

PARENT HANDBOOK AND
POLICY MANUAL OF TINY TOT
PRESCHOOL AND
KINDERGARTEN
AN EARLY CARE AND LEARNING
CENTER

PHONE 847-675-6619

FAX 847-675-6825

WE PLAY TOGETHER

WE WORK TOGETHER

WE HAVE FUN TOGETHER

WELCOME

Welcome to Tiny Tot Preschool and Kindergarten!

The Parent Handbook is designed to introduce you to our philosophy, policies, and school procedures. Please read it carefully. If you have any questions do not hesitate to call us. The school's telephone number is 847-675-6619.

HISTORY

Jean Rieker established Tiny Tot Preschool in 1948 in Evanston, Illinois. In 1953, the school moved to Skokie and has been in its present location since 1959. We have four large rooms with a large well-equipped playground adjacent to the building.

Tiny Tot continues to be a family business with Miss Jean's daughter, Bonnie Shanahan, now directing the center.

PROGRAM DESCRIPTION

Tiny Tot Preschool is licensed by the Department of Children and Family Services, part of the Illinois Department of Human Services. In addition, the school is inspected and approved by the State Fire Marshall, Skokie Fire Department, and the Skokie Health Department. In August, 2015, Tiny Tot Preschool achieved the Gold Circle of Quality through ExceleRate Illinois.

The school provides full and half-day care for children ages 15 months through 6 years. Enrollment is open to children of any race, nationality, sex, or ethnic origin. The program is designed to provide experiences, which will enhance the child's social, emotional, intellectual, and physical development in a stimulating and nurturing environment.

OUR CURRICULUM APPROACH

Tiny Tot believes that young children learn best through a curriculum, which begins with an understanding of their play. Children learn through active play rather than passive learning. Children also understand things which are real or concrete rather than abstract. We emphasize the process of learning rather than the products.

We incorporate the Creative Curriculum, Teaching Strategies as well as the Project Approach in our daily, weekly and monthly activities for each group and is appropriate for the age span of the children in the group. Areas of consideration are the different needs, interests, and developmental levels of the individual children. Our program addresses the needs of the whole child, taking into account all of their developmental needs: physical, social, emotional, and cognitive. Our program is based on the belief that not all children share the same interests. We allow children to make many choices throughout the day relative to their needs and learning styles. Our goal is to shape the program around the children, rather than fitting the children into the program.

Our curriculum is integrated throughout the classroom. Our themes are introduced through group time and stories, and then carried through with art, games, songs, books, conversations and play. At the end of this handbook you can find the Early Learning Standards our curriculum is aligned with.

PHILOSOPHY

Tiny Tot PreSchool believes in a developmental approach in working with children. Children are natural learners who learn and progress at their own rate of development. We believe in addressing the whole child. Physical, emotional, social and intellectual development are equally important and are provided for in a safe, healthy environment built on trust, security and loving relationships.

Play is an essential tool for learning. It is through play that children come to understand natural and physical properties, develop fine and gross motor skills, learn and use language, develop a sense of imagination, experience distinctions between fantasy and reality, develop social relationships, self-control and respect for one another and the environment.

Our staff members are qualified and experienced in working with young children. The curriculum is carefully planned to address the whole child. Teachers assess the individual needs and interests of each child and integrate new knowledge to interest and challenge the young mind.

GOALS

To provide quality care in a warm, safe and nurturing environment

To help children develop a love of learning that will last a lifetime

To establish a working partnership with parents

DEVELOPMENTAL SCREENING PROCEDURE

The first 5 years of life are very important for your child because this time sets the stage for success in school and later in life. During early childhood, your child will gain many experiences and learn many skills. It is important to ensure that each child's development proceeds well during this period.

Therefore, Tiny Tot Preschool implements the Ages & Stages Questionnaire to help you keep track of your child's development.

The instrument includes questions about your child's communication, large motor, fine motor, problem-solving, and personal-social skills.

If the questionnaire shows that your child is developing without concerns, we will provide you with some activities to encourage your child's development.

If the questionnaire shows some possible concerns, we will encourage you to get a more involved assessment for your child from their primary physician and from the Early Intervention Program.

Please read the text below and mark the desired space to indicate whether you are giving your consent for participating in the screening/monitoring program.

DISCIPLINE AND BEHAVIOR MANAGEMENT POLICY

Golden Rule of Awareness

"What I want for myself, I must also want for you; what I want from you, I must also be willing to give."

It is the basic philosophy of Tiny Tot Preschool that discipline is a way of life and must be positive in every way. Children will usually live up to and perform according to expectations. It is with this thought in mind that we have developed our philosophy of discipline.

Discipline is most effective when it follows logical consequences. The consequences for behavior have to make sense to the child. If a child is throwing sand outdoors, it is logical to tell the child that the sand stays in the sandbox and that if it gets thrown again the child will have to find somewhere else to play. But let's not leave it at that. Involve the child in a discussion about what would happen if all the sand was thrown out of the sandbox. A little bit of nonsense and humor doesn't hurt either. If this child was simply told to leave the sandbox after having thrown sand, what would he/she have learned by this experience?

In life there are also many natural consequences. Unfortunately, these are hard to teach because a child will often get hurt waiting to find these out. Telling a child to stay away from a hot oven because they

might get burned, or to walk on the sidewalk because they might fall and get hurt if they run are examples of natural consequences. Children need to be warned of these, but an adult needs to take precautions to make sure that they do not happen.

Since the purpose of discipline is to teach, more verbal children should be encouraged to talk to their peers when conflict arises. (i.e. A child who was struck by a peer should be encouraged to tell that peer that they do not like to be hit and that it hurts.) This helps children to empathize with one another's feelings and really see the results of their actions.

It is our ultimate goal to work closely with our parents. Helping children to become self-disciplined is a slow, bit by bit, time consuming task. It is an investment in our future. We must be fair and consistent, cooperating in our common goal. We can share what we have learned from working with large numbers of children, but only you, the parent, know all the factors which come together to make your child a unique personality. We must trust and respect each other and our children will be the winners.

Limiting a child's choices of activities due to inappropriate behavior is an effective means by which to teach children to respect property and one another. (i.e. A child who is stepping on plastic blocks should be warned that he/she will be asked to find a different toy if they do it again because stepping on toys can break them.)

Separation of children may become necessary in the case of two or more children having extreme difficulty playing together without conflict. The teacher then needs to assign appropriate play areas for the children, with the message that they may try playing together again later on if they do well on their own. The use of a time-out shall be very limited. A time-out is an opportunity for a child who is out of control and at risk of harming himself or others, to calm down and gain control once again. A time out shall never be demeaning. Again, it is an opportunity to gain control over oneself, so that the child and adult can discuss the situation and a more appropriate action can be taken.

When talking to children about their behavior, we will give them input on what they feel is an appropriate consequence for their action. This works especially well as children get older. You may be surprised at how a child may respond to this. If their suggestions are inappropriate, we will make the decision for them. The child stands to gain the most if he/she makes retribution on his/her own terms.

Inappropriate behavior shall be viewed as exactly that. Children shall never be referred to as naughty or bad. We address the behavior as the problem, not the child. Whenever possible, we will give a child a choice and let them own their actions by choosing what they will do. Adults are expected to give unconditional acceptance of the child as a good person trying their best to learn about life.

At no time will a child be disciplined for toilet accidents or subjected to:

- a) Corporal punishment, including hitting, spanking, shaking, pinching, grabbing or other measures intended to induce physical pain or fear;
- b) Threatened or actual withdrawal of food, rest, or use of bathroom;
- c) Abusive or profane language;
- d) Any form of private or public humiliation, including threats of physical punishment ;
- e) Any form of emotional abuse, including shaming, rejecting, terrorizing, or isolating.

Throughout your child's early years in childcare, there may be a time that your child will bite or be bitten by another child. We will make every effort to curtail this activity: Staff and parents will work together to resolve this situation.

Tiny Tot Preschool and Kindergarten will assist parents in obtaining counseling and/or other medical and social services when warranted and will make every effort to work with the family and child through this difficult period.

However, when continued efforts by staff fail to eliminate behaviors and parental intervention has proved unsuccessful, Tiny Tot Preschool and Kindergarten reserves the right to request withdrawal of your child. Should withdrawal be necessary, referral to other facilities and support services will be recommended to best meet your child's needs.

AT NO TIME IS CORPORAL PUNISHMENT USED AS A MEANS OF DISCIPLINE.

ADJUSTMENT

It is natural for children and parents to go through a period of adjustment to school. This period will differ for every family depending upon the age of the child, temperament, previous experiences, and frequency of the program children attend. Please be assured that the staff of Tiny Tot will do all that we can to ease this adjustment period for you and your child. It is our hope that the following tips will help you settle easily into our school.

- 1) If possible, visit Tiny Tot several times before your child's start date. We would rather have you visit 4 or 5 times for 15 minutes than 1 time for an hour. Each time your child walks into Tiny Tot and the classroom he/she will become more comfortable. It is always good to leave when your child does not want to. That way they leave wanting to return.
- 2) When getting ready for school in the morning, remind your child of all the fun things to do at school, and look at the calendar together, so that your child will be eager to arrive and begin his or her day.
- 3) Be sure to plan a few minutes when you arrive at Tiny Tot to help get your child settled. Take time to help your child put his/her things away, choose an activity and spend a few moments doing this activity.
- 4) When you leave, assure your child that he or she will be picked up, and tell him or her at about what part of our day you will arrive.
- 5) Establish a good-bye routine that you and your child do each day, whether it be settling your child in a chair next to a teacher, waving good-bye at the window, beeping as you drive off, or giving a kiss to hold on to for the day.
- 6) At the end of the day, if you are going to be considerably later than expected, call and ask the staff to let your child know so that he or she does not become alarmed when you do not arrive when expected. Children are very sensitive to time as indicated by our daily routine, and they do become frightened when Mom or Dad is really late.
- 7) When you arrive, do not rush your child out of school. If he or she is involved in an activity, share the experience with your child, or, if he or she hasn't noticed you, stand back and watch!

- 8) Express interest in what your child has to say--if you are involved in conversation with other adults before your child, he or she may wonder whom you are glad to see.
- 9) If your child isn't quite ready to go home when you arrive, be proud because this means he or she is really having fun at school! Be proud, too, when your child rushes to you with a hug--no one can take the place of Mom or Dad!
- 10) Please refrain from walking into Tiny Tot on your cell phone. Give your child undivided attention after a long day.

TINY TOT STAFF

Staff is selected for their experience and expertise in the field of early childhood education. All staff members must meet the requirements of Tiny Tot Preschool and the State of Illinois Department of Human Services, Children and Family Division. These requirements include educational verification, a current physical, a background check, and finger printing.

It is not ever recommended that Tiny Tot Staff baby-sit for parents of Tiny Tot. Although we have the greatest confidence in those that are hired, Tiny Tot cannot assume liability or responsibility for the staff outside of business hours.

HOURS

Tiny Tot Preschool is open from 7:00 A.M. to 6:00 P.M., Monday through Friday throughout the year with the following exceptions:

- Labor Day
- Thanksgiving Day Holiday (2 days)
- Christmas Eve
- Week between Christmas Eve and New Years Day
- Presidents Day
- Good Friday
- Memorial Day
- Independence Day
- Two Weeks of August (date to be determined yearly) - No tuition due

There are no tuition discounts for holidays or vacation. The tuition is collected for all of the above-mentioned national holiday and vacation days.

If the July 4th falls on a Thursday or Tuesday, we will have a four-day weekend

EMERGENCY SCHOOL CLOSING

During inclement weather, please stay tuned to station WGN. If we are forced to close school, it will be announced on this station.

If weather conditions worsen during the day, we will close at 4:00PM.

A separate calendar listing of exact closing days is issued at the beginning of each year.

DAILY ROUTINES

Arrival: The school is open from 7:00 A.M. to 6:00 P.M. Children must be escorted into school each day. Upon arrival, the parent is to sign in their child on the proper form in the classroom. This sign-in form transfers the responsibility for the child from the parent to the school. After signing the form, the parent will help the child remove his/her coat, boots, etc. and place them in the child's locker. The parent will then accompany the child to the bathroom and wash hands. The parent then accompanies the child to his/her group, and notifies the teacher of the child's presence.

Tiny Tot Preschool participates in the Child and Adult Care Food Program.

Breakfast: Breakfast is served between 8:30 and 9:00am daily. We always have milk, fruit, and a grain.

Snacks: mid-afternoon snacks are provided daily. Snacks generally consist of fruit juice or milk, fruit, vegetables, cheese and crackers or cookies.

Lunch: Children are served lunch at 11:30 A.M. each day. Lunches are nutritionally balanced with a hot entree, vegetable or salad, bread and butter, milk and fruit. Menus are posted in every classroom. According to State requirements, food from home is not allowed except in the following situations:

1. Special diet under the orders of a doctor (provided by parent to Tiny Tot).
2. Store or bakery treats for birthdays and special occasions and holidays.
3. Food restrictions due to religious relations

Naptime: Rest period immediately follows lunch until approximately 2:00 PM daily. Children who do not sleep are expected to rest quietly on their cots. Bedrolls, which are placed on top of cots, are to be purchased by parents when they register their child. They are to be taken home on Friday, washed, and returned on Monday.

Outdoor Play: Children will play outdoors or take a walk each day, weather permitting. The length of outdoor play will vary according to weather and temperature, Due to staff/child ratio requirements; children may not be kept indoors due to illness and should remain home if unable to go outside.

Departure: Children should be picked up no later than 6:00 P.M. At the time of pick up, the responsible person is to sign out the child. Children will be released only to those persons authorized on the registration form. This immediately transfers responsibility for the child from the school to the parent. After signing out, help your child prepare to leave for the day. In addition to signing out, verbally notify the staff person in charge that the child is leaving. A picture ID will be required for identification if the

teacher does not know the person. In an emergency, call the school (847) 675-6619. All children must be accompanied in and out of the building by a parent; guardian or authorized person at all times. Under no circumstances may a child enter or exit the building alone. . Please refrain from walking into Tiny Tot on your cell phone. Give your child undivided attention after a long day.

In the case of divorce, Tiny Tot is bound to honor all legally served court orders regarding custody and visitation. A copy of the court order must be on file with the child's registration form.

Tiny Tot reserves the right to deny the release of children to persons who are suspected to be under the influence of drugs or alcohol. In the event this should occur, Tiny Tot will:

1. Call additional authorized adults who can pick up the child.
2. Call a cab at the parent's expense.
3. If a parent or other adult is aggressive, abusive, or threatening, the police will be called.

It is the responsibility of all adults to properly seat belt all of the children before leaving the Tiny Tot parking lot.

Late Policy: Teachers are hired according to the hours the school is open. The school closes at 6:00 P.M. daily. Parents of children left at school will be assessed a \$10.00 charge for every fifteen minutes

ENROLLMENT AND WITHDRAWAL POLICIES

Prior to a child's first day of attendance, Tiny Tot requires the following:

1. Visitation of the school by the parents and child
2. Completion of the following forms:
 - a) Registration Packet
 - b) Teacher information form
 - c) State of Illinois Health form
 - d) Signed receipt of Parent's Handbook
 - e) Signed receipt of Tiny Tot's Discipline and Guidance Policy
 - f) Birth Certificate
3. Payment of necessary fees including:
 - a) \$100.00 registration fee
 - b) Bedrolls used during naptime

If you choose to withdraw your child from Tiny Tot, we ask that you notify us two weeks in advance. Please be sure to update your child's file when necessary. We ask that you notify us of any changes at home or at work including phone numbers, addresses, marital status, as well as changes in emergency or pick-up authorizations. Your complete cooperation is greatly appreciated.

ILLNESS POLICIES

Children should not be brought to school with contagious illnesses, fever, diarrhea, and vomiting or unusual fatigue.

Notification of illness: If your child is ill, please notify Tiny Tot by 9:00 A.M. that he/she will not be attending school that day.

Medication: Medication may be given to a child when authorized by the child's physician. All medication must remain in the original container indicating the child's name, type of medication, date of prescribed medication, amounts and times of dosage and a physician's name. If your child should require medication, the doctor can often prescribe the dosage twice a day, so that the medication can be given at home. **We will not administer over the counter medication without a doctor's note.**

Parents must sign the medical consent form stating that Tiny Tot is authorized to administer the prescription. No medication will be given to a child unless it is brought from home by the parent or guardian.

Illness at school: If a child becomes ill at school, the child will be isolated from other children and you will be called immediately to pick up your child.

For the protection of all children, we cannot accept a child or allow a child to remain at school if he/she displays any of the following symptoms: Temperature over 100 degrees, intestinal disturbance accompanied by diarrhea or vomiting, any undiagnosed rash, sore, discharging eyes or ears, or apparent signs of pain or discomfort. Children must remain home, diarrhea and fever free, for 24 hours after illness without the use of Tylenol or other fever reducing drugs.

There will be no exceptions made regarding illness and children going outside to play. The safety of the group outside cannot be put in jeopardy by allowing one staff member to stay inside with one child. If a child is well enough to be in school, he/she is well enough to be outside.

In the event of an emergency, paramedics will be called first and then parents will be called immediately.

You will be notified of accidents and significant incidents that may occur during the day via a written accident report in your child's folder.

Allergies: We must be informed of any allergies that a child might have. Allergies and specific health problems such as asthma, epilepsy, etc. must be stated on the registration form and discussed with the director and child's teacher.

FIELD TRIPS

Field trips are taken occasionally. Some are walking trips in the area; others will require a bus to be hired. Field trips are taken in the morning and do not affect lunch or naptime unless otherwise stated. All trips are well-supervised and additional staff and/or parent volunteers are utilized. Bus trips will necessitate that each family pay the cost of the bus and admission fees. Permission slips will be sent out for each trip.

Permission slips must be signed and returned prior to the date of the trip. Children without signed permission slips will not be able to participate in the trip. Tiny Tot T-shirts are to be worn on all field trips. They may be purchased at the office.

BIRTHDAYS

Children are invited to celebrate their birthday at school. Nutritious treats, such as fruit, muffins; bagels and plain bakery items are preferred. Birthday treats should be store bought and remain in their original package. The class will sing Happy Birthday and we will make a birthday crown.

If a birthday is to be celebrated away from school and the entire class is not invited, please mail the invitations. If the entire class is invited, please feel free to bring the invitations to school.

SCHOOL PICTURES

Individual and class pictures are taken in the Fall and Spring. Parents are under no obligation to purchase pictures.

FUND RAISING

Tiny Tot makes every effort to keep our tuition costs as low as possible while maintaining the highest level of quality. Fundraisers help us maintain these high standards and offset the cost of equipment, center improvements and operations. All families are required to participate in the fund-raiser.

Our goal is to raise \$100.00 per year, per child. Your support is greatly needed and much appreciated.

BUILDING MAINTENANCE

A cleaning service is contracted to clean the facility on a nightly basis. This includes sweeping and mopping the floors, cleaning and sanitizing the bathrooms.

The grass is maintained on a weekly basis.

In August we perform a deep cleaning which includes cleaning light fixtures, performing any major renovations, painting the entire school and striping and waxing the floors.

INTEGRATED PEST MANAGEMENT (IPM)

Integrated Pest Management, (IPM) is required by law in licensed childcare centers in Illinois. IPM emphasizes prevention of pest problems and use of least toxic pesticides to control pests while minimizing children's exposure to pesticides.

Tiny Tot Preschool in association with Orkin Pest Management Services practices IPM.

IPM combines routine monitoring, preventative non-chemical pest control methods, and the appropriate use of pesticides with a preference for products that are least harmful to human health and the environment.

Our standard maintenance program is to use only gel traps. In the event that that it would become necessary to use pesticides you will be notified 48 hours before and every attempt will be made to apply after hours.

PARENT/STAFF COMMUNICATION

Ongoing communication between the school and the parent is essential for a positive and effective experience for each child. Please feel free to discuss any questions and/or concerns with the director. If the director feels it is in the best interest of the child and parent, a conference will be held with the parent and/or teacher. Other than brief conversations, please do not engage staff members in lengthy discussion at arrival and departure time. The staff is involved with the care of a group of children and that is where they must focus their primary attention.

Conferences: Conferences are held twice a year. Parents are encouraged to attend these meetings in the Fall and Spring. Our meetings are usually scheduled in the afternoon and a childcare service is provided for the children during the time of the conference. In case a family member is unable to attend on the day scheduled for their conference, arrangements with the teacher(s) are made for an alternative day and or time, convenient to the family. Conferences are a good time to share observations about your child, to receive feedback regarding your child's progress and to discuss any concerns or questions.

In addition, the teachers and director are always available to meet with parents on an informal and ongoing basis.

Newsletters: A weekly newsletter from each class is posted on their web page on Friday evening. A monthly newsletter on a specific topic is provided to all parents on the website. The teachers also post daily on Facebook.

Telephone calls: Please feel free to call the school with questions and/or concerns. If you wish to speak to your child's teacher, we ask that you call between 12:30 and 2:30 P.M.; during naptime.

CLOTHING

Children should be dressed appropriately for indoor and outdoor activities. Clothes should permit freedom of movement and comfort. Although smocks are worn during many art activities, children's clothes may become soiled.

All clothing should be labeled clearly with the child's name.

Shoes: Shoes should be comfortable and appropriate for active play. For safety's sake, closed toe secured, rubber soled shoes (gym shoes) are a must for all children at all times. Party shoes, sandals and jelly shoes are slippery and unsafe when playing and using outdoor equipment or large indoor equipment. When boots are worn to school, a pair of indoor shoes or slippers should also be provided.

Outdoor clothes: Boots, mittens, hats, snow pants, and warm pants must be worn on cold days in order for the children to go outside.

Spare clothing/supplies: Parents are asked to supply two full sets of clothing for their child. This includes 2 pairs of socks, 2 pairs of pants, 2 outer shirts, and 2 pairs of underwear.

Appropriate clothes should be available during the summer and winter seasons. Please make changes as needed.

In addition, parents are requested to purchase a bedroll for naptime. A soft animal is optional. Parents are required to take home their child's bedroll on the last day of each week for washing and return at the beginning of each week. In the event of a toilet accident, the soiled clothing will be placed in a plastic bag and must be taken home. Please replace clothes accordingly.

Please label all clothing.

SHOW AND SHARE

Friday is show and share unless otherwise designated by the classroom teacher. On this day, the children may bring one object from home; a special picture, a souvenir, book, record, nature item, or "found treasures", to share with the group. Please be sure that it is labeled with the child's name. The school will not be responsible for breakage of items brought from home. Objects brought to school on another day will be put away until the child goes home. No toys of a violent nature will be allowed.

TODDLER PROGRAM

The Toddler Program has a teacher/child ratio of one teacher to every 5 students with a maximum class size of 15 toddlers, thus enabling the teachers to give adequate personal attention to the developmental needs of each child.

Supply list

Diapers: Parents are required to maintain an adequate supply of diapers for their child. Teachers will inform parents when diaper supply is low.

Family Picture

Diaper Cream: You will be asked to sign a topical cream form

Bibs: Tiny Tot Preschool will supply disposable bibs for meals.

Toothbrush, toothpaste, & Germ Guard for toothbrush

Change of clothes: Children should have three complete changes of clothes at school at all times. This includes socks and underwear. During toilet training, we ask for six pairs of training pants and six changes of clothing.

Pacifiers: Pacifiers will only be used at naptime if necessary.

Toys: Please do not send toys to school. Stuffed animals or special blankets for naptime and books are welcome.

Toilet training: When parents and teachers mutually agree that a child appears to be ready for toilet training, the staff will work closely with the parents so there will be consistency and continuity between home and school. Both parents and teachers should give praise and encouragement

TUITION and FEE POLICY

Registration: There is a non-refundable registration fee of \$100.00. This fee is due with the application prior to a space being held for any new child.

Tuition: Tuition payments must be made on a weekly basis. Tuition is due on the first morning of the child's attendance for that week. If desired, payments may be made for more than one week at a time, in advance. **If tuition is not received, there will be a \$5.00 late fee assessed on Tuesday and Wednesday. If tuition is not received Wednesday evening, your child's attendance will be terminated until full payment is made.**

Full tuition must be paid when children are absent. Our school must maintain the continuous costs of staff salaries and program expenses.

Holidays are counted as days attended; no tuition discounts are given for holidays or school vacations.

Children enrolled in full or part-time programs must always pay full tuition regardless of absences or holidays/vacation days.

Days missed in part-time programs may not be made up on alternate days due to licensed capacity and group enrollment.

Vacation policy: There is no credit for holidays, vacation, absence, or illness.

NSF (NON-SUFFICIENT FUNDS) checks will be assessed a \$30.00 charge the first time and a \$50.00 charge the second time. Cash payments will be required for the payment of tuition after the second NSF check.

Tiny Tot Preschool reserves the right to refuse services to families who have not paid tuition promptly.

Depending upon when Christmas falls, there may be days when the school is open a few days before and after the holidays. In that case one week's tuition is due for the two weeks, whether your child attends school or not.

Late Policy: Teachers are hired according to the hours the school is open. The school closes at 6:00 P.M. daily. Parents of children left at school will be assessed a \$10.00 charge for every ten minutes

DISMISSAL

If, at any time, our program cannot meet the special needs of the child, the staff will meet with the parents and attempt to correct the problem. If a solution cannot be found after two weeks, the child's enrollment will be terminated.

Circumstances, which would necessitate dismissal, are as follows:

- Failure to pay tuition
- Child's safety and well-being cannot be reasonably assured
- Child's behavior compromises the security and well being of other children
- Continued disregard for school policy

Tiny Tot Preschool reserves the right to alter, amend or establish new policies at any time. Parents will be advised by written notification.

PARENTS/ FAMILY MEMBERS ARE WELCOME

There is an open door policy at Tiny Tot Preschool and Kindergarten for all our parents and/or family members. They are encouraged to visit and observe, attend field trips and be a part of our program in any way they can. We believe that parents are the first and most significant teachers in the life of their child. A good partnership between school and home is a necessity for the optimum growth of your child. We must work together in order to provide an exciting and happy experience for our children. Parents are encouraged to share all information that could help in making your child's experience the best it can be.

WELCOME TO TINY TOT PRESCHOOL and KINDERGARTEN!

I have received and read a copy of Tiny Tot Preschool's policies and agree to the terms stated.

I understand that TinyTotPre-School reserves the right to refuse service to families that are not in accordance with their policies.

Parent/Legal Guardian: _____

Date: _____

Received By: _____

Date: _____

This form is to be retained by Tiny Tot Preschool. The handbook is to be kept by the parents for referral.

Ages and Stages Questionnaire Consent

Dear Parent/Guardian:

The first 5 years of life are very important for your child because this time sets the stage for success in school and later in life. During early childhood, your child will gain many experiences and learn many skills. It is important to ensure that each child's development proceeds well during this period. Therefore, Tiny Tot Preschool implements the Ages & Stages Questionnaire to help you keep track of your child's development.

The instrument includes questions about your child's communication, large motor, fine motor, problem-solving, and personal-social skills.

If the questionnaire shows that your child is developing without concerns, we will provide you with some activities to encourage your child's development.

If the questionnaire shows some possible concerns, we will encourage you to get a more involved assessment for your child from their primary physician and from the Early Intervention Program.

Please read the text below and mark the desired space to indicate whether you are giving your consent for participating in the screening/monitoring program.

I do not wish to participate in the screening/monitoring program.

Parent or guardian's signature

Date

I have read the information provided about the Ages and Stages Questionnaire and I wish to have my child participate in the screening/ monitoring program.

Parent or guardian's signature

Date

Child's name: _____

Child's date of birth: _____

If your child was born 3 or more weeks prematurely, please write down the number of weeks he/she was premature: _____

Emergency Health Care Plan

Medical Condition

Asthma /Allergy/Other (please specify) _____

Student's Name

D.O.B

Teacher

Signs of the medical condition when present (if any)

- ➔ Mouth _____
- ➔ Throat _____
- ➔ Skin _____
- ➔ Stomach _____
- ➔ Lungs _____
- ➔ Heart _____

The severity of the symptoms can quickly change. All the symptoms described above can potentially progress to a life-threatening situation (please circle) Yes No

ACTION FOR MINOR REACTION

If only symptoms are _____, give _____

Medication/Dose/Route

Then call:

1. Mother _____, Father _____, or emergency contacts.
2. Dr. _____ at _____.

If condition does not improve within 10 minutes, follow the steps 1-3 below.

ACTION FOR MAJOR REACTION

If only symptoms are _____,

give _____ **IMMEDIATELY!**

Medication/Dose/Route

Then call:

1. **Rescue squad (911) and ask for advanced life support!**
2. Mother _____, Father _____, or emergency contacts.
3. Dr. _____ at _____.

Parent Signature

Date

Doctor's Signature

Date

LIST OF THE ILLINOIS EARLY LEARNING STANDARDS

LANGUAGE ARTS

STATE GOAL 1:

Read with understanding and fluency.

Learning Standard A:

Apply word analysis and vocabulary skills to comprehend selections.

- 1.A.ECa Understand that pictures and symbols have meaning and that print carries a message.
- 1.A.ECb Understand that reading progresses from left to right and top to bottom.
- 1.A.ECc Identify labels and signs in the environment
- 1.A.ECd Identify some letters, including those in own name.
- 1.A.ECe Make some letter-sound matches

Learning Standard B:

Apply reading strategies to improve understanding and fluency.

- 1.B.ECa Predict what will happen next using pictures and content for guides.
- 1.B.ECb Begin to develop phonological awareness by participating in rhyming activities.
- 1.A.ECa Recognize separable and repeating sounds in spoken language.
- 1.B.ECc Understand that pictures and symbols have meaning and that print carries a message.
- 1.A.ECb Understand that reading progresses from left to right and top to bottom.
- 1.A.ECc Identify labels and signs in the environment.
- 1.A.ECd Identify some letters, including those in own name.
- 1.A.ECe Make some letter-sound matches.

Learning Standard C:

Comprehend a broad range of reading materials.

- 1.C.ECa Retell information from a story.
- 1.C.ECb Respond to simple questions about reading material.
- 1.C.ECc Demonstrate understanding of literal meaning of stories by making comments.

STATE GOAL 2:

Read and understand literature representative of various societies, eras and ideas

Learning Standard A:

Understand how literary elements and techniques are used to convey meaning.

2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.

Learning Standard B:

Read and interpret a variety of literary works.

2.B.EC. Retell information from a story.

1.C.ECa Show independent interest in reading related activities

1.C.ECb Respond to simple questions about reading material.

1.C.ECc Demonstrate understanding of literal meaning of stories by making comments.

STATE GOAL 3:

Write to communicate for a variety of purposes.

Learning Standard A:

Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.EC Use scribbles, approximations of letters, or known letters to represent written language.

Learning Standard B:

Compose well-organized and coherent writing for specific purposes and audiences.

3.B.EC Dictate stories and experiences.

Learning Standard C:

Communicate ideas in writing to accomplish a variety of purposes.

3.C.EC Use drawing and writing skills to convey meaning and information.

STATE GOAL 4:

Listen and speak effectively in a variety of situations.

Learning Standard A:

Listen effectively in formal and informal situations.

4.A.EC Listen with understanding and respond to directions and conversations.

Learning Standard B:

Speak effectively using language appropriate to the situation and audience.

4.B.EC Communicate needs, ideas and thoughts.

STATE GOAL 5:

Use the language arts to acquire, assess and communicate information.

Learning Standard A:

Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.EC Seek answers to questions through active exploration.

Learning Standard B:

Analyze and evaluate information acquired from various sources.

5.B.EC Relate prior knowledge to new information.

Learning Standard C:

Apply acquired information, concepts, and ideas to communicate in a variety of formats.

5.C.EC Communicate information with others.

MATHEMATICS

STATE GOAL 6:

Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Learning Standard A:

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

6.A.ECa Use concepts that include number recognition, counting and one-to-one correspondence.

6.A.ECb Count with understanding and recognize “how many” in sets of objects.

Learning Standard B:

Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

6.B.EC Solve simple mathematical problems.

Learning Standard C:

Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

6.C.ECa Explore quantity and number.

6.C.ECb Connect numbers to quantities they represent using physical models and representation

Learning Standard D:

Solve problems using comparison of quantities, ratios, proportions and percents.

6.D.EC Make comparisons of quantities

STATE GOAL 7:

Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Learning Standard A:

Measure and compare quantities using appropriate units, instruments and methods.

7.A.ECa Demonstrate a beginning understanding of measurement using non-standard units and measurement words.

7.A.ECb Construct a sense of time through participation in daily activities

Learning Standard B:

Estimate measurements and determine acceptable levels of accuracy.

7.B.EC Show understanding of and use comparative words.

Learning Standard C:

Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

7.C.EC Incorporate estimating and measuring activities into play.

STATE GOAL 8:

Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

Learning Standard A:

Describe numerical relationships using variables and patterns.

8.A.EC Sort and classify objects by a variety of properties.

Learning Standard B:

Interpret and describe numerical relationships using tables, graphs and symbols.

8.B.ECa Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.

8.B.ECb Begin to order objects in series or rows

Learning Standard C:

Solve problems using systems of numbers and their properties

8.C.EC Participate in situations that involve addition and subtraction using manipulatives

Learning Standard D:

Use algebraic concepts and procedures to represent and solve problems

8.D.EC Describe qualitative change, such as measuring to see who is growing taller.

STATE GOAL 9:

Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.

Learning Standard A:

Demonstrate and apply geometric concepts involving points, lines, planes and space.

9.A.EC Recognize geometric shapes and structures in the environment.

Learning Standard B:

Identify, describe, classify and compare relationships using points, lines, planes and solids.

9.B.EC Find and name locations with simple words, such as “near”.

STATE GOAL 10:

Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Learning Standard A:

Organize, describe and make predictions from existing data.

10.A.ECa Represent data using concrete objects, pictures, and graphs.

10.A.ECb Make predictions about what will happen next.

Learning Standard B:

Formulate questions, design data collection methods, gather and analyze data and communicate findings.

10.B.EC Gather data about themselves and their surroundings.

SCIENCE

STATE GOAL 11:

Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Learning Standard A:

Know and apply the concepts, principals and processes of scientific inquiry.

11.A.ECa Uses senses to explore and observe materials and natural phenomena.

11.A.ECb Collect, describe and record information.

Learning Standard B:

Know and apply the concepts, principles, and processes of technological design.

11.B.ECa Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.

11.B.ECb Become familiar with the use of devices incorporating technology.

STATE GOAL 12:

Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Learning Standard A:

Know and apply concepts that explain how living things function, adapt and change.

12.A.ECa Investigate and categorize living things in the environment.

12.A.ECb Show an awareness of changes that occur in themselves and their environment.

Learning Standard B:

Know and apply concepts that describe how living things interact with each other and with their environment.

12.B.EC Describe and compare basic needs of living things.

Learning Standard C:

Know and apply concepts that describe properties of matter and energy and the interactions between them.

12.C.EC Make comparisons among objects that have been observed.

Learning Standard D:

Know and apply concepts that describe force and motion and the principles that explain them.

12.D.EC Describe the effects of forces in nature (e.g. wind, gravity and magnetism).

Learning Standard E:

Know and apply the concepts that describe the features and processes of the Earth and its resources.

12.E.ECa Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).

12.E.ECb Participate in recycling in their environment.

Learning Standard F:

Know and apply concepts that explain the composition and structure of the universe and the Earth's place in it.

12.F.EC Identify basic concepts associated with night/day and seasons.

STATE GOAL 13:

Understand the relationships among science, technology and society in historical and contemporary contexts.

Learning Standard A:

Know and apply the accepted practices of science.

13.A.EC Begin to understand basic safety practices.

Learning Standard B:

Know and apply concepts that describe the interaction between science, technology and society.

13.B.ECa Express wonder and ask questions about their world.

13.B.ECb Begin to be aware of technology and how it affects their lives.

SOCIAL SCIENCE

STATE GOAL 14:

Understand political systems, with an emphasis on the United States.

Learning Standard A:

Understand and explain basic principles of the United States government.

14.A.EC Recognize the reasons for rules.

Learning Standard C:

Understand election processes and responsibilities of citizens.

14.C.EC Participate in voting as a way of making choices.

Learning Standard D:

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

14.D.EC Develop an awareness of roles of leaders in their environment.

STATE GOAL 15:

Understand economic systems, with an emphasis on the United States.

Learning Standard A:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

15.A.EC Identify community workers and the services they provide.

Learning Standard D:

Understand trade as an exchange of goods and services.

15.D.EC Begin to understand the use of trade to obtain goods and services.

STATE GOAL 16:

Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Learning Standard A:

Apply the skills of historical analysis and interpretation.

16.A.EC Recall information about the immediate past.

STATE GOAL 17:

Understand world geography and the effects of geography on society, with an emphasis on the United States.

Learning Standard A:

Locate, describe and explain places, regions and features on the Earth.

17.A.ECa Locate objects and places in familiar environments.

17.A.ECb Express beginning geographic thinking.

STATE GOAL 18:

Understand social systems, with an emphasis on the United States.

Learning Standard A:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

18.A.EC Recognize similarities and differences in people.

Learning Standard B:

Understand the roles and interactions of individuals and groups in society.

18.B.EC Understand that each of us belongs to a family and recognize that families vary.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 19:

Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Learning Standard A:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

19.A.ECa Engage in active play using gross motor skills.

19.A.ECb Engage in active play using fine motor skills.

Learning Standard B:

Analyze various movement concepts and applications.

19.B.EC Coordinate movements to perform complex tasks.

Learning Standard C:

Demonstrate knowledge of rules, safety and strategies during physical activity.

19.C.EC Follow simple safety rules while participating in activities.

STATE GOAL 20:

Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Learning Standard A:

Know and apply the principles and components of health-related fitness.

20.A.EC Participate in developmental activities related to physical fitness.

Learning Standard B:

Assess individual fitness levels.

20.B.EC Exhibit increased endurance

STATE GOAL 21:

Develop team-building skills by working with others through physical activity.

Learning Standard A:

Demonstrate individual responsibility during group physical activities.

21.A.EC Follow rules and procedures when participating in group physical activities

Learning Standard B:

Demonstrate cooperative skills during structured group physical activity.

21.B.EC Demonstrate ability to cooperate with others during group physical activities.

STATE GOAL 22:

Understand principles of health promotion and the prevention and treatment of illness and injury.

Learning Standard A:

Explain the basic principles of health promotion, illness prevention and safety.

22.A.EC Participate in simple practices that promote healthy living and prevent illness.

STATE GOAL 23:

Understand human body systems and factors that influence growth and development.

Learning Standard A:

Describe and explain the structure and functions of human body systems and how they interrelate

23.A.EC Identify body parts and their functions.

Learning Standard B:

Explain the effects of health-related actions on the body systems.

23.B.EC Act independently in caring for personal hygiene needs.

STATE GOAL 24:

Promote and enhance health and well being through the use of effective communication and decision-making skills.

Learning Standard A:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.ECa Use appropriate communication skills when expressing needs, wants and feelings.

24.A.ECb Use socially acceptable ways to resolve conflict.

Learning Standard C:

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.EC Participate in activities to learn to avoid dangerous situations.

ARTS

STATE GOAL 25:

Know the language of the arts.

Learning Standard A:

Understand the sensory elements, organizational principles, and expressive qualities of the arts.

25.A.ECa Dance: Investigate the elements of dance.

- 25.A.ECb Drama: Investigate the elements of drama.
- 25.A.ECc Music: Investigate the elements of music.
- 25.A.ECd Visual Arts: Investigate the elements of visual arts.

Learning Standard B:

Understand the similarities, distinctions, and connections in and among the arts.

- 25.B.EC Describe or respond to their own creative work or the creative work of others.

STATE GOAL 26:

Through creating and performing, understand how works of art are produced.

Learning Standard A:

Understand processes, traditional tools, and modern technologies used in the arts.

- 26.A.ECa Dance: Participate in dance activities.
- 26.A.ECb Drama: Participate in drama activities.
- 26.A.ECc Music: Participate in music activities.
- 26.A.ECd Visual Arts: Participate in the visual arts.

Learning Standard B:

Apply skills and knowledge necessary to create and perform in one or more of the arts.

- 26.B.EC Use creative arts as an avenue for self-expression.

FOREIGN LANGUAGE

STATE GOAL 28:

Use the target language to communicate within and beyond the classroom setting.

- 28.A.EC Maintain the native language for use in a variety of purposes.

STATE GOAL 30:

Use the target language to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

- 30.A.EC Use and maintain the native language in order to build upon and develop transferable language and literacy skills.

SOCIALEMOTIONAL DEVELOPMENT

STATE GOAL 31:

Develop an awareness of personal identity and positive self-concept.

Learning Standard A:

Develop a positive self-concept.

- 31.A.ECa Describe self by using several basic characteristics.
- 31.A.ECb Exhibit eagerness and curiosity as a learner.
- 31.A.ECc Exhibit persistence and creativity in seeking solutions to problems.
- 31.A.ECd Show some initiative and independence in actions.
- 31.A.ECe Use appropriate communication skills when expressing needs, wants and feelings.

STATE GOAL 32:

Demonstrate a respect and a responsibility for self and others.

Learning Standard A:

Perform effectively as an individual.

- 32.A.ECa Begin to understand and follow rules.
- 32.A.ECb Manage transitions and begin to adapt to change in routines.
- 32.A.ECc Show empathy and caring for others.
- 32.A.ECd Use the classroom environment purposefully and respectfully.

Learning Standard B:

Perform effectively as a member of a group.

- 32.B.ECa Engage in cooperative group play.
- 32.B.ECb Begin to share materials and experiences and take turns.
- 32.B.ECc Respect the rights of self and others.
- 32.B.ECd Develop relationships with children and adults.