



THE
RHOADES
SCHOOL



Parent/Student Handbook

2025-2026

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About this Handbook

The purpose of this Parent/Student Handbook ("Handbook") is to serve as a general guide for the policies, procedures, and operations of our school ("School"). The Handbook highlights policies and guidelines necessary for the academic achievement, safety, welfare, and well-being of our students. Information specific to your School location or state may be separately communicated in the Addendum to this Handbook, School policy documents, or guidelines, which are extensions of this Handbook ("School Policies"). Please follow those School Policies, in addition to generally complying with the policies and procedures described in this Handbook.

It is important that parents understand the School's expectations and policies, and that parents know where they can direct their questions or concerns. For purposes of this Handbook, the term "Parents" or "you" means a student's parents, legal guardians, and/or caregivers identified in the student's registration documents. Parents should take the time to carefully review this Handbook, including with their child(ren). Where a "School Leader" is referenced, this could be a Head of School, Principal, Assistant Principal, or another similar title at the School.

Please understand that this Handbook is intended only to highlight the general policies, practices, and procedures, as of the date of this Handbook. The policies and procedures are intended as general guidelines. The School has sole discretion to implement a different or additional process to respond to specific situations, depending on the facts and circumstances. While it would be nearly impossible to review every element of every policy, or every possible scenario and outcome, this Handbook serves as a series of policy summaries to keep Parents and students better informed. This Handbook supersedes all prior policies (whether written or oral, expressed or implied) if there is a conflict. The policies in this Handbook set forth the general expectations regarding a student's enrollment at the School, but they do not form a contract between the School and the Parents or student.

From time to time, the School may need to update our policies. As such, we expressly reserve the right to revise or update any portions of our Handbook at any time, with or without notice, unless otherwise required by applicable law.

We have also made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, federal, or local laws and regulations. In case of any ambiguities or conflicts, we will interpret and administer the policies in this Handbook in accordance with all applicable federal, state, and local laws and regulations.

Finally, this Handbook is a property of the School, shared with you to support you and your student this school year. To protect the privacy, safety, and business interests of the School community, we do not permit anyone within the School community to use this Handbook for any other purposes, nor do we distribute it to anyone for commercial purposes.

Welcome

Mission & Goals

Our mission is to support the development of lifelong learners by balancing learning and play in a safe, healthy, nurturing, and stimulating environment for children. We develop productive parent-teacher partnerships, communicating and collaborating with Parents to share what their students are learning and discovering and, together with the Parents, foster each student's development.

Based on the shared belief that childhood is an important stage of life, and that each student, family member, and colleague should be respected for their unique qualities, our School and staff members hold themselves to high standards of ethical behavior. We base our work on knowledge of children's learning and development, and we recognize that children are best understood and supported in a context of family, culture, community, and society. To meet the diverse needs of individual parents, we cooperate with agencies responsible for child welfare and we support parents in connecting with allied professionals.

The School has curricular standards of excellence for instruction and for the arranged learning environment which helps children develop confidence in their ability to learn, self-understanding, self-worth, and self-discipline. They also begin to gain an understanding and appreciation of the world around them, including individuals different from themselves. With the implemented curriculum, evidence of learning is found throughout the school.

Non-Discrimination Statement

Our School does not discriminate on the basis of race, national or ethnic origin, sex, gender, color, disability, religion, or any other characteristic protected by applicable law in the administration of its educational programs and admissions policies.

We are committed to providing an excellent education to all of our students and are proud to serve a diverse community of individuals, including those with disabilities. As part of that commitment, our programs and services are available on a non-discriminatory basis, including to students with disabilities as defined under Title III of the Americans with Disabilities Act ("ADA"). In accordance with the ADA and as set forth in our Non-Discrimination policy, we will make reasonable modifications necessary to afford students access to our programs and services. Please contact your School Leader for more information on our Non-Discrimination policy.

School Communications

Communication Resources

Our School uses a web-based application ("Application") that helps us meet a parent's increasing expectations for electronic & mobile communications, and that helps make teacher's daily communication and record-keeping tasks easier. Parents typically receive communication about their student engaged in learning through the Application. You have access to information about the student's daily routine as well as photos and brief description of a learning highlight from that day. Our teachers may also include additional notes that might be helpful to Parents. You may use the Application to send notes to the teachers. More information about the Application is available through the School.

We strive to keep Parents informed of upcoming events, activities, and key dates, which can be found on our School website, as well as School Policies

Publication Rights to Images and Recording

We are very proud of our students and their many academic and co-curricular accomplishments. Over the course of the school year, students and their schoolwork may be included in pictures, videos, or articles promoting the School. Parents grant the School permission to use photographic images (video or still), audiovisual recordings, verbal statements, and School-related work (e.g., art, written work) of students and parents in School publications (whether in print or online), the School website, social media, other marketing collateral, or other School-related materials. Parents wishing to opt out of this should contact the School's administration. Please see the enrollment agreement for more details.

Also, while we do our best to monitor media coverage of the School, please be aware that from time-to-time media companies and other individuals over whom we have no control may take photos or videos of the School, students, faculty, and parents while engaged in School-related activities, both on and off campus. Please be aware that should students participate in any School or public event in which other parents, the community, or media are present, the School has no control over photographs or videos taken.

Members of the School community (e.g., students, parents, related individuals) may not create and/or run social media accounts, websites and/or email addresses that refer to their enrollment in the School or any School activities, or that have the School's name in the title of the account, without the advance written consent of the School. Any member of the School community who is found to be operating an unauthorized social media account, website, and/or email address must immediately delete the account, website, and/or email address, and such actions may be considered a violation of the Handbook.

To respect the privacy of minor students and our staff, please do not post any recordings you take at the School or at School-related events.

Parent Involvement & Responsibilities

Parent Responsibilities & Expectations

The School recognizes that effective parent partnerships are essential in building a collaborative and shared School community. Our School and Parents share a joint responsibility to commit ourselves to open lines of communication, mutual respect, and a common vision. We encourage Parents to bring concerns or questions about their student's performance to the teacher and other staff members daily during our School's normal hours of operation, subject to any applicable security of classroom management procedures

We expect that Parents will treat all teachers and staff respectfully and professionally. In the event that Parent or other adult involved with the student fails to comply with policies or procedures of the School, engages in conduct that could undermine the authority of the School's administration, engages in behavior that disrupts the learning environment or school operations, or otherwise behaves in a manner that is unbecoming of a member of the School community, whether the conduct occurs on the School premises or at a School event, the School may exclude the Parent or other adult involved with the student from further access to the School. Furthermore, the School may immediately disenroll or refuse re-enrollment of a student if the School determines the actions of a Parent make a positive, constructive relationship impossible, or otherwise may interfere with the School's ability to accomplish its mission and/or educational goals.

Cooperation

In addition to using various Communication Resources (see II. School Communication), the School hopes to keep the dialogue open about any developmental strengths and progress, as well as any concerns on those fronts.

The health and safety of our School staff and students is paramount, and that includes promoting a School environment conducive to learning and teaching. The School holds certain expectations for our students and parents, to work towards the shared goal of educating the student according to our Curriculum. This equates to full participation and cooperation from the student and Parents as part of the School community. Some examples of a lack of full participation and cooperation include: (1) excessive absences, (2) distractions from the learning environment, or (3) lack of participation in the School. If the student is not fully participating in the program, the School will work with the parents to develop a timeline and a plan of action to correct the situation, and discuss consequences if the situation does not improve.

Enrollment Forms

Parents must complete and submit all required documentation for their student including the application form, enrollment agreement, emergency contact form, immunization record, and physician's form for their student. Additional forms may be required by your state or School. Please notify the School if there is any change to the information provided on these forms, so that the School has the most up-to-date information on file. School is not responsible if you fail to update information related to the student's enrollment and academic records. You are also required to submit the enrollment paperwork and related fees to continue the student's enrollment next school year, regardless of the date of the enrollment

paperwork for the current school year. Please refer to this documentation for additional tuition and enrollment policies and expectations.

Emergency Contacts & Authorized Pick-Up/Drop-Off

Each student's emergency contacts must always be kept current. If you or any of the contacts have moved or have changed a home or work telephone number, please notify the School office immediately. We release a student only to those adults who have prior authorization. Please also review the list of emergency contacts for your student on the Application and update as needed.

You must sign each of your students in and out daily when arriving and departing from School at the front entrance. Additional persons authorized to pick up your student must also sign them in and out using the same system.

If someone other than the previously authorized individuals will be picking up your student, we must have verifiable written permission from you. Photo identification is mandatory for anyone unknown to the staff. A student will NOT be released without confirming the identity and authorization of the person picking up.

Absences

We expect students to be in School for the period of their enrollment, whether full time or part time. Parents are responsible for informing the School of any absences. Repeated absences, tardiness, or significant missing time may warrant a conversation between the School and parents to discuss the student's continued enrollment.

For an extended leave for your student, such as a break longer than 2 weeks from the School, please contact your School Leader to discuss options for continuing your student's enrollment. There may be a cost and need for additional documentation associated with holding continued enrollment for an extended period.

If a student needs a break from School for any reason, the School will discuss available options with the Parents.

Early Pick-Up

Whenever possible, please ensure that extracurricular activities, doctor's appointments, etc. occur outside of the school day schedule. We ask your support and advance planning in minimizing these disruptions. If you wish to pick up your student early (before dismissal time), please provide the School with 24 hours' notice whenever possible. Please let us know immediately of any changes to your early pick-up plans.

The School may ask you to pick up your student early due to a variety of reasons, including severe weather, emergencies, sickness, injury, or behavior that endangers the learning environment (e.g., significant disruption or threat of harm to self or others). Parents or an authorized person for pick up is expected to arrive within 1 hour of the notification by the School. Parent's refusal to pick up or being late to pick up after being notified may result in consequences for the student's enrollment, including and up to disenrollment. Please see School Policies for further information.

Late Pick-Up

If your student has not been picked up within 15 minutes of School's closing time, the School Leader will attempt to contact all emergency contact persons listed for the student. The School will comply with local regulations for next steps. Fees may be charged for late pick-ups and afterschool care as described in the enrollment agreement and fee schedule, or in the School Policies, and repeated late pick-ups may result in discontinuation of enrollment.

Multiple Households

To communicate most effectively with parents and support each student, Parents must inform the School of any court-ordered guidelines regarding primary households, visitations, picking up a student from School, parent involvement in field trips, or other such similar issues. Unless otherwise specified, each Parent for whom the School has current contact information will have access to the student's file as well as other informational mailings and electronic communications during the year. It is the parents' responsibility to inform the School of any living, custody, or financial arrangements that may affect the student's enrollment or experience at the School. The School may require additional documentation to better understand your educational and custody rights with respect to your student.

Also, in some instances, certain electronic platforms the School utilizes permit access by only one account holder; it is the parents' responsibility to communicate directly with one another about the information on the platform as the School is unable to create a secondary account.

Faculty and Staff Gift Policy

Being mindful of the importance of maintaining an equitable environment at the School and avoiding any conduct which could create a perception of favoritism or differential treatment, Parents seeking to give a gift to School employees are expected to employ the "less is really more" philosophy.

Our Parent community may initiate or inquire about group gifts. Although the School does not require or organize gifts of any kind, we remind everyone that the participation by Parents is entirely optional, and in no case should anyone feel pressure in their decision whether or not to contribute toward a group gift.

Curriculum

Consistency of Care

We strive to provide consistency of care to foster stable connections between our teachers and students, between students of similar ages and developmental stages. We also aim to provide developmentally appropriate educational experiences for all our students. To this end, we strive to keep teachers with the same group of students, and to advance students to the next program when appropriate, based on their learning outcomes and developed skills.

To the extent possible, we encourage keeping infants and toddlers with their teaching staff for nine months or longer when possible. Student transition to the next age group is subject to chronological age, developmental readiness, state licensing requirements, and space availability. Students who are moving up gradually spend more time in their new classroom.

When students are grouped in similar age levels, the maximum child group sizes and ratios of staff persons align with state licensing requirements. Lead and assistant teachers have primary responsibility for a single group of students. During the day, we stagger staff schedules so that children, especially infants, have as much time as possible with their regular teacher and classroom assistant. During opening and closing times, some age ranges (other than infants) may be combined, with the teacher in that classroom assuming the responsibility of care until the Parents arrive for pick up.

Proprietary Curriculum

Our School employs a proprietary curriculum ("Curriculum"). Our Curriculum is an integrated series of programs for children ages six weeks to five years that engages the young learners' senses, mind and body and values the individual student. Each program engages a child's readiness to learn with activities that are fun, challenging, easily understood and meaningful.

Our Curriculum integrates learning across all content areas and supports a deep connection between school and home. Parents receive detailed information about what they can expect from their children at different stages of development, what their children are learning in school, and how the parents can encourage learning at home. Our classrooms support the academic, social-emotional, and physical growth of young children. Instilled with a lifelong love of learning, students engage in opportunities to develop a strong sense of self and their community, while connecting learning to real world experiences.

Our Curriculum is built upon Developmentally Appropriate Practices (DAP), which provide teachers in our general education program the flexibility to differentiate instruction based on developmental stage and to build upon prior skills before advancing to higher-level content and includes opportunities for students to be curious and ask questions. It is built around the following principles:

Well-rounded content:

Our Curriculum ensures that a wide variety of information, skills, and activities are included daily. The breadth of the curriculum keeps students interested and promotes success at the next level.

Literacy focus:

Our Curriculum supports a child-centered, literacy-rich environment where books are readily accessible. Materials are labeled with photographs and words, vocabulary development is paramount, and students' writing attempts are apparent. Each week, teachers build rich learning experiences around a different set of central books. The central books provide focus, as well as critical background knowledge for young learners.

Center-based learning:

Our students cultivate their natural curiosity by asking questions, investigating, and exploring through interactive experiences in small groups and real materials that engage all their senses.

Clear learning goals:

Our School's programs have a clearly defined set of skills that drive teaching and learning (what students should know and be able to do). These skills are shared openly with parents monthly. We know not all students will master all the skills, nor will all students move at the same pace of learning, but this transparency helps parents understand what their child is learning and how they are developing.

Assessment for learning:

Assessment of student learning and instructional efficacy is authentic, embedded, and regularly recorded. Teachers maintain observation notes, track progress using checklists, and maintain ongoing portfolios of student work. Teachers analyze a student's progress toward the skills and learning outcomes outlined in our Curriculum to determine how to meet their needs.

Personalized learning:

Our Curriculum specifies a variety of ways for a more differentiated and personalized learning experience for students. Each classroom environment reflects the unique aspects of the lives of the students served. Students and their cultures are represented in family photographs, dramatic play props, construction center materials, music, and literature. Participation in centers is limited to a few students at a time, and small group instruction is encouraged so teachers can tailor learning experiences.

Social-emotional focus:

Our Curriculum and classroom foster social and emotional skill development through accessible materials and room design. Students can easily move about the room and engage in social interaction with peers and teachers. Teachers sit with students during snacks and lunchtime, engaging in and modeling appropriate conversation, table etiquette, and safety.

Family communications:

Please see II. School Communication.

Effective instructional practices:

Essential classroom practices are research-supported activities that promote exemplary teaching, learning, and student interactions within the classroom.

Please see School Policies for more information.

Developmental Progress

Teachers plan lessons to meet students' cognitive, physical, and emotional needs. They provide materials and activities that encourage students to explore their environment and develop social skills, problem-solving skills, and new ways of thinking.

We strive to routinely assess the developmental needs of the students. If these observations reveal possible developmental delays or special needs, they are brought to parents' attention, along with suggestions for parents to reach out to pediatricians or other support professionals for further assistance.

Bulletin Boards

There is a bulletin board generally located near the entrance of each classroom so you can easily access information such as:

- Current lesson plan
- Learning outcomes
- Infant or Toddler skill sheets
- Current Week-at-a-Glance, for ages 2-5
- Items as required by local licensing agencies (e.g., daily schedule, menu)

Teachers also display a variety of students' work in the classroom to illustrate how classroom activities build skills.

Please see School Policies for more information.

End of Month Folders

The End of Month Folder is an individualized form of communication shared with parents. Each student's End of Month folder will contain specific work samples, activity descriptors, and photographs showcasing individual learning experiences. End of Month folders are sent home with each student at the end of each month. When compiled properly by the teacher, each folder should contain:

- Family Connection letter with activity suggestions and a link to view all the skills and learning goals that were the focus for the month
- Spanish poster for the upcoming month (if applicable)
- Work samples of skill-connected student work with activity descriptor: work samples reflecting a variety of learning domains and skills with an appropriate level of academic rigor

The monthly folder offers parents a lens into their child's activities and learning progression, gives evidence of skill attempts and mastery, and suggests ways that parents can be an integral part of their child's ongoing successes. The combination of preprinted communications and the student's own work samples show how our structured curriculum offers a unique and rich experience for each child. Teachers are required to send home the folder on the last school day of each calendar month, which may include letters to the parents, lists of skills, and samples of the student's work.

Please see School Policies for more information.

Family Reports

Family Reports are formal progress reports used to communicate a student's progress toward mastery of the Curriculum Skills, based on a culmination of data collected through developmentally appropriate assessments. Family Reports are completed three times annually and shared with parents in the fall, winter, and spring.

Family Report Scale:

- **I (Introduced):** Students at this level have been introduced to the skill but require more exposure to move towards developing or mastery of the skill.
- **D (Developing):** Students at this level have been repeatedly exposed to the skill through learning experiences that allow them to further progress towards mastery of the skill. While they may be approaching mastery of the skill, students may still need scaffolding and support in order to complete the skill aligned activities independently.
- **M (Mastered):** Students at this level have had multiple opportunities to display proficiency in the skill. Students can now complete the skill independently; however, scaffolds can be used to further support learning and skill development.

Teacher comments based on objective observations are included to describe the student's progress, skill mastery, support provided for the student, and a description of activities that support the rating.

Infant Family Reports are simple narratives that document past growth and future goals but may still include photographs and other samples to illustrate the skills the child is developing, while the reports for the older preschoolers are more detailed. Family reports include a cover sheet for confidentiality, as well as to allow parents an opportunity to respond to the report with questions or concerns.

Please see School Policies for more information.

Student Records

Student Records

Student records include the student's academic and enrollment records such as: enrollment documents, attendance records, disciplinary records, health and immunization records, progress and final reports, and transcripts. Parents may request a copy of the student's records by contacting the School directly. All information in student records is confidential, and anyone not directly involved with the care of your student or affiliated with state licensing, protective services or other government agencies will not have access to your student's records without your prior written consent.

Medical & Immunization Records

Prior to enrollment, all students must have an updated medical form on file, including a current list of state-required vaccinations and screenings. All state-required immunizations must be completed unless parents produce the required documentation for applicable exemption. If a currently enrolled student or staff member has a medically compromised immune system, our School will evaluate whether a student who is not fully immunized may be newly enrolled. If a student is not fully immunized for a disease that occurs in the School, that student will be excluded from all activities until any danger of infection is past.

Student Behavior & Support

We expect all students, regardless of age, to learn about our code of conduct. We encourage parents to take into account their child's age, developmental stage, and grade level in talking through this section.

Uniform & Dress Code

Please see the School's specific uniform and dress code.

Behavior Guidance

Our behavioral guidance is constructive, age- and stage-appropriate, and redirects Students to appropriate behavior and conflict resolution, we approach discipline with a positive attitude, based on the premise that children respect and care for themselves and others. Our goal is to solve behavioral concerns by using modeling, redirection of behavior, and positive reinforcement through attention and praise. Positive classroom rules, structure, and reinforcement help children understand expectations of behavior. Circle time and other group meetings incorporate time for children to give and receive praise for positive actions, to plan activities together, and to discuss class concerns and goals for desired behavior.

When necessary, staff will work with students and parents to engage in strategy building and to create a plan for resolution. The plan will include positive behavior support, and Parents will be kept informed of progress.

There are sometimes reasons that the School must remove a student from the program on a short-term or long-term basis, including because the Child's behavior is disruptive or jeopardizes the health, safety, or welfare of the student or other students or staff. These consequences are not meant to be punishment or penalization, but merely to keep the student and others around them safe until the School and parents can address the behavior.

The School understands that a pause on enrollment, suspension or disenrollment is difficult for the students, Family, and staff. In an effort to impose these consequences only, when necessary, the School will do its best to work with the student and the parents to limit or prevent them.

The parents are expected to be open and forthcoming with relevant information regarding their children, cooperate with the School, and support the School, including with respect to seeking assistance from third-party external supports. Education is a cooperative undertaking: a joint responsibility at home and School.

Should a student exhibit concerning behavior, the School will take the steps with the School Leader to address with a plan of resolution, unless the behavior warrants immediate intervention.

The plan includes positive behavior support, and parents are kept informed of progress. In rare circumstances, and only after all other possible interventions have been exhausted, suspension or expulsion is necessary. We reserve the right to suspend or dismiss a student for harmful or inappropriate behavior in our sole discretion: 1) If we do not have adequate expertise or resources for the Child's educational, medical or other needs; 2) for violations of our policies; or 3) for any reason we determine to

be in the best interest of the safety of students and the School. In these rare instances, we may offer parents assistance in locating assistance and alternative placements.

Forbidden Methods of Discipline

Students learn best when they are comfortable and feel safe. While all students need periodic redirection and behavioral guidance, actions which disrupt or undermine this positive environment are prohibited. Staff may never use physical punishment, psychological abuse, or coercion when disciplining a student. These methods of discipline are prohibited, and include examples such as yelling, using "time outs", shaming or isolating students, or use of restraint.

Health & Safety

Our Commitment to Health & Safety

Providing a healthy and safe learning environment for our students is our highest priority. In addition to following our School's comprehensive health and safety practices, we regularly adjust our operations to meet or exceed the most current guidance from local and state health departments.

Our enhanced health and wellness protocols include:

- Repeated disinfecting/cleaning of "high-touch" surfaces throughout the school day and in the evenings (including desks, doors, public spaces, and bathroom fixtures)
- Frequent and thorough handwashing by students and staff, actively encouraged throughout the school day
- Ensuring all staff and students who are feeling ill stay home until they recover
- Finally, guidance regarding wearing facial masks/coverings is evolving, and we will update parents accordingly.

Cleaning, Disinfecting, & Sanitizing

We recognize the importance of clean and sanitary conditions for students' health and safety. Toys that have been in a child's mouth or otherwise contaminated are removed immediately, cleaned with soap and water and disinfected. This also applies to other surfaces in the classroom. We do not use toys that cannot be cleaned and sanitized. To control odors, our School uses ventilation and sanitation rather than sprays, air freshening chemicals, or deodorizers. Any spills are immediately and thoroughly cleaned up, and surfaces are disinfected using fragrance-free and least toxic cleaning products to ensure that proper cleaning, disinfecting, and sanitizing of the School is carried out.

All cleaners and other toxic substances are kept out of the reach of students, in most cases in a secure locked cabinet.

Diapering

For our diapered students, teachers check diapers every 2 hours, when a child wakes from a nap, and upon being soiled. The changing table is sanitized after each diaper change, even if paper covers are used.

Food & Nutrition

Where offered, we provide students a nutritious lunch, and morning and afternoon snacks. We follow government child nutrition guidelines for the amount and type of food we provide students at snack times and meals. Menus are with parents to review.

Staff discard any food not taken home by the parents at the end of the day, as well as food with expired dates. Fresh fruits and vegetables are thoroughly washed before serving. No plastic or Styrofoam containers, bags, plates, or wraps are used to reheat students' foods or drinks.

Students with special feeding needs are referred to School Leadership. We do our best to accommodate dietary restrictions and preferences, and some Schools have specific policies on outside food. Please see the Allergies section for more information on food allergies. Please see the School Policies or School Leadership for additional information.

Bottle Feeding

Bottles must be labeled correctly to be accepted by the School. If your bottle is missing information, you may be provided with the tape and a marker. All bottles must go home at the end of the day. To ensure children receive the correct bottles, we require the following labeling procedure:

- Label the bottle and cap with the child's first and last name, using the assigned colored tape for your child.
- Mark the current date on the bottle.
- All breast milk bottles must have red tape in addition to the assigned colored tape and must be marked with the date and time the milk was expressed.
- After warming, breast milk or formula bottles may be out for no more than one hour before being discarded.
- Breast milk or formula bottles cannot be reheated or returned to the refrigerator after initial warming.

Breastfeeding

We provide a comfortable area for nursing mothers to breastfeed their children. Please see your School Leader for specific information.

Infant Sleep Safety

Safe sleeping practices are in place for all infants. These practices promote safe sleep when infants are napping and reduce the risk of sudden infant death syndrome (SIDS) or suffocation death. All staff who interact with infants are trained on the consistent use of safe sleep practices, which include:

- If an infant falls asleep outside the crib, they are moved to the crib.
- If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant sleep equipment, such as a crib.
- Staff must place infants younger than 12 months on their backs to sleep without the use of infant sleep positioners, unless ordered by a physician. Once they can turn themselves over, infants may assume any comfortable sleep position.
- Crib labels with the Child's picture and name must indicate whether the child is able to roll over on their own AND always indicate that the child must first be laid down in the crib on their back.
- Sleeping infants are directly observed by sight and sound routinely and frequently.
- A teacher must be present in the crib area if any infants are sleeping.
- Infants' heads will NOT be covered with blankets or bedding at any time.
- Cribs will not be covered with blankets or bedding. No loose bedding, pillows, bumper pads, etc. will be used in cribs. Sleep sacks may be used instead of a blanket.

- Toys and stuffed animals are not allowed in the cribs. Pacifiers will be allowed in infants' cribs while they sleep, but a pacifier clip is NOT allowed.
- Only one infant is in a crib at a time unless we are evacuating infants in an emergency.
- All infants are given the opportunity to nap/sleep. No infant is forced to sleep, to stay awake, or to stay in the napping area.
- Infants are removed from the crib upon waking up. The crib is NOT treated as a playpen.

Allergies

Parents are expected to inform the School about their child's allergies. Each student with food allergies should have a Food Allergy & Anaphylaxis Emergency Care Plan ("FARE Plan") or similar Emergency Care Plan (e.g., for FPIES) listing their allergies, recommended treatment in case of an allergic reaction, prepared by parents and the child's physician. Parents and the School will work together to ensure understanding about the allergies, emergency plan, and supporting medical documentation provided by the child's physician. Students with complex or life-threatening allergies may be referred to our ADA process for creation of a modification plan. Please contact your School leader for more information on our ADA policy.

Illness

Parents assist us in maintaining a safe and healthy environment for all our students by keeping sick Students at home. The purpose of our sick Student policy is to:

- Reduce the spread of illness from a sick Student to other children and members of School staff.
- Promote complete recuperation of the sick child.
- Prevent the constant spread of cold, flu, diarrhea, and other communicable diseases, including COVID-19, that are common among small children.

We reserve the right to refuse admittance to any student who shows a sign of illness. Students who become ill at School will be made comfortable and parents will be notified to pick them up within one hour. Parents must keep sick children at home until they have been symptom-free for at least 24 hours* if they display any of the following:

- Fever of 100.4 degrees or more. (*Students must be free of fever for at least 24 hours, unassisted by fever-reducing medication before returning to school.*)
- Vomiting
- Diarrhea
- Sore Throat
- Skin Rash
- Head Lice
- Heavy nasal discharge requiring frequent wiping every 3-5 minutes
- Persistent, non-productive, or "barking" cough
- Fussy, cranky behavior unlike the child's normal demeanor
- Symptoms of communicable disease such as pink eye, measles, chicken pox, mumps, or strep throat

**The length of time students should stay out of our School depends on whether they have COVID-19 or another illness. Please see your School Leader for updated guidance.*

Medication Administration

Whenever possible, prescription or over the counter medication should be administered at home or by a parent who comes to the School for that purpose. We encourage parents to ask their child's physician to prescribe or recommend medications in such a way that they do not need to be administered during the school day. If the physician determines that the medication should be administered during the school day, we will consider such requests in accordance with state and local regulations.

When we agree to administer prescription or nonprescription medications, parents must provide a note from a physician requesting us to administer the medication, with detailed dosage information, circumstances, or schedule of medication administration, and any adverse reactions that could occur.

The medication must be in a new sealed container. Prescriptions must be in the original pharmacy container or box, with the official pharmacy prescription label securely attached. The prescription indicated on the label must be current. **Parents cannot premix medication into food or liquid before bringing it to school.** Parents must turn in medication to the School's front office.

School administrative staff must keep the medication and a copy of the physician's note stored in the locked medicine location, unless otherwise indicated. School administrative staff complete the dispensing log after each dosage, recording the name of the student, the medication and dosage given, the time and date, and signature of the person dispensing. Epi-pens and other emergency medications may be stored in either the normal locked medication cabinet or a secure location, unless otherwise indicated by applicable law. See *Allergies* section for additional information.

If the medication request is for any medication that requires specific skills or prior medical training to administer, parents may be asked to follow our ADA process, requiring approval and development of a modification plan. Parents must first make a written request for their student and provide it to the School with the physician's note including the requirements referenced above. In some instances, we may require additional information or documentation, and we will work together with parents to prepare a modification plan. Please contact your School leader for more information on our ADA policy.

Accidents & Injuries

The health and safety of both students and staff in our School are of paramount importance. All employees are expected to assist in the prevention and control of injuries, illnesses, and hazards and to ensure compliance with all applicable laws and regulations. Staff members inspect their classrooms and outdoor play areas daily for potential hazards.

If a student experiences an accident, injury, or possible injury, staff will report it to School administration and a written incident report will be completed. Parents will also be immediately contacted if the injury needs medical attention. For any serious accident or incident, we will attempt to notify parents by a telephone call as soon as possible.