer policy to be in place for all license daycare centers. Text 922 KAR 2:090. Section 8. General. (4) Program Policies and Procedures shall comply with the policies and procedures of the child-care center. All volunteers and board members must comply with the center's policies and procedures. It is the responsibility of the child care center to maintain for review copies of all background checks for any person who has supervisory control over or unsupervised contact with a child. A volunteer is an individual who takes part in the planned activity, interacts with the children, performs a reoccurring function for the child care center, and may/may not have supervisory/disciplinary control of a child, depending on the child care center volunteer policy. A visitor is an individual who observes or presents a part of a planned activity, has supervised interaction with the children and has no supervisory/disciplinary control of a child enrolled and would not require background checks (exception is their child). A visitor has an infrequent primarily non-recurring presence at the center as follows: • Family members who come to the center for a family involvement activity are considered visitors. • Visitors may not be left alone with children, supervise children or discipline children in accordance with 922 KAR 2:090 Section 6(4) and section three of this administrative regulation. Regulated Child Care Survey Method Review the policies. Amended, 8-1-2018 Trigg Tots has a WRITTEN VOLUNTEER PLAN that is outlined with the Child Development Class that is offered at Trigg County High School. The plan is attached to the end of this handbook.

SIGN-IN/SIGN-OUT

State regulations require that each child must be signed in and out daily. A code will be assigned to you to use on the brightwheel app for signing and in and out daily. Our program will not release your child to anyone other than the parent/guardian or an authorized escort listed on the child's forms that are on file at the center. Please let the staff know if

your child will be leaving with one of his/her authorized escorts or if pick up will be different than normal.

DISCIPLINE

At Trigg Tots Early Childhood Center the discipline policy is designed to help your child develop emotionally and socially as well as to learn to interact with peers. Acceptable behavior is encouraged through positive reinforcement. Attention spans and skills of children are considered so that behavior expectations are developmentally appropriate.

Giving positive verbal and concrete rewards encourages acceptable behavior. This reinforces a child's good feeling about his/her behavior and serves as an example to the other children to act in such a way as to receive this praise. Asking a child to stop and think about his/her unpleasant behavior enables that child to work at self-control.

Children are assisted in solving problems and using words to solve conflicts. The staff attempts to anticipate problems. We will try to interest the child in another activity before conflict occurs. As a last resort, a child may be removed from the activity to regain control. Corporal punishment (hitting, striking or abusive language) is never used.

For a child not cooperating in a group listening situation, the child is seated by a teacher and reminded of acceptable behavior. Removal from the group for a period of time is the next tactic for a child who continually demonstrates unacceptable behavior.

A child's unacceptable behavior will be modified to acceptable behavior by trying to model correct behavior in front of the child. If the behavior persists, the child will then be brought to the director for conference and possibly a period of time that will be spent away from the child's peers. The child will always be attended to at this time.

Should non-acceptable behavior persist over a long period of time, the parents will be called and a conference will be scheduled. A plan of action will be discussed and carried out in order to eliminate the problem.

Positive Discipline Strategies added 7-1-2024

Inspire ELA staff will serve as guides in modeling and teaching problem solving skills and emotional and behavioral self-control to our little learners. Your child will be included in the process of decision making regarding alternative positive behaviors and model de-escalating techniques. In the first five years, children learn what acceptable behaviors are and we are dedicated as a team to helping ensure they have the tools necessary to understand developmentally appropriate expectations and healthy boundaries.

In compliance with state regulations, Inspire ELA does not:

- Inflict corporal punishment on any child
- Use any strategy that hurts, shames, or belittles a child
- Use any strategy that threatens, intimidates, or forces a child
- Use food as a form of reward or punishment
- Shame or punish if a bathroom accident occurs
- Embarrass any child in front of others
- Compare children
- Leave children alone without supervision
- Breach confidentiality regarding student behaviors

Behavior Incidents

It is important for the Inspire ELA staff to work with the child and their family, as a team, to improve behavior incidents. A copy of the incident will be given to the family for your records as well as kept on file at the center for documentation and planning.

Behavior Improvement Plan

Once a child's behavior becomes disruptive to the learning environment of the classroom and begins to hinder the ability for themselves and their peers to learn, an evaluation will be put into effect. The Inspire ELA staff will communicate their concerns with the family and develop a Behavior Improvement Plan with developmentally appropriate strategies and functional behavior replacements and supports to help improve the behavior. It is best practice to give a behavior plan some time to work, however if the plan does not seem to be working and the behaviors do not improve, the child will be removed from the classroom and have to exit the program. Positive behaviors contribute to the creation of a safe learning environment where ALL children can grow and learn!

A child may be subject to suspension if once the behavior improvement plan has been implemented and the child continues to exhibit negative, harmful behaviors. If the child's behavior can not be corrected by the staff, the parent will be notified. It is our hope that we do not have to dismiss a child for their behavior but out of an abundance of caution for the safety of themselves, our staff, and the other children, suspensions for behavior incidents may be for a few days or indefinitely.

BITING POLICY

Biting incidents among children are common and occur frequently as it is a somewhat natural learning process. At our center, if biting does occur, it will be brought to the attention of the director, documented, and parents will be notified. Because of the health risk associated with biting, these incidents will be taken seriously and the staff will work together with the parents in order to eliminate the problem.

Trigg Tots Biting Policy Effective 11/29/2018 Procedures for Instances of Biting

1. Purpose

The purpose of this document is to establish procedures for Instances of Biting within Trigg Tot Facilities.

2. Responsibilities

It is the responsibilities of Trigg Tot, staff, providers, and volunteers to ensure a safe environment for all children enrolled in the program by working together with the parents to implement appropriate guidance techniques and procedures to reduce child biting.

3. Procedures

A. Biting in Trig Tots can be deterred by providing appropriate environments and activities. Adequate prior planning, consistency, and flexibility will deter biting incidents.

B. Ensure all substitute caregivers and volunteer student workers are informed of any biting situations within the activity room. Review techniques you are using to prevent biting incidents, such as keeping the child who has bitten close to you, sitting between the child who bites and other children at circle/meal time, or making sure a child who bites has a pacifier, teething ring, or bite deterrent necklace.

C. When a biting incident occurs the caregiver will use age appropriate intervention. They should remain calm and make eye contact with the child telling him/her the behavior is unacceptable. The child will not be shamed or embarrassed in front of other children.

D. Steps to deal with biting.

Step 1: If a child bites another child, the caregiver/teacher should comfort the child who was bitten and remind the biter that biting hurts and we do not bite. The caregiver/teacher should point out the effect of the child's biting on the victim: "Emma is crying. Biting hurts. Look at her face. See how sad she is?" Label feelings and give victims the words to respond. "Emma, you can say 'No biting!' to Josh"; Children should be given some space from each other for an appropriate amount of time.

Step 2: The caregiver/teacher should follow first aid instructions and universal precautions

Step 3: Child should be allowed to play with increased supervision. Interactions should be structured between children such that the child learns to use more appropriate social skills or language rather than biting. If there is another incident, caregivers /teachers should repeat step one.

Step 4: The adult needs to shadow the biter to ensure safety of the other children. This can be challenging but imperative for the biter.

Step 5: For all transitions when the biter would be in close contact, the caregiver/teacher should if possible hold hands, keep a close watch, and keep the biter from close proximity with peers.

Step 6: Sometimes, until a phase (biting is a phase) passes, the caregiver/teacher needs to extinguish the behavior by not allowing it to happen and thereby reducing the attention given to the behavior.

Step 7: Parents/guardians of both children (biter and bitten) of the incident should be informed.

Step 8: Caregiver will complete a Biting Incident Report Form for parents of child who was bitten and a copy of the report for the biter. The parent(s) will be called for every biting incident. The parent must be informed whether or not the skin is broken. If the skin is broken a recommendation will be made to the parent to have the child seen by medical professionals. The name of other child involved will not be mentioned.

E. Whenever a child is bitten, caregivers must immediately notify Trigg Tots Director, Mrs. Molly Oliver, prior to the release of child to parent, ensure the parent signs the Biting Incident Report Form, and bring a signed copy of the document to the director so the director can sign the report.

F. After a pattern of biting has developed, a director will consult with the Director of Student Services and Personnel to analyze the situation and form an action plan: Caregivers will keep a daily log to see if a pattern develops noting:

- Time
- Activity area/activity of children
- Number of children present in room/home
- Number of children present in activity/learning center
- Location of caregiver(s)/provider in room at time of incident
- A brief summary of the incident

G. If biting continues staff will coordinate a meeting with the parents to share findings and observations. A formal action plan will be developed to reduce the frequency of biting incidents. In-Progress-Reviews will be conducted on a regular basis to keep the parent informed of the child's progress. Trigg Tot caregivers are encouraged to keep open communication with parents about incidents of biting and efforts to reduce frequency.

H. If incidents of biting continue and the pattern of biting does not diminish, the following steps will be taken:

(1) If placement in the current classroom program does not appear to be in the child's best interests and it is determined the current program setting cannot reasonably meet the child's needs while ensuring the safety of the other children and regulations addressing staff to student ratios and age requirements are met, the Director may recommend the child be moved to a different setting in an effort to better meet the child's needs.

(2) If it is determined that Trigg Tots cannot provide an appropriate setting for the child and ensure the safety of the other children, the child will be dismissed and parents will be provided with available programs in the community.

HEALTH INFORMATION

Each child is required by state regulations to have on file a health statement, which includes a record of an up-to-date immunization certificate and the signature of the child's source of medical care.

Immunization forms must be completed and signed by the child's physician. This must be on the official Kentucky certificate provided by

your health care professional. Immunization records must be on file within thirty (30) days of admission.

The center must have on file for each child a signed Permission for Health Care authorizing emergency care. Emergency numbers for reaching the parent or guardian and another authorized person must also be on file.

CHILD ABUSE/NEGLECT POLICY

The director or any other staff member shall report to Children's Protective Services or the police department or any other specified agency as provided by individual state laws, as required by the state penal code, any suspicion of child abuse, sexual or otherwise, neglect, or endangerment of which they may become aware.

Parental roles of disciplining your child with "physical discipline" cannot occur by a staff member or parents of the child while on Trigg Tots Daycare property. This is in accordance with Ky. State Rules and Regulations.

ILLNESS AND MEDICATION

When a child has contacted or is a carrier of a communicable disease, parents must notify the director. When a child has been directly exposed to a communicable disease at the center, parents will be notified. The school will abide by instructions from your family doctor and/or public health department regarding re-entry to the center. A child exhibiting symptoms of a communicable disease or fever, diarrhea, or vomiting must not come to the center.

If your child complains of feeling sick at the center, the teacher will take the child's temperature and if there is a fever provide him/her a resting place and notify the parent. If there is no fever or other sign of illness, the child will be encouraged to stay at the center.

Your child shall be administered physician prescribed medication only upon the daily written request by the parent or guardian. The center will provide a daily medication log for you to sign. The center shall not administer a non-prescription medication unless it is accompanied by a physician request to do so and only then if the parent or guardian has signed a daily request to do so. The center shall have no responsibility of any kind whatsoever for failure to provide requested prescription of medication or for adverse reactions that are caused by the administration of such

prescription medication. Prescriptions must be in the original bottle and properly labeled. At no time will medication be given to your child if the expiration date on the bottle is expired.

The staff shall give appropriate first aid to a hurt child and document all incidents. A parent or guardian will be contacted if it is the judgment of the staff that the injury is of an emergency nature. If an incident is of an extreme emergency, the paramedics shall be called to the center and the parent shall be contacted.

CLOTHING

Children should come to the center in clothing that is conducive for play as well as activities that get messy. Our program is designed so that children will be experiencing with paint, glue, dirt, etc. Although they look adorable, please do not dress your child in his/her "Sunday best" as there will be a risk of the outfit becoming heavily soiled.

Your child's clothing should be easily manageable. Part of their learning to be independent is that they manage their own clothing. Shoes should be comfortable and appropriate for outside climbing equipment. Clothes should be clearly labeled since many items of clothing look very similar and children don't always recognize their own sweaters, gloves, boots, hats, etc.

Please dress your child for the weather. We will go outside everyday, if only for a few minutes, unless the weather does not permit.

Please send an extra set of clothes marked with your child's name that will remain at the center, including underwear, socks, shirt, and pants. These clothes are for possible water spills, bathroom accidents, or whatever may require a change of clothes. Please make sure that the change of clothes is replaced whenever used, make sure they fit your child, and that they are appropriate for the season of the year. It is very important that your child feels comfortable. Not having the appropriate change of clothes can turn a small accident into a major catastrophe.

NAPTIME

All full day children will be provided an opportunity to nap after lunch on a cot provided by the center. You will need to provide two (2) sheets or one (1) sheet and one (1) blanket for naptime (please label with your child's name). Your child will also be allowed to bring one (1) soft, quiet toy to sleep

with. Please take nap items home each Friday for them to be laundered and return them on Monday.

TOYS FROM HOME

Your child may bring one (1) soft, quiet toy (stuffed animal) to sleep with during nap time. We ask that your child's toys please be left at home or in the car. The center cannot be responsible for toys that are brought to school. "Show and Tell" days are the exception.

If your child has a book or movie to share with the class, the staff will try to plan a time of sharing during the day. Just make sure his/her name is written in the book or on the movie.

LUNCH AND SNACKS

The Trigg County School Cafeteria will provide breakfast, lunch and afternoon snack to the center each day. Lunches and snacks will comply with state regulations. Menus will be posted at the center so that you can see what your child will eat each day. Costs for lunches and snacks are figured in to your weekly tuition rate.

BIRTHDAYS

We are aware of how important birthdays are to your child. The recognition of your child's birthday at the center by our staff and his/her peers helps make it a special day. If you would like to bring refreshments for the birthday celebration, state regulations require that they must be store bought. Homemade items cannot be accepted. Please advise our staff at least a week ahead of time if you plan on bringing refreshments so that we can coordinate it with our snacks and lunch. No birthday invitations are to be given out at the center unless each child in the class receives one.

PICTURES

Children may be photographed and/or video graphed at the center for the purpose of promoting the program.

COMMUNICATION WITH STAFF

We feel that the most effective basis for communication about your child is your observation of how your child is functioning at the center. Please come and observe as often as you can. Do not wait until you sense a problem. Please make an appointment with the director if a problem does

arise and every effort will be made to discuss your observation and help resolve the problem.

NEWSLETTER

You will receive a monthly newsletter from the center. It will carry important information about schedules, themes, upcoming events and activities, changes, etc. The newsletter serves as a means of sharing information about your child's life at the center. You are encouraged to read the newsletter upon receipt and record any important dates or changes on your calendar. Newsletters will be posted in the center and sent to parents on the brightwheel app as a means of communication.

PROGRAM OPTIONS

The childcare center will follow the school district's calendar. We will be open Monday through Friday from 7:00 am to 4:00pm. If possible, all **children are to be picked up by 3:55**. The center will close at 4:00.

The center provides the following options for your child:

Full Time

	\$115.00 per week for potty-trained children
	\$125.00 per week for infants and toddlers not potty-trained
	\$221.00 per week for family of two children in diapers
	\$203.00 per week for family of two potty trained
	\$212.00 per week for family of two (1diaper/1potty trained)
	\$311.00 per week for family of three (1diaper/2potty trained)
	\$321.00 per week for family of three (2diaper/1potty trained)
Emergency Care	\$24.00 per day
After School Care	\$40.00 per week or \$8.00 daily drop in rate

*A late fee of \$ 24.00 will be assessed if your child is picked up later than closing time. A limit of one (1) grace period will be granted for unexpected emergencies per school year. If late pick-up becomes a recurring issue (3 times or more), childcare services may be denied.

*All fees will be taken out directly from your Trigg County Schools paycheck. Documentation of fees will be sent weekly to the Financial Officer at the Board of Education. **The center will only collect money from parents who have made financial arrangements with the Director prior to**

school starting. All fees will be due on Monday of each week. If school is not in session on Monday, payment will be due on the first day of the week that school is in session. Services will be denied if payments are two weeks late. All CCAP co-pays will be billed a month at a time to those parents who are on CCAP.

PROGRAM OPTIONS change of policy effective 07/01/2024

Trigg Tots will no longer be providing full-time spots for children who may be attending other preschool programs unless the spot is paid at the full rate per week for the child.

Trigg Tots Early Childhood Center Supply List 2024-25 School year

Toddlers

- 1 Crib size sheet/Blanket
- 1 Sippy Cups to keep in room for juice and water
- 1 case of Diapers/Pull-ups
- 1 water bottle
- Change of Clothes (including socks)
- 1 Backpack not toddler size
- 1 extra pacifier if needed

Preschool

- Change of Clothes (including socks)
- Backpack (not Toddler size)
- 1 Napsack or Crib size sheet & Blanket
- 1 water bottle

PLEASE LABELED WITH YOUR CHILD'S NAME. All sleep buddies will stay at school and be sent home on Friday. No large bulky blankets. All sheets and blankets must fit into tote for storage. No large pillows allowed only small ones that will be sent home on Friday with sheets to be washed. NO TOYS for home will be allowed or electronics unless your child's teacher has an electronic day.

A DAY AT THE EARLY CHILDHOOD CENTER

If you ask your child, "What did you learn today?" he/she may not be able to tell you, for he/she really might not know. However, he/she can tell you what he/she did during the day. Much of the learning is involved in forming habits, building attitudes, learning to get along with others, and

understanding oneself better. All of these are important at this formative time during a child's life.

Our day at the center usually includes the following: free playtime, planned learning centers, story time, group time, music time, and meals and snacks.

Free playtime provides the opportunity to develop a good social climate; learn to share and get along with peers; listen when others are talking; increase both understanding and speaking vocabularies; express ideas and make suggestions for group projects; acquire general information; and participate in activities "just for fun."

Planned learning centers provide the opportunity to meet concrete problem-solving situations; assume certain responsibilities; work cooperatively with others; express self in art, dramatic play, and construction; develop skill in using hands and materials; learn the value of completing a task once begun; develop an interest in the world around us; learn some simple truths about nature; find joy and satisfaction in achievement; and develop good habits, attitudes and appreciations.

Story time provides the opportunity to learn, listen and think; develop an interest in books and reading; develop a respect for books and the technique for handling them; build up a store for information; build up an understanding of speaking vocabulary; and self-expression through dramatization, pantomime, etc.

Group time provides the opportunity to learn to work together; appreciate others and their differences; respect others' opinions; take turns; listen to others; and speak in front of a group.

Music time provides the opportunity to experience the joy of group singing; express feelings, moods and thoughts in songs; build a repertoire of songs; enjoy listening to good music; develop a feeling for rhythm and create rhythms of own; and express creative ideas through bodily movement.

Meals and snacks provide the opportunity to take care of physical needs; develop social courtesies; take part in informal conversation; and pause and relax.