



# ROSEBUD'S LIL EXPLORERS EARLY LEARNING CENTER

## Parent Handbook

### Mission Statement:

Rosebud's Lil Explorers Early Learning Center is dedicated to providing a warm and inviting atmosphere that allows children to develop at their own pace.

*Rosebud's Lil Explorer's Early Learning Center*

107 S. 17<sup>th</sup> Ave

Coatesville, PA 19320

Phone: 610-380-1214

Fax: 484-288-8615

Email: [RosebudsMelissa@gmail.com](mailto:RosebudsMelissa@gmail.com)

## *Our Philosophy*

We believe that children need to have a positive self-image. We foster that image, along with their developmental growth in the areas of intellectual, social, physical, and emotional skills, through variety of group activities, individual play, educational time and quiet periods. Our program is comprised of several varying play and learning materials that help the children gain confidence in their abilities. At Rosebud's, we are parent friendly. We welcome parents to visit and participate at any time.

## *Policies and Procedures:*

### *Meals and Snacks*

We are committed to providing healthy snacks to all of our children. Breakfast (if needed) is to be provided by the parents, as well as water bottles, or sippy cups. We provide AM and PM snacks with milk and water daily. We also provide lunch on Wednesday that consists of Pizza, fruit, and a vegetable. Water is available at every meal.

### *Supplies and Equipment*

We take pride in our extensive collection of arts & crafts and reading materials. Parents are always welcome to provide and donate any ideas or materials; however, this is not necessary. Parents are only required to provide the supplies outlined in their Child Care Agreement OR to accompany any requests on daily logs for the rest of the week or show and tell the following day. If you find that you tend to have craft items, such as paper towel rolls, washed and emptied glass jars, empty shoeboxes, wrapping paper, etc., please feel free to send them, we can put almost anything to good use!

### *Communication*

All forms of communication throughout the day with your child's teacher will be through a texting app, Pinger, on the classroom iPods. Your child's teacher will send texts/pictures through this app to communicate with you. Teachers are not to have their personal phones in the classroom. Another form of communication is through Tadpoles. This is an app on the iPod teachers use to complete your child's daily reports each day. A daily report will be sent to your

email each day once your child is checked out from our center. We also send out monthly newsletters which provide center news, events, announcements, etc. These newsletters are sent through Tadpoles.

Family participation is encouraged. Visit our classrooms, volunteer, or eat a meal with your child. Schedule this with your child's teacher or the Director.

### *Drop off and Pick up Policy*

Rosebud's Lil Explorers has established a safe route policy when dropping off or picking up children. In order to keep students safe at all times, children must be escorted to and from the parking lot, up the walkway, inside the school and then proceed to the appropriate classroom.

Supervising adults are responsible for the children in their care until the child/children has been placed in the care of their teacher. No child may be left unattended in the parking lot or hallways of the center.

### *Emergencies*

In the case of emergency parents will be contacted immediately. If a parent is not available then the emergency contact person will be notified. Parents must fill out a child medical report form and an emergency medical care permission form, which will allow us to seek emergency aid for the child.

Any child who receives a minor cut or bruise will be tended to by first aid certified personnel. A report of such accidents will be filled out by the staff member in attendance, and one copy of the report will go to the parent and one copy will be placed in the child's file.

### *Child Serious Injury Plan*

In the event that a child needs emergent care, the child's teacher will call 911 immediately. The teacher shall call the director and notify her of the emergent issue. The director will then call the parents and/or emergency contacts of the hurt child. The director will cover the classroom, as the assigned teacher will escort the child to the emergency room and will not leave the child until the parents or confirmed emergency contact persons are with the child. The teacher will then call and update the director regarding the progress of the child. Director will then document the child's chart and will follow up with parents within the next 24 hours.

## *Illness*

We request, for the health and safety of the children and the providers within the daycare that a child be kept home if they experience any of the following symptoms:

- *Fever of 100 degrees or higher*
- *Persistent diarrhea or vomiting*
- *Sever coughing*
- *Difficulty breathing*
- *Unusual rashes or spots*

We ask that a child be symptom free for at least a 24 hour period before returning to our facility. Parents must call in and advise the staff when the child (ren) will be absent. Also, if your child shows these symptoms at school, we will notify you for pick-up.

## *Curriculum*

Rosebud's uses the [Creative Curriculum](#). You will find the curriculum statement attached to this handbook. As part of this curriculum, we gather information about each child's developmental abilities and evaluate progress so we can modify and adjust what we are doing in our classroom so as to deliver the best individualized instruction for each child. This evaluation is communicated to families periodically during the school year using various formal and informal tools, forms, and resources. For information about your child's day, please see copies of daily schedules and lessons plans in your Tadpoles email/app.

## *Observations and Assessments*

Teachers at Rosebuds perform daily observations of each child in their care group. These observations are documented and put into each child's portfolio. The observations are used to see what each child's abilities are, and to see what each child needs to work on to advance here at Rosebud's. Assessments are done twice a year and they are based off the observations. You will receive assessments in May, and again in October. You will be offered a conference to discuss the assessment as well.

## *45 Day Assessments*

When your child has been at our center after 45 days, their teachers will complete a questionnaire based on how they're doing at our center. This questionnaire is called Ages and Stages. This will be completed by our teachers

and a copy will be given to you to complete (which is optional), and a conference is offered to talk about the questionnaire results.

## **Behavior Management**

Our staff at Rosebud's, believe that children need guidance, understanding, and easy to comprehend rules in order to learn appropriate behaviors. It is our policy to provide a nurturing and supportive environment for children to learn social interactions. Within this environment we have three simple rules that we teach: *children may not cause harm to themselves, children may not cause harm to others, and children may not cause harm to things, furniture, toys, etc.*

If behavioral problems occur the child will be addressed individually. If behavior continues, then attempts to redirect alternative behaviors will be utilized. Finally, if there is a need, time out will be initiated. Time out consists of a quiet time for the duration of one minute per child's age. If these methods do not work to redirect the child's behaviors, parents will be notified.

## **Inclusion Policy**

Rosebud's Lil Explorers welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach their full potential.

### **Procedures:**

#### **Admissions/waiting list**

Children of all abilities are accepted into Rosebud's Lil Explorers and families interested in having their child attend the program will be given an equal opportunity for admission. A waiting list may be maintained and children will be accepted from the list on a first come first served basis.

#### **Inclusive Environment**

Teachers at Rosebud's Lil Explorers use developmentally appropriate practices and consider the unique needs of all children when planning. Staff will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special

educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

### **Confidentiality**

Confidentiality applies to all verbal and written information about potential, enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the director and the child's teacher. No information will be released about a child and the parent/legal guardian during enrollment or transition to another receiving program or school without first receiving the written permission of the parent/guardian. This excludes the responsibility held by teachers as mandated reporters of suspected child abuse and neglect as outlined in Pennsylvania law or when information is subpoenaed by the court.

### **Family Centered Practices**

Rosebud's Lil Explorers acknowledges and respects the priorities each family has for their child. Families are encouraged and supported to collaborate with staff to ensure that each child has an opportunity for optimum success. Rosebud's Lil Explorers communicates with each family daily and has regular meetings to discuss the child's successes and challenges. Professional Development and Support for Staff Training and support is provided to ensure that all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive an orientation on inclusion policies and attend training focused on effective inclusion and/or other disability topics whenever possible. The director provides additional support and resources as appropriate.

### **Collaboration with Other Professionals**

Many children with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers and others. Rosebud's Lil Explorers welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the early childhood classroom environment and the child's teacher and the service provider work

collaboratively to determine the best strategies to support the child in the group setting. Rosebud's Lil Explorers supports the teacher's participation in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings.

### *Suspension/Expulsion Policy*

Here at Rosebud's Lil Explorers, we have the following steps to follow BEFORE suspension/expulsion is considered:

1. If challenging behaviors arise, the director will find a training in challenging behavior to give to the teachers.
2. Teachers will take time to observe child's behavior and document it and enter into their portfolio.
3. If behavior continues, suggest a meeting with the teachers, parents, and director about what behaviors are being seen and what suggestions they may have to help.
4. Refer parent to outside resources, and suggest they are brought into the classroom for more one on one time for the child.
5. If parent is not willing to reach out to outside resources, and/or if resources aren't made available within an appropriate time, this is when suspension/expulsion is considered, *especially* if this behavior is a safety threat to the teachers/children.

### *Medication*

Parents/Guardians must bring in their child's own pain/fever reducer labeled with their child's name. We also ask that you fill in a medication form with type of medicine, dosage, and when to give it with your signature. We will not administer the medication until we contact parent first.

### *Releasing a child from care*

Unless we are instructed in writing to do otherwise, Rosebud's will only release a child to the following persons: 1) The child's parent(s) 2) The child's custodial parent, 3) The emergency contact person and 4) Any other guardian whom the parent has signed written consent to pick up the child. No child will be released to someone other than those parties whom the parents have signed consent. We reserve the right to call to confirm any person with the parents at any time.

## Transitions

Your child's transition in child care should be a positive and exciting learning adventure. We will work with you and your child to ensure the smoothest possible transition occurs as new routines and new people are introduced.

### Transition from home to center

Prior to your child's first day, you will have an opportunity to tour the center, meet with your child's peers and teachers, and communicate any anticipated concerns. At this time please share the best communication methods that the teacher may use to reach you.

### Transition between learning programs

Children are transitioned to the next classroom based on age, developmental readiness, state licensing requirements, and space availability. During the transition, current and future teachers will meet with you to propose a plan to introduce your child into the new program. A letter will be sent to the you about your child's transition to the next room.

### Transition to elementary school

Transition activities such as a field trip to a local elementary school, creating a mural of special friends and special times at our center will be part of your child's education at our center. We will provide you with information on local schools, what to expect, and ideas on how to talk to your child about going to elementary school.

### Transition for before/after school care

Children who are of school age may continue with before/after school care at our center. The center will provide staff to ensure that your child arrives at the bus stop for pick up (before school) and drop off (after school) in a timely manner. The before/after school form must be completed and on file with the center in order to be eligible for this service.

## Child Abuse

All caregivers are required by law to report any suspected cases of child abuse or neglect.

## Social Health Services

Rosebud's has the resources on hand to refer families, if needed, to appropriate social, mental, health, educational, wellness and medical services.

## Culturally and Linguistically Diverse Children

Here at Rosebud's, we recognize that all children are cognitively, linguistically, and emotionally connected to the language and culture of their home. We talk with parents about their child's home language and encourage children to use their home language, as well as English. We also label items in classroom with the child's home language as well as English. We acknowledge that children can demonstrate their knowledge and capabilities in many ways and we understand that second-language learning can be difficult. We support and respect different cultures and their values. We actively involve families in many different activities and provide them with helpful resources, if needed.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Rates & Holidays:

### *Tuition Rates Effective January 1<sup>st</sup>, 2017*

	<i>Full Time</i>	<i>Part Time</i> <i>(minimum of 3 days)</i>
<b>Buttercups (6 weeks-1year)</b>	\$53.00 per day	\$62.00 per day
<b>Daisies (1 Year Olds)</b>	\$52.00 per day	\$61.00 per day
<b>Violets (2 Year Olds)</b>	\$51.00 per day	\$60.00 per day
<b>Tulips (3 Year Olds)</b>	\$50.00 per day	\$55.00 per day
<b>Sunflowers (4-5 Year Olds)</b>	\$50.00 per day	\$55.00 per day

*\*Rates are based off a 9 hour day; additional hours are \$5 per hour.*

### **Transportation Charges**

*\$50.00 per week*

When requested, Rosebud's will provide transportation from the kindergarten to our center, Kindergartens must be within 3 mile radius of the daycare.

### Payments

Payments are due at the beginning of the pay period. Payments can be made via checks or cash weekly, or bi-weekly. Government subsidies are accepted. Full payment is expected for those days or weeks that may include sickness, holidays, or any other personal reasons that a parent or guardian may wish not to utilize the services that are contracted for.

### Discounts

Parents with two full time students in our center, simultaneously, receive a 5% discount on the total monthly tuition amount. Parents with more than two full-time students, receive a 10% discount on the third full-time child.

### Schedules

Any decreases in student schedules must be approved by the Director and new tuition rates will apply. Any prolonged interruption of the students schedule that would cause the tuition payments to be suspended, (for example, students not

attending daycare during the summer months, or students on a pro-longed vacation) will result in a re-enrollment process for the student, upon their return, providing there is space available in their classroom at that time. Student positions are only guaranteed as long as the current tuition rates continue to be paid during the students' absence. Also, upon re-enrollment, the current prevailing tuition rates, at the time of re-enrollment, will apply, as well as any other changes that may have been made to the rates, holiday schedules, policies and procedures.

### Holidays

Holidays for 2018 include **New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Black Friday, and Christmas Day through the New Year**. The entire daycare will be closed from 6:00 PM, December 21<sup>st</sup> 2018 through January 1<sup>st</sup>, 2019. We will reopen on Wednesday, January 2<sup>nd</sup>, 2019. Although there is a payment required for the week, parents of *FULL TIME STUDENTS* will also be allotted a full week (to be taken all at one time) to be used anytime during the calendar year, without pay. For example, if you have family vacation planned, and your child(ren) is a full time student here at our daycare, you will not pay for the week that you are away. Students must be active and full time at the daycare a minimum of 3 months before this vacation payment benefit activates.

**Payments are still required for Holidays and days that the daycare is closed.**

### Hours of Operation

Drop off times begin at 6:30 AM. Pick up times begin in the afternoon and are no later than 6:00PM. Our rates are based on a 9 hour day. If needed, hours after your 9 hour contract time will be an additional \$5 per hour.

A late fee of \$1.00 per minute will be applied when the child is not picked up by their pick up time and especially after 6 PM, and will be due and is payable upon arrival of the parent or guardian to pick up the child.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

AGREEMENT

55 PA CODE CHAPTERS 3270.123 & 181C; 320.3290.123 & 181C

**NAME OF CHILD** \_\_\_\_\_

Fee amount \_\_\_\_\_ Per week \_\_\_\_\_ Day payment to be made \_\_\_\_\_  
**(payments due at beginning of pay period)**

(Please read attached policy forms of this agreement and return with this document.)

Services to be provided as part of this day care fee:

Child care and developmental programs

Snacks served two times per day with milk/water (not including Infant Room)

Lunch served on Wednesdays by the Director (not including Infant Room)

Provide a written Child Assessment every 6 months

Child's arrival time                  Child's departure time                  Person designated by parent to whom child may be released

\_\_\_\_\_  
Late Fee                                  Per min – hr                                  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Extra services to be provided at an additional fee if applicable:

\_\_\_\_\_  
\_\_\_\_\_

I, the parent/guardian:

( ) received complete written program information at the time of enrollment  
& 3270.121, 3280.121, 3290.121

( ) agree to update the emergency contract/parental consent form information whenever changes occur or every 6 months at a minimum. (& 3270.124, 3280.124, 3290.124)

( ) have read, signed and returned Addendums A & B which are part of this agreement.

Date of child's admission \_\_\_\_\_

\_\_\_\_\_  
**Signature-parent or guardian                  date**

\_\_\_\_\_  
**Signature –Director                                  date**

\_\_\_\_\_  
**Signature-parent or guardian                  date**

\_\_\_\_\_  
**Signature-parent or guardian                  date**

Date of Child's withdrawal: \_\_\_\_\_

\_\_\_\_\_  
**Signature-parent or guardian                  date**



**EMERGENCY CONTACT / PARENTAL CONSENT FORM**

55 PA CODE CHAPTERS 3270.124(A)(B). 3270.181&182; 3280.124(A)(B). 3280.181 &182; 3290.124(A)(B). 3290.181&182

**CHILD'S NAME** \_\_\_\_\_ Birthdate \_\_\_\_\_  
Address \_\_\_\_\_

**MOTHER'S NAME / LEGAL GUARDIAN** \_\_\_\_\_ Telephone # \_\_\_\_\_  
Address \_\_\_\_\_  
Business Name \_\_\_\_\_ Business Telephone # \_\_\_\_\_  
Address \_\_\_\_\_

**FATHER'S NAME / LEGAL GUARDIAN** \_\_\_\_\_ Telephone# \_\_\_\_\_  
Address \_\_\_\_\_  
Business Name \_\_\_\_\_ Business Telephone # \_\_\_\_\_  
Address \_\_\_\_\_

**EMERGENCY CONTACT PERSON(S) NAME** \_\_\_\_\_ Telephone number when child is in care \_\_\_\_\_

**PERSONS TO WHOM CHILD MAY BE RELEASED** Address \_\_\_\_\_ Telephone number when child is in care \_\_\_\_\_

**NAME OF CHILD'S PHYSICIAN / MEDICAL CARE PROVIDER** \_\_\_\_\_ Telephone number \_\_\_\_\_

Address \_\_\_\_\_

Special disabilities (if any) \_\_\_\_\_ Allergies (including medication reaction) \_\_\_\_\_

Medical or dietary information necessary in an emergency situation \_\_\_\_\_ Medication, special conditions \_\_\_\_\_

Additional information on special needs of child \_\_\_\_\_

Health insurance coverage for child or medical assistance benefits \_\_\_\_\_ Policy number (required) \_\_\_\_\_

**PARENTS SIGNATURE IS REQUIRED FOR EACH ITEM BELOW TO INDICATE PARENTAL CONSENT**

Obtaining emergency medical care \_\_\_\_\_ Admin. of minor first – aid procedures \_\_\_\_\_

Walks and trips \_\_\_\_\_ Swimming \_\_\_\_\_

Transportation by the facility \_\_\_\_\_ Wading \_\_\_\_\_

**PERIODIC REVIEW**

Signature of parent or guardian \_\_\_\_\_ Date \_\_\_\_\_

Signature of parent or guardian \_\_\_\_\_ Date \_\_\_\_\_

*Rosebud's Lil Explorers*



*Early Learning Center*

As your child joins us at Rosebud's Lil Explorers Early Learning Center, we would like to assist you in getting to know your neighborhood. Below is a listing of school districts, libraries, police and fire departments, etc. that would be helpful to you and your family. I invite you, our Rosebud's families, to contribute any name, business or organization to our list that you feel should be included. Our most current list includes:

Coatesville Police Department, 1 City Hall Pl, 19320, 610-384-2300  
Coatesville Fire Department, 1 City Hall Pl, 19320, 610-384-0300  
Downingtown Police Department, 10 W Lancaster Ave, 19335, 610-269-0344  
Downingtown Fire Department, 4 – 10 W. Lancaster Ave, 19335, 610-269-0344  
CCIS of Chester County – 610-344-5717  
Chester County Intermediate Unit  
Downingtown Public Library, 330 E Lancaster Ave, 19335  
Coatesville Area Public Library, 501 E. Lincoln Highway, 19320  
YMCA – Brandywine YMCA, 295 Hurley Rd, 19320, 610-380-9622  
WIC – Women, Infants & Children – [www.fns.usda.gov](http://www.fns.usda.gov)  
Downingtown Area School District, 126 Wallace Ave, 19335, 610-269-8460  
Coatesville Area School District, 545 E. Lincoln Highway, 19320, 610-466-2400  
CHIP: provides health insurance for uninsured children and teens –  
[www.chipcoverspakids.com](http://www.chipcoverspakids.com)

Domestic Violence Hotline

Legal Aide: helps with legal matters for PA residents who cannot afford an attorney.

Early Intervention Program

Me and Mommy of Chester County

Pennsylvania Health and Human Services: [www.helpinpa.state.pa.us/Default.aspx](http://www.helpinpa.state.pa.us/Default.aspx)

American Academy of Pediatrics: Parent Corner: [www.aap.org/parents.html](http://www.aap.org/parents.html)

Let's Move: Combining comprehensive strategies with common sense. Let's Move is about putting children on the path to a healthy future during their earliest months and years. Giving parents helpful information and fostering environments that support healthy choices. Providing healthier foods in our schools. Ensuring that every family has access to healthy, affordable food, and helping kids become more physically active.

[www.letsmove.gov/parents](http://www.letsmove.gov/parents)

Reach out and Read: early childhood experts and medical champions create a number of wonderful literacy materials that Reach Out and Read providers distribute to the millions of families we serve every year. Reach Out and Read is proud to share some of those materials with all parents and educators who have an interest in promoting early literacy and school readiness for all. [www.reachoutandread.org/parents](http://www.reachoutandread.org/parents)

Terrific Transitions: This website is a collaborative effort of the SERVE Regional Educational Laboratory and the National Head Start Association. Our goal is to provide a wide variety of transition information and resources for families, professionals, and community partnerships to use as they address children's transition into kindergarten.  
<http://center.serve.org/TT/fam.par.html>

Zero to Three: ZERO TO THREE's approach to family education is based on the belief that families are the true experts on their children, and that there is no "one-size-fits-all" approach to raising children. The information and tools we offer are designed to support families in developing their own ways to promote their children's growth and development.  
[www.zerotothree.org/site/PageServer?pagename=par\\_parents](http://www.zerotothree.org/site/PageServer?pagename=par_parents)

Car seat clinics or Free or reduced cost car seats: PA state law requires that children under age four ride in federally approved car seat or booster that is appropriate for the child's age, height and weight. Children ages 4-8 must use a booster seat if they are no longer in a car seat. These resources can assist you in obtaining a car seat and /or help you to install your car seat properly.

ICYMI: Law enforcement understand the importance of early care and education programs. Check out this great editorial from five district attorneys regarding Governor Wolf's proposed \$10 million budget increase in voluntary, evidence-based home visitation.

Stakeholders: [DHS-STAKEHOLDERS@LISTSERV.DPW.STATE.PA.US](mailto:DHS-STAKEHOLDERS@LISTSERV.DPW.STATE.PA.US) This will provide you an update on the contract and procurement for the Independent Enrollment Broker (IEB) for the Office of Long Term Living's home and community-based waiver HCBS) programs and plans for future contract changes.



## **ROSEBUD'S LIL EXPLORERS EARLY LEARNING CENTER**

Subject: Nondiscrimination in Services  
To: Parents  
From: Rose Maria Quinn

Admissions, the provisions of services, and referrals of clients shall be made without regard to race, color, religious creed, disability, ancestry, national origin (including limited English proficiency), age or sex. Program services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available. These methods include, but are not limited to, equipment re-design, the provision of aids, and the use of alternative service delivery locations. Structural modifications shall be considered only as a last resort among available methods. Any individual, who believes they have been discriminated against, may file a complaint of discrimination with any of the following.

**Rosebud's Lil Explorer's Daycare  
107 S 17<sup>th</sup> Ave.  
Coatesville, PA 19320**

**Department of Public Welfare  
Bureau of Equal Opportunity  
Room 223, Health & Welfare Building  
PO Box 2675  
Harrisburg, Pa. 17105**

**PA Human Relations Commission  
Philadelphia Regional Office  
110 N. 8<sup>th</sup> Street, Suite 51  
Philadelphia, Pa. 19107**

**U.S. Department of Health and Human Services  
Office for Civil Rights  
Suite 372, Public Ledger Bldg.  
150 South Independence Mall West  
Philadelphia, Pa 19106-9111**

**Commonwealth of Pennsylvania  
DPW Bureau of Equal Opportunity  
Southeast Regional Office  
801 Market Street, Suite 5034  
Philadelphia, PA. 19107**



## ROSEBUD'S LIL EXPLORERS EARLY LEARNING CENTER

### *Evacuation/Emergency Plan*

*Emergency Plan Evacuation Route from building in case of fire:* From the classroom turn right thru the exit doors to the lower level parking lot. If this exit is unsafe, exit thru the exit door, in the classroom, into the playground area and then go to lower level parking lot. The Director will post a note on the main entrance to the daycare that will inform any parents or emergency management personnel of the whereabouts of the children.

*Emergency Plan:* Teachers will take folder labeled parents contact sheets, as well as one first aid kit per teacher and cell phones. Teachers will then will take students directly to the lower level parking lot shed and teachers will begin formal head count immediately. After head count is complete, parents and/or emergency contacts will be contacted, via cell phones, and updated as to the situation and directed to the appropriate pick up position for their child.

*Shelter for Children during an Emergency Evacuation:* In the event that the children need to be taken to an alternative location for shelter, the Director will inform all teachers to follow emergency plan detailed above. After headcounts are completed, all children will be walked down one block and will take the left into the shelter of the Holy Rosary Church. If we need to be evacuated to a more distant location, the director will have communication with our local emergency management agency and local fire department to await instructions as to a safe and appropriate place for the children.

*Shelter for Children during Terroristic or Bomb Threat :* In the event that the children need to be taken to an alternative location for shelter, the Director will inform all teachers to follow the emergency plan detailed above. Children will be immediately escorted by teachers to the hallways located outside of the 2 and 3 year old Rooms. Children will remain in this corridor as there are no windows. Teachers will perform headcounts and await instructions from the director.



## ROSEBUD'S LIL EXPLORERS EARLY LEARNING CENTER

### *Social Media*

Rosebud's Lil Explorers has its own website at:  
[www.rosebudslilexplorers.com](http://www.rosebudslilexplorers.com).

We are also now on Facebook. Please take a minute to log on to our site and "LIKE" our page. We would certainly appreciate it.

We hope to use this as a resource for parents to access some of our activities, schedules and events here at our learning center.

We will also be sharing photos of the facility and some of the activities the children are having fun with, but we will not post any photos of the children unless written permission is granted by the parents or guardians. Please sign below for permission to have your child on our Facebook Page.

---

*Child's Name*

*Parent Signature*



## ROSEBUD'S LIL EXPLORERS EARLY LEARNING CENTER

### *Referrals*

As we continue to expand, we want all of our parents to know that we offer a \$65.00 Visa Gift Card as a referral bonus.

If you refer a new family to us and they contract with us to begin child care services here at our Learning Center, we will provide you with a Visa Gift Card in the amount of \$65.00 during the first week that the child begins classes.

Please spread the word about Rosebud's Lil Explorers.

Thank You!

## Rosebud's Lil Explorers Curriculum Statement

Rosebud's Lil Explorers program is designed with a balance between free play and structured activities, as well as, small and large group activities. Our staff is experienced and has professional training in Early Childhood Education and ongoing Professional Development activities. Our classroom equipment is carefully selected to meet the developmental and learning needs of children.

Our educational curriculum covers a wide range of areas including social, emotional, gross and fine motor skills, language development and reading, math readiness and cognitive development. Creative expression is fostered through music, movement and art. Outdoor play, a quiet afternoon rest time and nutritious morning and afternoon snack are included in our daily program.

The four main areas of development for our preschool program are further broken down as follows: social and emotional development, physical development, cognitive development and language development. The descriptions are as follows:

- Social/emotional development during the preschool years is about socialization, where children are learning how to function as a member of society as well as a sense of well being for themselves.
- Physical development encompasses the children's development and control of large and small muscle groups. This area is sometimes taken for granted though it is just as important that children learn to crawl before walking and to use big, sweeping movements for painting before writing.
- Cognitive development involves the mind, how children think and how they use what they learn.
- Language development is understanding and communicating through words both spoken and written. For infants and toddlers there are verbal and non-verbal cues for communication.

**The goals for pre-school age children are as follows:**

*\*Social/emotional Development*

- Achieving a sense of self

- Taking responsibility for self and others
- Behaving in a pro-social way

*Physical Development*

- Achieving gross motor control
- Achieving fine motor control

*Cognitive Development*

- Learning and problem solving
- Thinking logically
- Representing and thinking symbolically

*Language Development*

- Listening and speaking
- Reading and writing
- 

**There are 6 goals and objectives for infants and toddlers, they are as follows:\***

- To learn about themselves
  - Children will feel valued and secure in their relationships
  - Children will feel competent and proud about what they can do and supported as they express their independence
- To learn about their feelings
  - Children will communicate a broad range of emotion through gestures, sounds and over time words
  - Children will learn to express their feelings in appropriate ways
- To learn about others
  - Children will learn to develop trusting relationships with nurturing adults
  - Children will show interest in peers
  - Children will demonstrate caring and cooperation
  - Children will try roles and relationships through imitation and pretend play
- To learn about communicating
  - Children will express needs and thoughts without using words
  - Children will identify with a home language

- Children will respond to verbal and non-verbal commands
- Children will learn to communicate through language
- To learn about moving and doing
  - Children will develop the following: gross motor skills, fine motor skills, hand/eye coordination and self-help skills
- To acquire thinking skills
  - Children will understand the basic concepts and relationships
  - Children will apply knowledge to new situations and develop strategies for problem solving

These areas of development and goals are taken from the *Creative Curriculum*. We consider individual differences like gender, temperament, interests, learning styles, life experiences, culture and special needs when planning and implementing our curriculum.

#### Daily Schedule:

Infants and Toddlers are provided a schedule that is regular enough to be predictable but is flexible enough to meet their individual needs. The components include:

- ❖ Arrivals and departures
- ❖ Feeding/preparing and eating snacks and meals
- ❖ Diaper changing/toileting
- ❖ Dressing
- ❖ Indoor and outdoor play (weather permitting)
- ❖ Sleeping and naptime
- ❖ Time with others time alone and one on one time with consistent adult
- ❖ Quiet and active times
- ❖ Activities children choose and those offered by adults

The daily schedule for our preschool rooms establishes a sequence for the activities and establishes the consistency that helps young children to predict the sequence of events. The components include:

- ❖ Arrival
- ❖ Group meeting or circle
- ❖ Choice and small group

- ❖ Clean-up
- ❖ Snack time/meals
- ❖ Outdoors
- ❖ Story
- ❖ Lunch
- ❖ Rest/Naptime

Rosebud’s Lil Explorers uses *The Creative Curriculum for Preschool Volume 5 Birth through Kindergarten* as the foundation of our curriculum. The Creative Curriculum shows teachers how to implement developmentally appropriate practice-dap means teaching in ways that match the way children develop and learn. The Creative Curriculum is based on research and responds to new requirements for addressing academic content. It has an environmentally based approach and defines the vital role of the teacher in connecting content, teaching and learning for young children. To further support the framework provided by *The Creative Curriculum-Fifth Edition* teachers use some or all following resource materials:

- The Creative Curriculum Study Starters-A step-by-step guide to Project Based Investigations in Science and Social Studies
- Mathematics-The Creative Curriculum Approach
- Literacy-The Creative Curriculum Approach
- Pinnacle Curriculum “Guiding Children Toward Their Potential”-this includes: lesson plan guides, weekly format, options for enriching centers, special summer activities, themed activities that build your center community and promote unity and 15 weeks of sample themes

To assure continuous quality, Rosebud’s Lil Explorers uses the Environmental Ratings Scales: ECERS (Early Childhood Environmental Rating Scale) and ITERS (Infant Toddler Environmental Rating Scale) as an assessment tool. Our childcare center has interest/learning centers. Dependent on age, they may include some or all of the following:

- Block area- unit blocks, small animals, people, etc...
- Dramatic Play-dress-up clothes, play food, pots and pans, doctor’s kit, etc...

- Sensory- sand and water play: buckets, shovels, funnels, etc....
- Art- collage materials, glue, paints, developmentally appropriate supplies...
- Library-variety of fact, fantasy, and fiction, which is age-appropriate
- Manipulative/Fine Motor toys and games- puzzles, pegboards, sorting boxes, etc....
- Math/Number-scales, sequencing cards, counting objects, etc...
- Discovery & Science- nature collections, magnifying glasses, living objects, etc....
- Computer- Developmentally appropriate software, limited use.
- Music and Movement- scarves, instruments, music from around the world, etc...
- Outside/Gross Motor- Climbing equipment, balls, push toys, swings, parachute, etc....

Rosebud's Lil Explorers aligns the Pennsylvania Early Learning Standards for Infants and Toddlers and Pre-Kindergarten with our curriculum. The PA ELS are designed as a framework for quality and to provide guidance about what children should know or be able to do when they enter kindergarten. The Standards are inclusive of all children.

Assessment is a means to see if what you are presenting the children is being learned. You are not only to assess the children but the program you are implementing to be sure that all the needs are being met. At Rosebud's Lil Explorers, we use the developmental continuum from *Teaching Strategies GOLD*. Facts are collected and documented into a child's portfolio. The portfolio has samples of work from the child, photos of them at work and play and written records. After evaluating this information along the developmental continuum, you will be able to see where that child is and plan accordingly for each child and the group.

***Rosebud's Lil Explorers has various family engagement activities throughout each year which focus on our center's learning goals. All staff members are involved in the process of each activity. Some of our activities include:***

- Muffins with Moms: Mothers and Grandmothers are invited to have a muffin and coffee with their child as a gift of appreciation for Mother's Day. Learning Goals: Knowledge of self, family, and culture, Development of socialization skills, and Language Development.
- Donuts with Dads: Fathers and Grandfathers are invited to have donuts and coffee with their child as a gift of appreciation for Father's Day. Learning Goals: Knowledge of self, family, and culture, Development of socialization skills, and Language Development.
- Rosebud's Annual Circus: This is a special day in August where we have a Circus celebration to wrap up Summer Camp! There's circus themed activities, water play, snacks, a bounce house, and more games! Parents/family members are always welcome to join in on the fun! Learning Goals: Development of Fine and Gross Motor Skills, Development of socialization skills, and Language Development.
- Halloween Trunk or Treat and Party: Every Halloween, our children dress up in their costumes and parade around the parking lot. After the parade, parents/family members are invited into their child's classroom for a party. Songs are performed for the parents/family members to see as well as crafts/games to participate in with their children. Learning Goals: Development of socialization skills, Language Development, and Knowledge of self, family, and culture.
- Chick-Fil-A Spirit Night: Invitation are extended to families to come to dinner at Chick-Fil-A to raise money to support Rosebud's in getting new materials for the center. Learning Goals: Development of socialization skills, Building relationships, and Supporting team work.

ROSEBUD'S LIL' EXPLORERS EARLY LEARNING CENTER  
**INFANT ROOM**  
"GETTING TO KNOW YOU LETTER"

*\*Please fill this out for your child's file and return\**

1. Has your child been in an early learning program before?
2. Are there any special needs that we should be aware of? This may include a special diet, medical, developmental, social or mental health.
3. Does your child have any known allergies?
4. What information about your child will help us to make the first few days easier for your child? (nap time routine, special blanket, likes to be tickled or sung to?)
5. Tell me about your family's household. (What language is spoken, cultural practices, religious beliefs, who lives there, siblings, pets, or any special family issues?)

6. What are your expectations of our program?

7. Do you have any questions about the Policy and Procedures Handbook or our program?

8. What is the most important thing that you would like your child to learn?

9. What are some of the experiences you would like your child to be exposed to at our center?

Child's Name: \_\_\_\_\_ Enrollment Date: \_\_\_\_\_

Names of Meeting Attendees: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Refusal Date: \_\_\_\_\_

ROSEBUD'S LIL' EXPLORERS EARLY LEARNING CENTER  
"GETTING TO KNOW YOU LETTER"

*\*Please fill this out for your child's file and return\**

1. Has your child been in an early learning program before?
2. Are there any special needs that we should be aware of? This may include a special diet, medical, developmental, social or mental health.
3. Does your child have an IEP? (Individualized Education Plan)
4. Does your child have any known allergies?
5. What information about your child will help us to make the first few days easier for your child? (nap time routine and habits, special song or toys they're interested in, how to handle challenging behaviors, etc.)

6. Tell me about your household. (What language is spoken, cultural practices, religious beliefs, who lives there, siblings, pets, or any special family issues?)
  
7. What are your expectations of our program?
  
8. Do you have any questions about the Policy and Procedures Handbook or our program?
  
9. What is the most important thing that you would like your child to learn?
  
10. What are some of the experiences you would like your child to be exposed to at our center?

Child's Name: \_\_\_\_\_ Enrollment Date: \_\_\_\_\_

Names of Meeting Attendees: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Refusal Date: \_\_\_\_\_

## TADPOLES INFORMATION SHEET

NAME OF CHILD: \_\_\_\_\_

D.O.B. \_\_\_\_\_ Days attending: M ( ) T ( ) W ( ) TH ( ) F ( )

Any Allergies:

\_\_\_\_\_

### PRIMARY GUARDIANS:

NAME: \_\_\_\_\_

Email address:

\_\_\_\_\_

Cell #: \_\_\_\_\_

NAME: \_\_\_\_\_

Email address:

\_\_\_\_\_

Cell #: \_\_\_\_\_

### EMERGENCY PEOPLE WHO YOU WANT TO RECEIVE THIS INFORMATION

NAME: \_\_\_\_\_

Email Address:

\_\_\_\_\_

Cell #: \_\_\_\_\_

NAME: \_\_\_\_\_

Email Address:

\_\_\_\_\_

Cell #: \_\_\_\_\_