

The Global Child, LLC

An Early Childhood School and Care Center



Enrich your child's world through educational experiences!

Family Handbook 2021

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OUR MISSION

At The Global Child, our mission is to provide quality educational experiences that encourage your child to learn about and understand the world they live in. Children will have opportunities to grow socially, emotionally, and cognitively in a warm, nurturing environment.

OUR VISION

The Global Child's early childhood vision embraces self-directed curriculum. We believe the young child learns through exploration. Children need opportunities to handle materials, experiment, explore, interact with others, think and participate. A carefully organized and age appropriate classroom environment serves as the foundation for the curriculum. A properly prepared intentional environment invites children to observe, make choices, and experiment. Each environment is unique in that it captures the interests of the children involved. Children use all of their senses as they explore and learn about their world. Our goal is to nurture individual children's physical, social, emotional, language, and intellectual development and to help them become enthusiastic, self-confident, independent thinkers. We do this through the intentionality of our curriculum planning, goals and daily activities. We strive to address the needs of each child that enters the program. We hope you will find The Global Child to be an enriching social and educational experience for your child.

OUR PROGRAMS

Infants

The infant program serves children from the age of six weeks until the age of 18 months. The program is designed to promote feelings of belonging and the loving care which help infants to grow and develop to their full potential. Children eat, sleep, and play according to his or her own schedule.

Every infant is an individual with unique abilities, desires and emotions. Our program is designed to meet the individual needs of each child and to provide them with educational experiences. In our infant classrooms, we provide a creative and stimulating program which encourages visual, language, gross motor and small motor experiences to enhance learning through their own natural curiosity.

Toddlers

Our Toddler program serves children from 18-36 months. It is designed to support our toddlers in a warm, home-like environment. The emphasis during the toddler years is on building self-confidence, social-emotional skills, and fostering the natural curiosity that toddlers possess.

Toddlers spend individual time with teachers as well as participate in small groups with peers and adults throughout the day. The program structure offers young children the opportunity to engage and interact with other children in a play-based environment. The toddler classroom is designed to provide stimulating experiences for the children where they can learn through their own inquisitiveness. Their emerging language and social skills are developed through music, movement, sensory experiences, language, and the exploration of their environments.

Throughout the day toddlers enjoy the large variety of play materials that are readily made available to them, as well as creative centers where children can dress-up, build with blocks, and experiment in the sensory table. Art, music, language and science activities geared to little hands are also introduced.

Preschool

Our preschool program serves children aged 3-5 years and is designed to actively engage each child in developmentally age appropriate activities exploring the content areas of literacy, mathematics, science, social studies, the arts and technology. The curriculum involves learning through discovery and exploration, offering an array of learning activities that help children to thrive in all areas of child development, creative thinking, complex problem solving, empathetic collaboration, curious investigation, and astute decision making. The program offers an environment that encourages the development of the whole child while fostering a sense of independence, responsibility, confidence, and self-control, all of which are essential for the child's ongoing success in kindergarten.

Spanish Component

There are many cognitive benefits for young children who are exposed to more than one language. Our bilingual program is incorporated in each of our classrooms with a strong influence in our preschool program. As sequential learners, they are introduced to Spanish through vocabulary words, nursery rhymes, stories, songs, and key phrases and questions that are used in the classroom on a daily basis. Our program has many opportunities for children to extend their Spanish speaking abilities and immerse themselves through play and exploration. Our teachers plan and implement activities that will provide opportunities to converse and learn by listening, seeing, imitating, and practicing.

Before & After School Programming

The Global Child is a full child care center and provides extended care for school age children between the hours of 6:30am-9am and 3:30pm-6:00pm during the academic year. Drop-in care during public school closings is based on availability on a first come first serve basis. Our School Age Program offers a time for children to finish homework, enjoy outdoor time, read, play or create art. The curriculum is built on several learning areas including: language and literacy, mathematical thinking, scientific thinking, social studies, personal and social development, physical development and the arts.

Enrichment

Whenever possible, The Global Child seeks opportunities to enrich classroom curriculum and learning experiences by incorporating special activities inhouse, bringing traveling educational programs to the center and coordinating field trips off-site. In the event of field trips, proper permission would be obtained from a parent or guardian. In addition, parents are always welcome to volunteer in a classroom and share a special talent or skill.

Staff Professional Development

The Global Child realizes the importance of continuing education. Our teachers are mandated to participate in professional development training annually as outlined in the OEC and NAEYC requirements. All staff create a professional development plan with Administration which may include attending workshops, training and continuing education with accredited institutions. This dedication allows us to provide high quality education where young learners can thrive.

Our professional development sessions provided to the staff include a yearly orientation and a review of CT ELDS and DOTS. Furthermore our staff participate in a variety of online professional development through CCEI.

OUR APPROACH TO LEARNING

Curriculum

The curriculum for our early childhood programs is guided by The Creative Curriculum, a comprehensive, research-based approach to teaching. Curriculum is everything that happens in the early childhood classroom. Teachers observe and interact with children, and guide them in planning and reflecting on their learning. Due to the individuality of each child, expectations vary; each child is challenged but not hurried. Our curriculum is exciting and challenging, as well as supportive of each child's own learning style. Teachers assess children's learning in terms of key indicators, and the Connecticut Early Learning Development Standards. Classroom routines are built around a predictable schedule that provides security and stability for children.

Early Learning and Development Standards

Early learning development standards, curriculum and assessment are important components of a high quality early care and education program. The Connecticut Early Learning and Development Standards (CT ELDS) provide the basis for planning learning environments, supporting individual children, and communicating around common goals. They are intended to serve as a guide for considering the steps in children's development and to plan ways to support children in continued growth. When used in conjunction with the Connecticut Documentation and Observation for Teaching System (CT DOTS), we provide a foundation for gathering data about children's skills, abilities, and behaviors, planning additional supports, and summarizing evidence of children's progress.

Formal Assessments

Observation, documentation, and reflection are essential parts of providing rich learning experiences for children. Our teachers use a cycle of intentional teaching composed of planning experiences to support children's development, gathering information about how they are progressing, and adjusting what is being done to support them based on the observations and information they gather. Summaries of the information collected are completed periodically. Our observational periods span across six month time frames, and are planned so that we allow for sufficient time to collect and reflect on information, as well as, ensures that the information collected is still relevant and meaningful at the time it is summarized. At the end of each child's observation period the teaching staff develop a narrative summary across all domains of the CT ELDS. The narrative summary addresses a child's strengths and growth and the next steps in learning and development.

Parent-Teacher Conferences

Families are critical partners in early learning environments. It is important for families to be actively engaged with their child's early care and education. Ongoing communication and an active partnership are necessary to ensure positive outcomes. Therefore, we believe families must be supported as partners in our early learning environment.

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At the end of each observation period, parents and families will have the opportunity to sit down with their child's teacher and go over their child's narrative summary. Our expectation is that you partner with us, and attend the conference for your child in order to maximize his/her learning experience. These conferences will highlight strengths and areas of growth, as well as the next steps individualized for your child. They give parents an opportunity to speak one-on-one with their child's teacher, set goals, and discuss areas that you would like to focus on moving forward. In addition to the end of each observational period, conferences may be held at any time throughout the year, either at the request of the parent or the teacher.

ADMISSIONS AND ENROLLMENT

Children between the ages of six weeks to twelve years are eligible for enrollment at The Global Child. The staff:child ratio at Global Child has been planned to be 1:4 for infants/toddlers and 1:10 for 3-5 year old's. Global Child supports inclusion of children with special needs in all our classes with the above staff child ratios. We offer two, three, four, and five day schedules in all of our programs.

Non Discrimination Policy

It is unlawful for any staff member of The Global Child to discriminate in the enrollment of children and families at The Global Child on the basis of race, color, religious creed, handicap, ancestry, national origin, age, sex, veteran status, disability, marital status, sexual orientation, pregnancy or citizenship status.

Enrollment Policy

Children between the ages of six weeks to five years are eligible for enrollment at The Global Child. Enrollment is ongoing provided space is available. A \$250.00 non-refundable registration fee is required to secure your child's space.

Documents to be completed and returned before enrollment:

- *Admissions Contract*
- *Child Enrollment Form*
- *Child Medical Assessment*
- *Child Immunization Record*
- *Medical and Allergy Information*
- *Non-Prescription Release Form*
- *Child Care Instructions (infants only)*

All forms must be accurate and any changes must be reported to the center immediately. Your child cannot be admitted to the center unless all forms are returned. You will be asked to re-submit these forms annually before the start of each school year to ensure that we

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have the most up to date information on file. Immunization forms must be updated after each well child visit until your child turns two years old.

Transition visits

We believe children transition easier into our program after having visited their classroom with their parents for a short period of time. It is our policy to have new children visit in their classroom on at least two separate occasions prior to being dropped off for their first day. These visits can be scheduled at your convenience, however we recommend scheduling them in the morning so your child can have a first hand look at the daily routine. The first visit we ask that the parent stay with the child for the entire duration of the visit to help assist with the transition. This will give you an opportunity to speak with the teachers in the room and get acclimated to the environment. On the second visit the parent will meet with administration to go over the family handbook and answer any questions that pop up. This will also allow time to see if there is any difficulty with the parent:child separation and to demonstrate to the child that parents return after a period of time. We require at least two visits but can always accommodate more for children who demonstrate difficulties with the transition.

First Day Checklist

Please provide the following items on or before your child's first day at our program. All items must be labeled with your child's first and last name. Blankets, soft comfort items and sheets need to be taken home and washed at the end of each week or more often if necessary.

- *Formula or breast milk (if needed)*
- *Pacifier (if needed please provide two)*
- *Bibs and/or burp cloths (if needed)*
- *Stuffed animal or other comfort item (if needed for separation or rest time)*
- *2-3 complete changes of clothes (seasonal wear)*
- *Sippy cup/bottle*
- *Water bottle (labeled with child's name)*
- *Child-sized blanket*
- *Crib sheet*
- *Sunscreen (May-October) Excludes children under 6 months*
- *Diapers*
- *Wipes*
- *Diaper Cream Ointment*

Withdrawal Policy & Schedule Changes

Parents must give the center 30 days' notice when withdrawing their child from the center. Your account must be paid in full before withdrawing including your child's tuition through the 30 day period. Changes to student schedules will be accommodated whenever possible. A minimum of 2 weeks notice is required.

Disenrollment of Children

It is the policy of this center to work through any problems with parents and appropriate consultants rather than disenroll children. In very rare instances it may become necessary to terminate a child's enrollment at The Global Child. Examples of when this might occur include, but are not limited to, failure to pay tuition or if a child is a danger to themselves or others.

TUITION

Tuition Policy

The Global Child operates year round. Tuition fees are structured weekly. All charges will be on one invoice and tuition is payable in advance or according to the agreed payment plan. Families are responsible for tuition on the days of enrollment stated on your Admissions Contract regardless of absences, illness, vacation, holidays, center closings, or withdrawals. Parents will be notified when payments are past due. Delinquent accounts may incur a late fee or result in the suspension of services.

Payment Policy

- A \$250 registration fee is required for all students at the time of initial enrollment to reserve your child's spot. Deposits are applied to the first month's tuition and are non-refundable should participants choose to withdraw from the program.
- Invoices will be issued monthly and payments are due in full on the 1st of each month. Or in two equal installments on the 1st and 15th.
- Payments not received by the due date(s) of each month will be assessed a \$30 late fee.
- Past due invoices of 30 days or more will result in temporary suspension of services until the account is current
- A service fee of \$25 will be charged for any returned checks. Furthermore, any returned checks will need to be replaced with a cashier's check or money order.

Supplemental Funding Sources

Care4Kids is a program sponsored by the Office of Early Childhood which helps low to moderate income families in Connecticut pay for child care costs. The Global Child is an authorized C4K provider. Interested and qualified families must complete the family application as well as a portion of the parent provider agreement. Once the application is reviewed and processed C4K will determine a family's eligibility and certificate amount. Each family is responsible for the balance of their monthly tuition once the C4K stipend has been applied. Should a family choose to enroll before C4K payments begin, they are responsible for all tuition until the certificate is received.

COMMUNICATION WITH FAMILIES

At The Global Child we believe good communication between parents, teachers, and administration is vital to the success of the program, and in meeting the individual needs of each child. We strive to provide efficient communications with families at all times. Our center uses the Tadpoles communication system to provide daily reports, monthly news, reminders and emergency alerts. In addition to daily communications with your classroom teacher, we provide a monthly newsletter that will explain some of the activities we are doing, events that will be happening, tips from our consultants, and any other pertinent, fun or helpful information that may be of interest to you. We welcome questions, feedback, or discussions about any aspect of our program that affect a positive outcome for the child.

Tadpoles

Tadpoles is an email based communication system used in our center to communicate on a daily basis with families. With Tadpoles, there is no need to wonder about what your child did during the day. Each day you will receive a daily report through your email to keep you informed of the daily activities and learning experiences that happen while you are at work. Teachers use this system to send photos, videos, notes and reminders daily, while administration can notify families through text and email of school closings and other urgent messages instantly.

Confidentiality

Information about a child is shared only with that child's family or legal guardian, not in front of the child and not within earshot of other parents. If we need to discuss a problem or concern with a parent, we will find a private area to talk or we will schedule an appropriate time in person or by telephone. Information is not shared with other programs without written permission. Release forms are available in the office. All contents of the child's records are confidential, but are immediately available upon request to the child's parents or legal guardians, administrators and teaching staff who have consent from a parent or legal guardian, and regulatory authorities.

Reflective Process

In order to provide quality experiences and services to our families it is important to reflect on the effectiveness of our program and methods. The Global Child will evaluate the program's effectiveness as measured by NAEYC and OEC as well as our own criteria through annual parent surveys.

Complaint Procedure

This procedure is for Child Care programs which are licensed under the authority of Connecticut General Statutes 19a79-1a through 19a-79-13. Most problems within a Child Care Center are non-life threatening and can be resolved by:

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1. Discussing the problem with the classroom teacher
2. Discussing the problem with the program director
3. If the problem is not resolved you may contact the Connecticut Office of Early Childhood.
 - In case of an emergency, notify the Connecticut Office of Early Childhood as soon as the emergency is under control.
 - In case of abuse/neglect or life threatening situations, contact the Department of Children and Families at 1-800-842-2288 and the Connecticut Office of Early Childhood Division of Licensing.
 - All inspection reports and compliance letters are available for your review at this child care program or by contacting The Connecticut Office of Early Childhood - Division of Licensing at: 450 Columbus Boulevard Suite 302 Hartford, CT 06103 1-800-282-6063 OR 1-860-500-4450

OPERATING PLAN

Hours and Closures

The Global Child is open year round. The hours of operation are 6:30 am - 6:00 pm, Monday-Friday.

The Global Child typically closes for the following holidays*:

- Labor Day (September)
- Thanksgiving Recess (November)
- Christmas Day (December)
- New Year's Day (January)
- Memorial Day (May)
- Independence Day (July)

The Global Child will close at 12:00 noon on the following holidays* to offer staff professional development that supports the children's learning:

- Columbus Day (October)
- Thanksgiving Eve (November)
- Martin Luther King Day (January)
- President's Day (February)

*Specific dates/ times are published with the annual school calendar. In the event a holiday falls on a weekend day The Global Child will not observe the holiday.

Inclement Weather

In the event of inclement weather, The Global Child will make every attempt to open as usual. However, in situations when the weather conditions or emergencies cause concern for the safety of children, families, and staff, the center may be closed or may experience a

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delayed opening. If the center will close or have a delayed opening, this decision will be made as soon as possible to allow families to prepare. Closures or delayed openings will be communicated through the Tadpoles communication system in two ways: an emergency alert text message and an email.

If the weather becomes severe after the center has opened for the day, the center may determine that an early closure is in order to ensure the safety of children and staff as they travel home. If the center must close early because of severe weather and/or road conditions, parents will be notified with as much notice as possible through phone, email, or an emergency alert text message.

Supervision Plan

The Global Child will maintain the following state mandated ratios per age group at all times:

- 1:10 (teacher: child) for children over three years, group size shall not exceed 20
- 1:4 (teacher: child) for children under three years or mixed age groups, group size shall not exceed 8

At no time shall a child be left unsupervised. At least two staff members 18 years of age or older will be present at all times. Staff will supervise all children arriving to or leaving the program at all times. Children are carefully watched while outside at play. Staff members are stationed at the equipment at all times. Other staff rotates among the play areas. When a child goes inside to use the restrooms from outdoors, a staff member is designated to accompany him/her. Children are never allowed to travel from the outside to inside by themselves. Children are carefully watched while at play or during an activity within the building, or on field trips, including bathroom use. When a child or children use the bathroom, adequate staff will always be present.

CLASSROOM POLICIES AND PROCEDURES

Attendance, Arrival, and Departure Procedure

To ensure the safety of the children and families in our care, our doors remain locked throughout the day. When you arrive at the center a staff member will open the door for you to enter. An adult must accompany children into the building each morning.

Parents/guardians should help their child with their belongings and check-in with your child's teacher. This is the time to discuss with the teacher any relevant information that would help your child during the day (e.g. sleeping irregularities, medication needs, moods, changes in daily routine). Teachers will check each child in through the Tadpoles communication system where attendance is logged. If your child will not be in attendance on a scheduled day, please notify the center by phone or through the Tadpoles parent app for smartphones.

The center closes promptly at 6:00 pm. We encourage parents to arrive no later than 5:50 pm to allow adequate time for departure. The Global Child staff will check students out

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through the Tadpoles communication system and parents will receive an email notifying them of their child's departure within a few minutes. If you anticipate a delay in picking up your child, please contact the center as soon as possible to let the staff know.

Late Pickup Policy

A late pickup fee will be assessed for any child who has not left The Global Child at 6:00 pm. A fee of \$3/minute per child will be charged after the center closes for those children picked up late.

Child Release Policy

Children will only be released to individuals authorized on each child's enrollment form, unless otherwise notified by a parent in writing. Authorized individuals must be at least 18 years old and listed on your enrollment form as such. In order for your child to be released to a person other than those listed on your child's enrollment form, permission must be in writing and given to administration prior to the pick-up time; verbal permission is not enough. Any person picking up a child should carry a valid form of identification such as a license. The Global Child reserves the right to make a photocopy of such identification for our records. If a parent, or authorized person picking up a child appears to be intoxicated in any way, or otherwise impaired at the time of dismissal, The Global Child reserves the right to hold the child and notify officials to assist in the matter.

Failure to Pick Up Policy

In the event that a child is not picked up by 6:05 pm and no contact has been received from the parents, the following procedure will be followed:

1. A staff person will attempt to call the child's parents/guardians at the contact numbers provided.
2. If they cannot be reached, the staff person will attempt to call the alternate pick-up persons listed on the enrollment form.
3. At 6:15 pm the staff person will call all numbers provided by the family
4. At 6:30 pm, if we have been unable to reach any parents or other adults specified on the enrollment form, we will call the local police department and follow their instructions.

Two staff members at least 18 years of age or older will remain with the child at all times.

Hand Washing

All staff and children are required to wash their hands upon entering our classrooms. When you and your child arrive at school, please assist your child in this procedure. We require the children to wash their hands often at school. This enables us to decrease the exposure to communicable diseases.

Children and staff wash their hands:

- Upon arrival for the day
- Before and after meals and snacks, including bottles

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- Before and after administering medication
- Before and after diapering or assisting with toileting
- After using the bathroom
- After outdoor play
- After playing with or handling animals
- After cleaning or taking out garbage
- After coming into contact with bodily fluids, including breast milk
- Before and after using sensory tables
- Any time hands are visibly soiled

Diapering Plan

Diaper changing is part of our daily routine and children will be changed on a two-hour schedule unless otherwise needed. Diapers will be checked and changed when wet or soiled. Both cloth and disposable diapers are accepted. Diapers or pull-ups and wipes must be supplied from home and restocked as needed. Any child requiring topical ointments during a diaper change must have written instructions/authorizations from their parent and/or physician.

Disposable Diaper Procedure:

The following procedure will be followed when changing diapers:

1. Staff and children will wash their hands prior to changes
2. Staff will put on protective gloves
3. Child will be placed on disposable changing paper
4. Soiled diaper will be changed and the child will be cleaned with wipes. Soiled diaper, wipes and changing paper will be disposed of in a plastic bag
5. Plastic bag will be placed in the designated diaper pail.
6. Gloves will be removed and a new, clean diaper will be applied
7. Staff will wash their hands and the child's hands
8. Diaper changing area will be washed and sanitized with an appropriate cleaning product
9. Changing paper will be replaced
10. Staff will again wash their hands and dry with a paper towel

Cloth Diaper Procedure:

All of the procedures for changing disposable diapers apply, except: After changing a child with cloth diapers, soiled clothing and diaper shall be placed in a zippered wet bag provided by the parents and labeled with the child's name. Parents must remove soiled clothing and diapers daily. The soiled diaper container will be cleaned and sanitized daily.

Housekeeping

Each child will have a designated space for his or her belongings in the classroom. All personal items should be kept on your child's hook or in your child's cubby within the classroom.

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Children play hard and need to be comfortable. We ask that children be dressed in clothes suitable for the many art, playground, and climbing activities of their day. Three complete sets of extra clothes (including socks and underwear) should be kept at the center, even for the oldest children. All extra clothing should be marked with the child's name and placed in a labeled plastic bag. Although we do use smocks and roll up sleeves, we cannot guarantee that children's clothing will not get stained or soiled. Extra sets will need to be regularly replaced as soon as possible if your child uses them. Shoes need to be appropriate for indoor/outdoor play. Hot, wet snow boots, for health reasons, need to be replaced with indoor shoes. Sneakers or rubber-soled shoes are required for safe play; an extra pair may be left in the child's cubby and teachers will gladly help with the changes.

We encourage toys to stay home unless needed for the following:

- Comfort item to assist children with transitions
- Show and Tell in your child's classroom (these days are rare, so please check curriculum)
- One soft sleeping toy (must be able to fit in the child's cubby)

We ask that children not bring toy weapons of any type, money, gum, candy, cosmetics, or jewelry to the center.

Nap/Rest Time

Connecticut State Licensing through the Office of Early Childhood requires nap time to be a part of the day for all children birth through 5 years of age. While all children may not sleep, they are all required to rest their bodies during this time. Children who do not fall asleep will be provided with books or a quiet activity after an appropriate rest period. Please do not request for your child to be kept awake during this time, as it is healthy for children to sleep if they are tired, and even a rest rejuvenates them for the rest of their day.

The Global Child will provide cots for all children over 12 months of age within our care for extended days. Parents are responsible for providing a fitted crib sized sheet and/or single blanket and a small stuffed animal or other soft comfort toy if your child needs one.

Infants will nap in individual cribs provided by The Global Child according to specific instructions from the parent as indicated on the Child Care Instructions form. Parents are responsible for providing a fitted sheet for their child. If your child uses a pacifier please be sure they are free of any cracks or holes. In order to reduce the risk of SIDS, our licensing agency through the Office of Early Childhood has an established policy regarding infant sleep practices and The Global Child adheres strictly to this policy for the health and safety of the infants in our care. In this policy we are unable to use blankets with children under 12 months of age. We suggest providing a sleep sack for your child in place of a blanket. Safe sleep practices also include:

- *Always placing babies on their backs to sleep for every sleep.*
- *Using a firm sleep surface in a safety-approved crib, covered by a fitted sheet.*
- *Keeping soft objects such as pillows, stuffed animals, toys, and loose bedding out of your baby's sleep area.*

Please be sure to label your child's bedding and comfort items with his/her first and last name. All bedding and comfort items must be taken home on your child's last scheduled day of the week to be laundered.

Outdoor Play

We believe outside time and play is essential for children's healthy development and growth. All children will go outside each day. Shoes need to be appropriate for indoor/outdoor play. Flip flops are not safe for outdoor play and are therefore not permitted. Hot, wet snow boots, for health reasons, need to be replaced with indoor shoes. Sneakers or rubber-soled shoes are required for safe play; an extra pair may be left in the child's cubby and teachers will gladly help with the changes. Additionally, the weather should be taken into consideration. During the cold weather please make sure your child has boots, a warm coat, snow pants, a hat, and mittens. Likewise, on rainy days please make sure your child has boots or water shoes and a raincoat.

Meals and Snacks

Lunch and snack times are a time for socialization, healthy eating habits and self help skills. The Global Child does not provide any meals, snacks, or beverages for children. Parents will be responsible for providing their child with a nutritious and well balanced morning snack, lunch, and afternoon snack in a lunch box labeled with their first and last name. A freezer pack must be included for any perishable foods as refrigeration is only available for our infant room.

The Global Child is not licensed to prepare any food for children. By prepare, we mean we are unable to measure, mix, assemble, or cook foods; this would include bottles for infants, as well as, food such as Easy Mac macaroni and cheese containers and instant oatmeal packets. We are only able to warm foods and bottles that are already fully prepared. All food must be prepared and ready to eat (ex: peeled, cut into pieces). Any food that is a choking hazard (grapes, hot dogs, etc.) must be cut into small irregular shaped pieces to help prevent choking.

Each classroom offers three meal times throughout the day as follows:

- Morning snack between 9:00 am-9:30 am
- Lunch between 12:00 pm-12:30 pm
- Afternoon snack between 3:00-3:30 pm

Snacks or meals will not be heated prior to serving unless receiving specific instructions from parents. Please be sure to include utensils or bibs if needed, as well as a beverage. Milk, juice, and water are best; soda, colas, kool-aid, and soft drinks are not permitted. In addition, the CT Office of Early Childhood licensing division mandates all children have access to fresh water throughout the day. Please provide your child with an insulated refillable water bottle that can be accessed throughout their day.

Due to allergies, known and unknown, food items will not be shared. Please alert staff if your child has a food allergy. A health plan will be created with each parent to ensure your child's safety. Additionally, if there are severe

allergies and we need to limit access to certain foods; your classroom teacher will let you know.

WE ARE A NUT FREE SCHOOL

Infant Feedings

Feedings for infants will be based on the child's individual needs. Each child will be fed when he/she is hungry and/or according to specific instructions from the parent as indicated on the Child Care Instructions form.

A sanitary bottle and nipple must be provided per feeding. Parents are responsible for preparing all bottles at home before arriving at the center. Staff will not be responsible for measuring and mixing formula. If providing frozen human milk, it must be transported to the center in a sanitary sealed container. The facility does not serve cow's milk to infants under twelve months of age unless provided with a written exception and direction from the child's primary care provider and parents/guardians. In addition, formula mixed with cereal, fruit juice, or any other foods will not be served without medical reason as documented by the child's primary care provider.

All bottles and containers must be labeled with the child's name and date. Bottles and containers will be kept refrigerated until needed for a feeding. Bottles and infant food can be served cold from the refrigerator unless a parent/ guardian requests that they be warmed. A bottle warmer will be used to warm bottles prior to feeding if indicated on the child care instruction form.

Contents of an opened bottle not consumed within one hour of being offered to the infant will be disposed of. Empty bottles will be rinsed and placed in your child's diaper bag. Used bottles must be taken home daily for cleaning. In addition, bibs and burp cloths should be provided for your child's feeding. Bottle fed babies will be held during their feedings.

When children are ready they will be given solid foods as instructed by the parents. All foods must be labeled with the child's name, contents and date clearly marked. If introducing new foods to children please be sure to try them at home before sending them to school with your child. Necessary feeding supplies such as bibs, bowls, cups and utensils must be provided from home and taken home at the end of each day for cleaning.

TGC will make every effort to support breastfeeding moms and children. Onsite feedings and nipple alternatives such as spoon feedings, are some examples of how staff will work with you and your child's individual needs to support this transition. Ongoing communication with your infant's teacher can also help troubleshoot supply or pumping concerns. Your choice of childcare should not be a reason to wean your baby before either of you are ready.

Birthday Celebrations

A birthday is a special event in a child's life and they often enjoy sharing this exciting day with their friends. If you wish to celebrate your child's birthday at the center, please discuss

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your plans with the classroom teacher. He/she can advise you of any food allergies or scheduling conflicts. Please remember that we are a nut free center and encourage healthy eating habits. We suggest parents bring a nutritious snack in lieu of cupcakes or other sugary snacks. All treats sent in must be accompanied by the list of ingredients to protect children with food allergies.

Some treat examples from the past are:

- *Fruit and yogurt parfaits*
- *Fruit salad/Fruit kabobs/Fruit bowls*
- *Mini muffins*

Alternate birthday celebrations are also encouraged. Something as simple as a craft/art activity or special game goes a long way in the hearts of children. Birthday celebrations should be mindful of the program. Passing out of invitations to private parties while in school is not allowed due to sensitivity.

Transitions

Home to School

It can be difficult for both parents and children to start in a new child care program or classroom. Here are some tips on how to help:

- *Allow time for hellos and goodbyes.* At the first few drop offs, you can expect some children to have difficulty with separation. Allow time for transitions from home to school by staying for a few minutes to help your child ease into an activity.
- *Reminders of home can be helpful as well.* Invite your child to bring a special object such as a stuffed animal or blanket for rest time. Bringing in a family picture to display in your child's classroom is another way to ease the transition.
- *Please do not sneak away when your child is distracted.* This can make transitions even more difficult and promotes mistrust. As the parent, it is important to be as calm and relaxed as possible. If you are nervous about leaving your child, or in a hurry to leave, it will make your child feel more anxious and uneasy about the transition. Tell your child goodbye and reassure them that you will be back.
- *The teachers are there to help make it easier on you.* You can be assured that your child's teachers will be there to comfort your child and provide activities to ease their transition.

If a child is upset when you leave, please know that children usually calm down and are participating before a parent reaches the parking lot. Please feel free to call at any time to check on your child.

New Classroom

The Global Child is organized and staffed to minimize the number of transitions children experience. Being mindful of the importance of the bonds that are established with teachers and peers, every effort is made to maintain continuity of relationships between

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teaching staff and children and among groups of children. Age, developmental needs or concerns, as well as, child schedules and class availability are always considered when planning transitions for children, and clear communication takes place between center and home and among teaching staff.

Prior to a transition, you will receive an email from the director checking in on how you feel about the transition, including a tentative schedule and information about your child's new classroom. Transitions usually occur in 1-2 weeks. We start with a few short visits to the new classroom and then increase in the frequency and length of time depending on how the child adapts and settles into the new environment. It is our goal to assist the child in his/her transition; Teachers from both classrooms will meet and share information about the child that will aid in his/her transition.

PARENT INVOLVEMENT

The Global Child is focused on the child, while providing a supportive environment for both parents and teachers. Parents are an important part of our program, not only to the staff and administration, but particularly to your child. Parent participation helps us broaden children's understanding of different traditions, cultural backgrounds, careers and life experiences. Parents are welcome to spend time in the classroom, visit for lunch, share any talents they have with the children, or help at school in any way that is convenient for them. Parents are always welcome with no notice required, but may want to notify the teachers when they plan to visit, so that the child and the group can be prepared.

The Global Child makes every attempt to keep parents up to date on happenings here at the center and in the community. We keep you informed of classroom and center activities through daily report forms, monthly newsletters, and postings on our entrance doors. Parent meetings will be held at various times throughout the year. These include both social events, where families have a chance to meet with other families and the teachers, and educational events. These gatherings are meant to provide a sense of community and to celebrate the families here at The Global Child. Your involvement and participation in our community is both welcomed and encouraged.

HEALTH AND SAFETY POLICIES

Discipline Policy

The Global Child recognizes that young children are learning self-control and the ability to interact with peers and adults on a daily basis. Young children crave consistency and structure. They thrive in an atmosphere where they are given plenty of choices and a few simple rules to follow. It is our belief that children need space and opportunity for play in order to interact with their friends. Our goal in guiding children is for them to move towards controlling their own behavior. We avoid using techniques that will damage the child's good feelings about themselves or others. We begin by arranging the environment to prevent discipline problems. A balanced schedule of activities suited to your child's development, and a positive environment promotes cooperation. This includes planning

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interesting activities, not asking children to be still for too long, and meeting their needs for food, rest, and active play.

When children do misbehave, we positively guide them in finding a better way to solve the problem. Because a very young child does not have the cognitive maturity and is very egocentric, it can be very difficult for them if they do not get their way. Conflicts will arise. When they do, we will guide children in a constructive manner. The Global Child views discipline as an opportunity to teach children better ways of handling their frustration and anger. Very young children will be redirected into other activities. When misbehavior includes destroying or abusing materials, the children will be given the chance to use the materials again in an appropriate manner; but if continued, the materials may be put away until another day when the child will be given another opportunity to use it appropriately. When children disrupt group activities, they can choose to participate without interrupting or choose another activity which would not interrupt the group time. The Global Child uses positive guidance methods in order to help children learn self-control and self-direction without loss of self-esteem.

Our Methods of Positive Guidance Include:

- Encouraging children to solve problems through the use of words
- Using clear statements of limits in positive terms
- Learning to acknowledge feelings and associate feelings with actions
- Redirecting children to focus on a different activity in a positive manner
- Telling children what they can do, rather than what they can't do
- Continually focusing on building self-help skills in order to strengthen self-esteem and positive self-image
- Using positive reinforcement and acknowledging appropriate behavior that should be continued in the future
- Assisting children in planning actions and language for similar situations in the future
- Modeling kind, patient, and gentle actions, words and behavior

At The Global Child we will make every effort to work with families so that your child is successful. Teachers work closely with parents to understand each child and to determine which methods work best for him or her. We will then work together with the family to assure consistency at home and at school in working with the child, and all will be discussed in a confidential manner that is respectful to your family. Behavior that is chronically disruptive may be an indicator that further support or assessment is needed. This support may include a referral process for further assessment and additional outside services. Referrals will not be made without the knowledge of and written permission from the parents/guardians. In the event that disruptive behavior cannot be managed within the classroom as outlined above, The Global Child reserves the right to temporarily or permanently remove a child from the center.

As stated in the Connecticut Licensing Statutes and Regulations through the office of Early Childhood, there must be no harsh, cruel, or unusual treatment. As such, The Global Child's guidelines entail the following:

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- Corporal punishment or threats of corporal punishment is prohibited.
- Children must not be shaken, bitten, hit, or have anything put in or on their mouth as punishment.
- Children must not be humiliated, yelled at, or rejected.
- Children must not be subjected to abusive or profane language.
- Punishment must not be associated with food, naps, toilet-training, or outdoor play.
- Bed-wetters must not be shamed or punished.
- Staff may use brief, supervised separation from the group if necessary, but staff must not place children in a locked room or in a dark room with the door closed.

Abuse and Neglect

All of our staff has a responsibility to prevent child abuse and neglect of any children involved in our center.

1. Definition:

Child Abuse includes:

- any non-accidental physical or mental injury (i.e.: shaking, beating, burning)
- any form of sexual abuse (i.e. sexual exploitation)
- neglect of a child (i.e. failure to provide food, clothing, shelter, education, mental care, appropriate supervision)
- emotional abuse(i.e. excessive belittling, berating or teasing which impair the child's psychological growth)
- at risk behavior (i.e. placing a child in a situation which might endanger him by abuse or neglect)

Child Abuse is defined as:

- A child who has had
- non-accidental physical injuries inflicted upon him/her
- injuries which are at variance with the history given of them
- is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual exploitation, deprivation of necessities, emotional maltreatment or cruel punishment

Child Neglect is defined as:

A child who has been:

- abandoned
- denied proper care and attention physically, educationally, emotionally or morally
- allowed to live under circumstances, conditions or associations injurious to his well being (CT GS 46b-120)

2. Staff responsibilities:

As child care providers we are mandated by law to report actual or suspected child abuse or neglect or the imminent risk of serious harm of any child.

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3. Specifics on reporting a suspected case of abuse or neglect

- Call the Department of Children and Families (open 24 hours a day) at **1-800-842-2288**
- Call the Department of Public Health at 1-800-282-6063 or 860-509-8045.
- The reporter's name is required, but may be kept confidential.
- Mandated reporters must report orally to DCF or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected. Within 48 hours of making the report, the mandated reporter must submit a written report (DCF-136) to DCF.
- Staff is protected by law from discrimination or retaliation for reporting suspected abuse or neglect (CT GS, Section 17a-101e). All phone calls to DCF shall be documented and kept on file at the Center. A copy of all statements from staff and the DCF-136 shall also be kept on file.

4. The management of this program supports a zero tolerance for abuse and neglect and will implement immediate action (suspension, reassignment of job duties, etc.) should there be an allegation that a staff member abused or neglected a child.

5. Staff training: Staff will be required to attend an annual staff meeting focusing on the steps for reporting suspected abuse and neglect and the role of a mandated reporter. All new staff will be trained in these procedures prior to their start in the classroom.

6. Provisions for informing families of abuse and neglect policy:

When an accusation of abuse or neglect by a staff member is made, the Director must immediately inform the parents/guardians that a report has been made to DCF. Healthcare officials may need to talk to a child's parents to access the cause of the child's injuries and offer support and guidance.

A copy of this policy will be included in our parent information packet, and each family will be given a copy upon enrollment.

Injuries

Children participate in a variety of activities at The Global Child, and every consideration will be taken to ensure the safety of your child while in our care. Should an injury occur, an Incident/Illness Report will be completed by the closest adult and signed by the Center Director or Assistant Director. A copy of this report will remain in our record binder and a copy can be sent home at a parent's request. A parent or guardian will be notified regarding any injury suspected of needing immediate care by a physician.

In the event of a major medical emergency or an accident, the center teacher or director will call 911 first. The child will be transported to the hospital noted on the enrollment form (or the closest hospital). The parent/guardian and family physician will be called immediately.

Child Illness/Exclusion Policy

The Global Child makes every effort to provide reasonable accommodations and care to children with mild illnesses and/or a contagious, infectious or communicable condition. Exposure to frequent mild infections helps the child's immune system develop in a healthy way. Children attending child care frequently carry contagious organisms that do not limit their activity, nor pose a threat to their contacts. Hand and personal hygiene is paramount in preventing transmission of these organisms. In the event that your child is ill, The Global Child will determine whether or not he/she can participate based on our ability to care for his/her illness without compromising the care of other children in the program. When your child is too ill to participate in the program, you will be contacted to arrange for him/her to be picked up from the center. We encourage all families to have a backup plan in the case of temporary or long term exclusion from the program.

Some mild illnesses are common among young children and do not affect the quality of care in our center. These conditions/symptoms include:

- Common colds and/or runny noses (Colds with extreme symptoms of excessive coughing, sneezing, and/or nose drainage that is green and that interferes with a child's ability to eat, sleep or play are reason for exclusion).
- A cough not associated with an infectious disease or a fever;
- Watery, yellow or white discharge or crusting eye discharge without fever, eye pain, or eyelid redness;
- Yellow or white eye drainage that is not associated with pink eye

The key criteria for children to remain in our care is determined based on if the illness:

- Prevents the child from participating comfortably in activities;
- Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
- Poses a risk of spread of harmful diseases to others.

If any of the above criteria are met, the child will be excluded, regardless of the type of illness. For the welfare of all the children in the center, The Global Child is required by the state to exclude a child from care if the following symptoms exist:

- Temperature of 101 degrees Fahrenheit or higher
- Vomiting in the previous 24 hours
- Diarrhea, which is defined as an increase in the number of stools compared to the child's normal amount, with increased and/or decreased stool water. Bowel movements that cannot be contained in a diaper or a toilet pose a high risk of contagion.

Temporary exclusion might be necessary if your child has any of the following:

- Fever

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- Diarrhea
- Blood or mucus in stools not explained by dietary change, medication or hard stools
- Vomiting
- Mouth sores associated with the inability to control his/her saliva
- Rash with fever or behavior change
- Active Tuberculosis
- Impetigo
- Streptococcal infection
- Infestation (scabies, head lice, pinworm)
- Ringworm infection
- Chicken Pox
- Fifth's disease
- Rubella
- Pertussis
- Mumps
- Measles
- Hepatitis A virus infection

*If your child presents any symptoms of the above illnesses, please check with administration for direction on when your child is able to return to The Global Child.

Please do not mask your child's symptoms with Tylenol or similar medication. Children requiring acetaminophen, ibuprofen, or other medication to maintain functionality throughout the day are considered too ill to be at the center. The Global Child reserves the right to refuse responsibility for the care of a child that we feel can not fully participate in the daily activities or that affects our ability to provide care for the other children in the program.

It is the parent's responsibility to notify The Global Child immediately if a child has been diagnosed with any contagious, infectious, or communicable disease so that preventative measures may be employed for the center. TGC is required to report certain communicable diseases as directed by the CT Dept of Health. In the event of an outbreak, parents will be notified as directed by the dept of health. TGC will not disclose or discuss a child's health condition for reasons other than the ability to provide direct care for that child. Periodically and as necessary, we will send out general health information to parents for preventative measures based on seasonal or community occurrences of illness.

Illness/Exclusion Procedures

In the event that children become ill during the day, they may be isolated and cared for away from other children. Parents/guardians will be called and are expected to be as prompt as possible in removing their child from the center. If the parents/guardians cannot be reached we will proceed to the alternate persons listed on the emergency card. If after 30 minutes we are unable to reach parents/guardians or designated emergency contacts, the Director may determine it necessary to call 911 depending on the health of the child.

Administration of Medication

Please be sure to alert The Global Child staff to any allergies and/or medications your child may have. TGC works closely with families to ensure the proper Emergency Health Care Plan is in place. We will only store and administer prescribed medications with appropriate documentation and non-prescription topical medications (i.e. diapering ointments, sunscreen) with parent's consent. Proper forms must be completed and kept on file.

Medications must be in their original container with the prescription label.

Non-prescription topical medication must be in its original container with the child's name clearly labeled. Emergent, first line of defense medication will be stored unlocked but in a safe manner & inaccessible to children to allow for quick access in an emergency.

Non-prescription medication will be allowed to be stored in childproof containers with signed permission by parents.

TGC will keep accurate documentation of all medications administered. Included in the documentation are:

- The date/ time the medication was administered
- The dose that was administered
- The signature of the staff administering
- Any comments

Parents will be notified in the event of a medication administration error. Staff is trained in the administration of medication by our nurse consultant according to guidelines put forth by our licensing agency through the Connecticut office of Early Childhood. This training is renewed every three years. Training for injectables is repeated once per year. At no time is an untrained staff member allowed to administer medications.

NON DISCRIMINATION POLICY

It is unlawful for any staff member of The Global Child to discriminate in the enrollment of children and families at The Global Child on the basis of race, color, religious creed, handicap, ancestry, national origin, age, sex, veteran status, disability, marital status, sexual orientation, pregnancy or citizenship status.

EMERGENCY PLAN

Medical

In case of a medical emergency, a qualified staff member will attend to first aid as needed. Another staff member would notify the family of the child. Attempts will be made to consult with the child's physician/dentist. If neither is available, the program's medical consultants will be contacted. For extreme emergencies, 911 will be called. An ambulance will take the child and a staff member to the nearest hospital. The child's emergency permission form

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will be brought with them. Another staff member will notify the family or alternate pickup person to meet the child at the emergency room. Additional staff will be called in if necessary to maintain required ratios.

In the event a child becomes ill while at The Global Child, parents will be notified and the child will be moved to an isolated space with a mat available. A staff person will remain with the child at all times.

Fire

In the event of a fire, evacuation from the building will be through the closest fire exit. Staff will be responsible for supervising the children under their care and leading them to the fire exit. The attendance log will be taken on the way out. The group will walk to the field area, safely away from the building, and line up for attendance. The staff will immediately take attendance. The Administrator(s) in charge will be responsible for assisting with infant evacuation, collecting the portable first aid kit and medications, cellphone and student files. Should it not be possible to return to the building, staff will walk the children to the far side of the left parking lot. Parents will be notified via the Tadpoles to pick up their children.

Weather

In the event of other serious weather emergencies, such as tornadoes or hurricanes, staff and children will remain indoors away from windows and doors. First aid staff will be on hand to administer first aid, as needed, until emergency personnel can arrive. Parents will be notified after the immediate danger has passed. Ratios will be maintained at all times and two staff will remain until all children are picked up. In the event conditions require our program to shelter children, we will have additional resources (flashlights, water, radio, food, clothing, etc.) available.

Evacuation

In the event that the facility must evacuate, the children will walk to the field area, safely away from the building. Advanced contact has been made with the town's Civil Preparedness Unit, adding the Center to their list for emergencies. Local authorities will notify us if we need to move to a new location and will help facilitate that move with the children. Tadpoles alerts will notify parents of our location to pick up their children. Ratios will be maintained at all times and two staff will remain with the children until all children are picked up.