

# Toddler Town Daycare

## Parent Policy Handbook



*"Where Your Child Always Comes First"*

# **Toddler Town Parent Policy Handbook**

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- **Statement of Purpose**

Toddler Town Daycare is a state licensed day care center which is NAEYC accredited and holds a Gold Circle of Quality with the Excellence of Illinois. These accreditations are a voluntary process that goes beyond the minimum state licensing requirements. Toddler Town Daycare is dedicated to providing a safe and happy environment where children can learn, play, and strive together while their parents' work. We balance a physical active program with the appropriate intellectual challenges. We believe that the children thrive by exploring and experimenting. You will find our program to have a hands-on approach to learning. We invite you and your child to our center so you can visit and explore with us.

- **Toddler Town Daycare Mission Statement**

Toddler Town Daycare is a state licensed childcare center, which is nationally accredited by the National Association and Education of the Young Child (NAEYC) & The Excellence Quality Circle with a Gold Level Standing. Toddler Town Daycare is dedicated to providing a safe and educational environment where students can safely learn and play together while their parents go to work or school. We host a program catered to children ages 2 to 6, utilizing appropriate physical and intellectual challenges for these age groups. We believe that children thrive by exploring and experimenting. You will find our program to have a hands-on approach to learning.

- **Description of our Program**

Children are inquisitive explorers and ready learners. The classrooms are organized by age groups and developmental capacities which provide the type of activities that will challenge and nourish the children's interests. Areas in which we focus are sensory awareness, creative and expressive arts, dramatic play, block building, fine and gross motor manipulations, language and reading skills, outdoor play, computers, music and movement, science and discovery learning. Each age group has very different needs, and all of our teachers are experienced in handling these needs.

- **Orientation and Enrollment**

Outlined below are the steps for enrollment at both of our locations -

**Step 1.** Complete an in-person tour with your child.

**Step 2.** Completion of the parent intake form. <https://form.jotform.com/221167438480053>

**Step 3.** Complete a parent interview with information received from the parent intake form.

**Step 4.** Determination on your child's enrollment at Toddler Town Daycare

**Step 5.** Completion of your enrollment application and subsidized childcare application if needed

**Step 6.** Upon acceptance to Toddler Town Daycare – Scheduling your child's probationary week

Based on the answers provided and what we observe in the first week of probationary enrollment, we will base the final determination of enrollment. We work very hard to make sure that our centers are going to be the best possible fit for your child and your family.

Please complete and return this form prior to your child's first day. This information, which is strictly confidential, will help us work in partnership with you for the benefit of your child. It will enable us to be supportive and understanding as your child adjusts to our program. Thank you for the time and effort this form requires.

- **Toddler Town's Orientation and Probationary Time Policy**

Orientation is a time when the parents can come in, see the center and discuss the type of care that we can offer their children. It is a time for the parent to be reassured of what their child will be experiencing during the day, while their child is in our center. This is also a time where parents can ask questions concerning our policies.

If inquiring about our **Evanston Location** the first step is to contact the enrollment specialist, Ms. Norma. Ms. Norma communicates with all new potential parents and usually communicates by phone and/or by email. The first email you receive from Ms. Norma is a general email that gives information about the school, and if we have availability or not. It will also contain the link to complete the parent intake form. This form is going to ask questions about your family and your child. This will help us determine if we will be able to meet the parents needs and expectations as well as the students.

**Ms. Norma's contact information** is as follows:

Phone: 847-475-1467 EXT. 16

Email: [Norma@toddlertownevanston.com](mailto:Norma@toddlertownevanston.com)

If inquiring about our **Chicago Location**, the first step is to contact either the Director Mr. Robert or Mrs. Megan. Mr. Robert and Mrs. Megan communicate with all new potential parents and communicate by phone and/or by email. The first email you receive from Mr. Robert or Mrs. Megan is a general email that gives information about the school, and if we have availability or not. It will also contain the link to complete the parent intake form. This form is going to ask questions about your family and your child. This will help us determine if we will be able to meet the parents needs and expectations as well as the students.

**Mr. Robert's contact information** is as follows:

Phone: 773-622-9433 EXT. 21

Email: [Robert@toddlertownchicago.com](mailto:Robert@toddlertownchicago.com)

**Mrs. Megan's contact information** is as follows:

Phone: 773-622-9433 EXT. 27

Email: [Megan@toddlertownchicago.com](mailto:Megan@toddlertownchicago.com)

After submitting the intake form, the form will be reviewed by the Directors, and we will determine if we can start the orientation process for your child.

The orientation process will be a week, **free of charge** and as follows:

- 1<sup>st</sup>. Parent and child will tour facility
- 2<sup>nd</sup>. Based on the visit with the parent and the teacher, if both parties believe the center is the right fit for their child's growth and development, we will set up a schedule for an orientation week. This orientation week will be for the child and teachers to get to know each other and to see if our classroom settings are beneficial to your child's growth and development. During this week, your child is NOT enrolled, but we will still need your child's birth certificate, health insurance, school medical and emergency contacts. Parent Policy Handbook will also have to be signed to certify knowledge of Toddler Town policies and procedures.

### Orientation week will be as follows -

- The first day, we will be asking for your child to be dropped off in the morning, from 8am-10am
- The second day, we will have your child dropped off at 10am and picked up by 12:30 pm
- The third day, we will ask that your child be dropped off at 10am, and picked up by 3pm
- The fourth day, we will have your child be dropped off at 8am, and picked up by 12:30 pm
- The fifth day, your child will attend the full day
  - After the full day, we will have a final decision on whether we will enroll your child or not. This decision will be based on parent observations and teacher observations throughout the week.

After the Orientation, and if we decide your child will be enrolled, we then will move forward with the enrollment process. By this point, all we will need is the enrollment application and form of payment. If going through Action for Children, then the Action for Children application is needed along with two most current check stubs. Your enrollment specialist can give you more information on this.

After child is officially enrolled, **we still have a one-week probationary period.** Scheduling your child's probationary week is important. Based on what we see in the first week of probationary enrollment, we will base the final determination of enrollment. We work very hard to make sure that our centers are going to be the best possible fit your child and for your family. This information, which is strictly confidential, will help us work in partnership with you for the benefit of your child, and it will enable us to be supportive and understanding as your child adjusts to our program. If during this week your child promotes any behaviors that are in the following list, we then will have to create an Action plan for your child and possibly, transition child to a different center than can meet the child's needs.

The following Behavioral list is the list of behaviors that will lead to a child being transitioned out or not approved at for our center:

1. Not following routine or directions
2. Not Adjusting to our classroom setting and ratio (Requiring one on one most of the day)
3. Climbing
4. Continuously promoting aggressive behaviors towards students or teachers
  - a. Hitting
  - b. Biting
  - c. Throwing furniture or toys
  - d. Kicking
  - e. Punching
  - f. Slapping
  - g. Spitting
  - h. Head budding
5. Continuously using aggressive language
6. Frequent Uncontrollable tantrums
  - a. Throwing self on ground
  - b. Throwing nearby materials
  - c. Yelling uncontrollably for more than ten minutes

7. Damaging/Breaking school materials and furniture
8. Hurting or endangering self and others
  - a. Dropping body on floor
  - b. Banging head
  - c. Sliding or dropping downstairs
  - d. Climbing over fences or gates or areas that are unexpected and dangerous
  - e. **OPENING CLASSROOM DOORS AND SCHOOL EXITS!**

During the orientation and during the probationary period, teachers will be taking observational notes daily. After the probationary time, if any of these behaviors do happen to be promoted, the center will put in place a behavioral support plan. If the behavior that is being promoted by the child is something that we can work on, then an accommodations form will be completed for the child, teachers and parents/guardian. If the behaviors that are being promoted by the child is something that is out of our control or that we feel will not benefit your child's growth and development, or that may jeopardize the safety of the students and all other students, then a transition plan will be put in place.

- **Hours of Operation**

**Evanston Location** - 7am to 6pm -  
**(847) 475-1467**

Office extensions: 11 & 16

**Chicago Location** – 6am to 6pm  
**(773) 622-9433**

Office extensions: 21 & 27

- **Holidays**

The center's holidays are as follows

New Year's Day, Dr. Martin Luther King Jr. Birthday, Presidents Day, Good Friday, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day and the day after, Christmas Eve, Christmas Day, and New Year's Eve. If a holiday falls on Saturday, the Friday before will be observed if the holiday falls on a Sunday the following Monday will be observed.

Toddler Town also reserves the right to close **3 additional days** throughout the year for staff in-services. Notice for these in-service days will be posted a month in advance along with emails being sent to all families. **No Refunds will be offered for these days.**

**If City of Chicago Schools & City of Evanston schools are closed due to SNOW related weather emergencies, Toddler Town will also be closed.**

- **Signing In and Out**

Each child must be signed in and out every day. You can sign your child in and out daily in your child's classroom. This lets us know who is dropping off and picking up your child along with the time of their arrival and departure. This is a DCFS state mandated rule. **Every child must be logged in and out daily. Your drop off person & your pick-up person should know your first and last name along with their classroom.**

- **Dropping Off and Picking Up Your Child**

Only those people who the parent/guardian has authorized through written consent will be allowed to pick up the child. The mother/father is always allowed to pick up their children from school regardless of being on the pick-up list. **[A court order is the only document that prevents a parent from picking up their child.]**

Pick up people must be on the pick-up list, age 18 and over and must have a photo ID. If they are under the age of 18, they must have a release waiver signed. Please make sure that whoever you put on the list, can be a permanent pick-up person. We do not allow for people to be added and then taken off and then re-added. If you must add someone to the list, there are forms to add people to your list at the sign in tables and in each classroom. **Just because someone dropped off the child does not mean that they can pick them up.** Anyone can drop the child off; taking them out of the center needs to be done with written authorization on file by the parent or legal guardian. The above rules need to be followed for the safety of the child. You can find an online authorization form at

[www.toddertownevanston.com, Resources, Child Authorization Form.](http://www.toddertownevanston.com/Resources/Child%20Authorization%20Form)

<https://www.toddertownchicago.com/child-pick-up-authorization-form/>

It is the responsibility of the parent or the person picking up or dropping off that they must take the child to their classroom and take off their coats and log them in. All of the child's items shall be put in their classroom so it does not get lost. The same policy goes for picking up; children are not allowed to be in the building by themselves. **Once the parent/guardian or pick up person arrives and greets the child, the child is now the responsibility of the parent/guardian or pick up person.**

Any parent or pick up person picking up late will be charged a late fee of \$15 for every 10 minutes or portion thereof after 6pm. The rate changes to \$3 a minute after 7pm. The child cannot return to school until the late fee is paid. Parents are required to sign a separate agreement about late pick-ups and procedures which is located in the enrollment application.

- **\*\* Parent Responsibility-**

1. Parents are to wash their child's hands upon entering the building before allowing their child to enter their classroom. This is a DCFS mandated rule for drop off people. This rule helps stop the spread of germs.
2. Children are to be taken to their classrooms by the person that is dropping them off, not left at the front door.
3. When the drop off person is dropping off, all clothes and jackets shall be placed in the provided bags with the child's name on it. Toddler Town is not responsible for any missing clothing.
4. **Toddler Town Daycare is not responsible for any child in the building until that child has been dropped off in the child's classroom and has been logged in.** \* Toddler Town suggests that parents please put your child's name on all of their clothing.
5. At time of pick up, parents must always supervise their children. Children are not allowed to go to their rooms by themselves. They must be under the supervision of the parent/guardian.



- **Late Pick Up Policy**

1. Toddler Town Daycare is open from **(Evanston - 7am to 5:30pm) (Chicago- 6am to 5:30pm) – Monday to Friday**
2. Pick up people must be on your pick-up list with the following information
  - First & Last Name
  - Relationship to the child
  - Working telephone number for work, home and cell phone
  - Pick up person's address
  - A valid photo ID
  - Pick up person must be over the age of 18 – unless there is a release of responsibility letter on file
  - No phone calls to add a person will be allowed – parents can fax a letter in writing if an emergency arises to add someone new to the list or they can go online to our website at [www.toddertownchicago.com](http://www.toddertownchicago.com) under parent resources and complete an emergency authorization pick-up form.
  - **Evanston Fax – 847-475-5339**
  - **Chicago Fax – 773-804-1273**
3. It is the responsibility of the parents/guardians to keep all of their phone numbers and cell phone providers and the phone numbers of their pick-up people up to date.
4. In the event that your child is still here, at 5 minutes to 6 we will begin calling you and people on your list up to 3 times, we will leave messages on voicemail lines.
5. If after 3 attempts to contact all the phone numbers provided and we have still not been able to contact anyone by 7pm, we will then contact the local police department and social services for their assistance.
6. It is up to the parent/guardian to give the pickup person all the information they need, i.e.. Location of the school, child's classroom and that they **must have a valid photo ID, they also must be on your child's pick-up list.**
7. We will keep your child indoors, safe and occupied with toys, until they are picked up, if your child soils themselves we will not change them. This will be the responsibility of the pickup person.
8. If your child is not picked up by 7pm and we have not heard from anyone, your child will be transferred to social services.
9. All conversations about the late pick up will be held with the parent, and or the pickup person.
10. **Late pick up fee is \$15 for every 10 minutes or portion thereof after 6pm, the rate then goes up to \$3 every minute after 6pm. All late fees have to be paid before the child can return back to school.**
11. We close at 5:30pm promptly. Please be on time. If you know you are going to be late please contact one of your registered pick up people to pick up for you before 5:30pm. It doesn't matter if you call, or there was traffic, or this is my first time or I didn't know, please plan accordingly. This is a standard and very strict policy amongst all childcare centers and will be enforced. You can always add people to your pick up list by filling out the attached form. <https://www.toddertownchicago.com/child-pick-up-authorization-form/>

**Please also understand that when you are late...**

- 1) Our staff cannot leave
- 2) They are late to go home to their loved ones and family
- 3) You are now affecting their schedules
- 4) Management now has to pay overtime to the staff that we're required to stay until you arrived at the center.

All of your actions have a financial effect on the center, this is why the late fee starts at 6:00pm on the dot and is \$15 for every 10 minutes or portion thereof.

- **Smelling of Cannabis, Intoxicated and/or Impaired Person**  
**Picking up a Child from Center Care**

Policy: To ensure that no child is allowed to leave the care of the center in the custody of a person who smells like cannabis or is in a physical condition which may prevent him/her from assuring the child's welfare.

1. Any parent or other person who is authorized to pick up a child enrolled in Toddler Town and comes to the center smelling of cannabis and/or intoxicated or in an impaired physical condition which may prevent him/her from assuring the child's welfare will not be allowed to pick up a child.

2. In the event that a parent or other authorized person arrives at the center while smelling of cannabis and/or intoxicated or in an impaired condition, staff will discuss with the pickup person about the center rules and or prevent him/her from picking up the child assuring the child's safety and welfare.

3. Should it be determined that the person is in a condition that prevents him/her from assuring the child's welfare, staff will:

- a. Staff will attempt to contact another person on the Authorized Child Pick-up List.
- b. Staff will try to Notify the following individual(s) in writing: (1) The parent(s) of the child (if they are not the ones who are smelling of cannabis, intoxicated or impaired) (2) The intoxicated/impaired person and spouse; (3) Parents of other children the person has been authorized to pick-up; (4) Appropriate center staff.

4. For any parent or other authorized person who arrives at the center smelling of cannabis, intoxicated or physically impaired condition to pick up an enrolled child, the following will occur:

- a. A verbal warning.
- b. Removal from the list of individuals authorized to pick up a child after the second occurrence and or
- c. Unfortunately, the child will be asked to leave the center due to the not following of center rules and policies.

5. The Center Directors, or if they are not present, the person in charge, is authorized to carry out the directives of this policy.

**6. Refusal of Service** - If after a verbal conversation about our smelling of marijuana policy you continue to enter our facility regardless of pick up or drop off, we will ask you and your family to no longer attend our center without time allowed to find a new center for child(ren)

- **Tuition**

Toddler Town only accepts children on a full-time basis. Toddler Town also reserves the right to close 3 additional days throughout the year for staff in-services. **\*\* There are no refunds for holidays or in-services. There are no refunds for emergencies or events due to weather such as snow, power outages, building mechanical failures, staff being sick due to cold or outbreaks, etc. which are beyond our control.** We cannot call parents to let them know that we will be closed. Parents are welcome to call the school to verify if we are open or not. Parents should always have their cellphone number and carrier information up to date to receive emergency texts from Toddler Town. Parents will also be notified through the ProCare Engagement App as well.

1. Parents should always have their email information up to date to receive emails from the school.
2. Parents should register with the Emergency closing center website at <https://www.emergencyclosingcenter.com/> Please refer to the last page of the handbook for more information on this website.

**There are 2 options for paying your child's tuition, ½ on the 1<sup>st</sup> and the remaining ½ on the 15<sup>th</sup> of the month or payment in full on the 1<sup>st</sup> of the month. If tuition is not paid on time, then the child will not be allowed to return to school.**

- **Parents that pay weekly, there are 4 months out of every year that there will be 5 weeks in a month instead of 4 weeks. (4 weeks X 12 = 48 weeks) The remaining 4 weeks to = 52 weeks in a year will be billed in the months that have 5 weeks. See the director for more information.**

**Parents, can also pay their tuition online through their ProCare Engagement App.**  
<https://www.myprocare.com/>

**The center director will email you all of this information in your welcome email.**

- **The center also charges a monthly activity fee. Please see your center director for the amount charged at your specific center.**
- **Credit Card Authorization Form for Tuition Payments**

Toddler Town Daycare Will **Require and make Mandatory** that all parents keep a credit card on file with the center. If you have not paid your tuition in Full by the 15th of the month your account will be charged for the entire balance due along with a **late fee of \$35.00.**

Parents can still make payments throughout the month through our website @ [www.myprocare.com](http://www.myprocare.com), through the ProCare engagement app, leaving payment envelopes with your child's teacher or making them directly to the office. **If your payment is \$0.00 by the last day of the month, your credit card will not be charged.** However, if we try to process your card and it is declined, your child will not be able to return to the center until payment in full is received. If after 1 Week we do not have a full payment, your child's

spot will be given to the next child on our waiting list.

**Toddler Town Will not be able to waive this requirement or accept payment arrangements for past due tuition any longer. All Accounts will be required to be current by the last day of the month.**

- **SUBSIDIZED CHILD CARE -**

Parents applying for or on Action for Children will be charged **an activity fee monthly (\$)** **please see the center director as this amount varies per location** in addition to their monthly co-payment. This is to cover materials, supplies, curriculum programs, and extracurricular activities.

Parents applying for Action for Children will be charged \$100 per week or the current weekly tuition fee (at the discretion of management) until their application is approved. Once Toddler Town Daycare is fully reimbursed by Action for Children, we will then credit your account and issue you a refund minus your co-payment amount. If your application is denied, then the money paid by you will be credited to your account towards past and future tuition bills. Your account will then be charged the current weekly tuition rate for past and future months. If denied parents will have to decide whether or not they would like to remain at the center.

All late payments will be charged a **late fee of \$35** per occurrence. Toddler Town accepts cash, money orders, cashier checks, credit cards and personal checks.

If parents ask Toddler Town Daycare to hold a spot for their child, they are still obligated to pay the tuition. If you choose not to pay, then you risk losing your child's spot along with covering all of the tuition during the absence until notice was given.

- **Completion of all Childcare Subsidy Required Paperwork**

If any parent does not complete their application or redetermination paperwork in a timely manner and your case lapses – You will be charged for the entire time your child attended with no valid approval at our **Current Weekly Rate**. It is your responsibility as the parent to keep your case active and current at all times.

The center will do its best to remind parents as often as they can, however it is the parent's responsibility to maintain and stay on top of their subsidized childcare at all times to avoid having to pay for full tuition without childcare assistance. The state childcare assistance program does not back date for cases, so it is important for parents to stay on top of their cases and to submit all paperwork in a timely manner.

All parents upon enrolling their child are required to sign a tuition contract. If a parent leaves the school without paying their bill in full, the account will be sent to collections and the parent will have to pay all fees associated with the collection of the account.

All parents that leave the school with a financial obligation are subject to being sent to collections or having a civil lawsuit filed against them for non-payment of services

rendered along with any court costs the center may incur. In the lawsuit we will ask for garnishment of wages.

- **2 Weeks' Notice**

**If you plan on leaving the center, 2 weeks' notice in writing must be given to the Director, verbal notices to the teachers are not acceptable. Families leaving without notice will be charged a \$300 fee. You can fill out an online form at [www.toddertownchicago.com](https://www.toddertownchicago.com/cancellation-of-services/) under parent resources.**

**<https://www.toddertownchicago.com/cancellation-of-services/>**

- **How do co-payments work**

The state assistance program requires that the parent's co-payment is used first and then the assistance portion is applied. It's similar to how insurance works. Regardless of whether the child was there for a day in the month or the entire month, the parent co-pay is first collected and then the state portion is paid.

- Parents who have been approved for childcare benefits from the IDHS Child Care Assistance Program (CCAP) are required to help pay for the cost of their childcare.
- You **MUST** make a payment, called the Parent Co-Payment, to your childcare provider each month.
- The amount of your parent co-payment is shown on the Approval Notice.
- The Department will pay your provider directly for the remaining childcare charges up to the maximum rate. The Department will not pay for any childcare charges over the maximum rate.
- Your provider will tell you when to pay the parent co-payment, Entire balance on the 1<sup>st</sup> of the month or ½ on the 1<sup>st</sup> and the remaining ½ on the 15<sup>th</sup> of the month.
- If you have more than one provider, only one provider will be assigned to collect the parent co-payment. The amount of the parent co-payment will be shown on the Approval Notice for the provider assigned to collect the parent co-payment. The Approval Notice will show if the provider is not assigned to collect the parent co-payment.
- The amount of your parent co-payment is based on gross monthly income and family size.

**For Example –**

Your Co-Pay is \$5.00 for the month.

The state pays \$1.00 a day for the month

Your child only attended for 5 days

Your Co-payment covers the 1<sup>st</sup> 5 days, and no payment will be received from the state

If your child attended for 6 days. The first 5 days comes from you and then the remaining days payment comes from the state. For further questions, comments, or concerns, please contact the center Director.

- **Vacation or Leave of Absence Policy**

**(Vacation)** Families paying full tuition are allowed a reduction of ½ of their weekly tuition due to a vacation with a maximum of 2 weeks in one calendar year. Vacation time should be pre-arranged with the center at least one week in advance. [If your child does not take a vacation, then there is no vacation credit offered.] There are no vacation allowances for Action for Children parents.

**(Leave of Absence)** We hope you understand that we cannot hold spots for free without charging a fee. When we hold spots, we turn students away because we have no spots available, or we place them on a waitlist with guarantee. As you know, we have ongoing expenses that we must cover, and a budget based on a current enrollment or set enrollment amount. Therefore, when parents leave with no notice, we have to charge a fee; and when parents want to pull their child out for a break, in order to hold that spot we have to charge for that time even though the child is not at the center. The fee covers costs such as food, staff, utilities, supplies etc., this is done by charging the parent a discounted rate (vacation credit) for that period.

Please consider this scenario to help make sense of the above issues - You have your home budget set per your monthly income / expected hours, you go into to work, and your boss tells you that there is no work for you, come back in 3 weeks we will have work then. How will this affect you and your budget? The same applies when parents leave with no notice or want to leave for an extended period of time.

- Parents can choose to give 2 weeks' notice and pull their child out for an extended period of time but there is **NO GUARENTEE GIVEN** that there will be a spot when you return.

- **Curriculum / Parent Conferences/ Child Screenings**

Here at Toddler Town Daycare, we strive to create an environment that is enlightening, comfortable, empowering, educational and safe for all children as well as staff within our two separate facilities. Parents are strongly encouraged to accept and explore all that the site has to offer. The name of the site is My Teaching Strategies and parents receive an invite upon enrollment. <https://family.teachingstrategies.com/home>

Within this website parents have full access to their child's development. Having this type of opportunity creates an interactive partnership between parents and teachers, so that together we can work as a team to ensure that each child's ability and potential is reached. Once an invitation has been accepted by the parent(s), all of their child's information is available to them. Assessments, lesson plans, documentation of child's daily experiences in addition to important classroom and administrative information can all be found within the website.

Furthermore, parents and staff can communicate via the website through messages sent from either end. Monthly newsletters are also created and posted on the school website for parents to view.

3 to 4 times per year, parents will be asked to attend parent teacher conferences to discuss their child's progress. Parents will receive a detailed report from the teacher. Spanish translated report cards are also available.

Toddler Town Daycare uses the Ages and Stages Questionnaire (ASQ-3) along with the Ages and Stages Questionnaire's: Social Emotional (ASQ-SE). These screenings are performed up to three times per year. The first screening is within the first 45 days of enrollment, children entering our pre-k program and throughout the school year.

Consent forms for the ASQ-3 and ASQ-SE screenings are located in your child's enrollment packet. Parents can also complete a screening of their child through our online access portal from ASQ. These forms are available online in English and Spanish. Please see the Director for more information.

### **Individualized Education Program (IEP)**

***Individualized Education Programs, or IEPs***, are plans developed to guide the education of a child with special needs between ages 3 and 21 in the early childhood or school setting. The federal Individuals with Disabilities Education Act (IDEA) requires that all children with an identified special need have an IEP to help educators meet their unique educational needs. The IEP is a team-based effort that includes the child's parents, childcare providers, school staff, doctors, therapists, and even the child when appropriate. At every step, the family is involved to ensure that the decisions made are best for them and their child.

An IEP is a written document that describes the ways that an individual child learns best, assessments that are most appropriate to document that child's learning, and any special educational services that the child needs in order to learn most successfully. The IEP includes specific learning goals for the child. An IEP must be reviewed and updated regularly to ensure that it continues to be appropriate for the child's learning progress and special needs.

### **Individualized Family Service Plan (IFSP)**

An ***Individualized Family Service Plan (IFSP)*** is a document intended to help families and professionals within a community support the special needs of a child under age 3. The IFSP focuses on providing supports and services to the family of a very young child with special needs in order to help that family enhance their child's growth and development. The IFSP is developed based on in-depth assessments of the child by a variety of professionals. An IFSP is usually broader than an IEP. In addition to learning goals and supports, the IFSP documents the child's current developmental level, describes outcomes for the child and family, and specifies community services for the child and family that will support the development of the whole child. The IFSP includes the needs of the whole family, with the parents as major contributors in its development. IFSP team members may come from a variety of different organizations and may include medical professionals, physical and occupational therapists, speech therapists, child development specialists, childcare providers, early intervention specialists, social workers, and others.

## Childcare providers can help create IEPs and IFSPs

The IEP and IFSP can be effective tools to help educators make decisions about the most effective care and education practices for a young child with special needs. Childcare providers may be members of a team that creates, reviews, and revises the IEP or IFSP for a child in their child care program. If you are asked to be a team member, here are some of the things you may contribute:

- **Observations of the child's development.** IEPs and IFSPs are based on observations of the child with special needs. Childcare providers may be able to add valuable information from your day-in, day-out interactions with the child. You may be asked how the child interacts with other children in the program, the types of activities the child likes to do, or the child's eating or sleeping patterns. Discuss the child's strengths and abilities as well as challenges. Be as honest as you can.
- **Documentation.** The IEP or IFSP team may ask to see any documentation you have kept about the child with special needs. Be willing to share any notes you have written, goals you have developed, information you have learned from the family, photographs of the child engaged in learning activities, and samples of the child's artwork, writing, and other materials. These notes and documents can help the team better understand the child's development and create a plan that best meets that child's needs.
- **Information about the early childhood curriculum.** Childcare providers may be asked to share information about your curriculum goals, activities, and plans, as well as information about the physical layout of your classroom or family childcare home. These questions help the team better understand the setting, in order to provide supports to help the child with special needs succeed in that setting. You may also be asked to help identify ways that your curriculum can be modified to support the child with special needs. If you have already tried making modifications and have found ideas that work, share those with the team.

## Using the IEP or IFSP to guide classroom practice

If a child comes into your childcare program with an identified special need, ask for a copy of the IEP or IFSP. Childcare directors and providers should review the document carefully, and pay attention to the following:

- **Description of Developmental Level and Special Needs.** An IEP or IFSP should include some description of the child's current developmental level and special needs. This information can help childcare providers better understand the child's special need and can guide decisions about how best to adapt educational practices to include that child.
- **Goals or Outcomes.** For children aged 3 and older, an IEP includes educational goals for that child. Childcare providers can help the child move toward those goals by building those goals into learning experiences in the childcare curriculum. If a child's goal is to throw a ball with two hands, for example, the childcare provider might design a small-group activity that involves tossing balls



- into baskets of different sizes. As the child with special needs participates in this group activity, he can practice throwing while also developing social skills such as turn-taking and cooperation. For a child under age 3, the IFSP will specify goals or outcomes for both the child and the family. Childcare providers can support these goals through close communication and cooperation with parents and other family members.
- **Ways of Assessing the Child's Learning.** An IEP may describe the best ways of assessing or documenting the learning of a child with special needs. A child with a hearing disability, for example, may need to have information presented through visual means such as sign language or pictures. Use these guidelines to help you find the best ways to assess the child's learning and development.

Once a teacher & the parent have completed an ASQ on a child – it is the responsibility of the parent with assistance from staff to begin the process of obtaining the necessary assistance to help the child in the home and the classroom. If the parent refuses to follow through with the goals and timelines set forth by the center or the therapists, then the child will no longer be able to attend the center.

- **TRANSITION POLICY FROM TODDLER TOWN DAY CARE**

Unfortunately, there are at times events that occur in daycare where we must transition a child out of Toddler Town Daycare, either on a short-term or permanent basis. We want you to know that we will do everything possible to work with the family of the student(s) to prevent this policy from being enforced. The following are reasons we may have to start and/or immediate transition from our center to another.

### **Parental Actions for Immediate Cancellation of Services**

- Parent's threatens physical or intimidating actions towards staff members
- Parent's exhibit verbal abuse to staff and/ or children
- Parents are going through a divorce and attempting to involve the center in their dispute.
- The center is a neutral zone and will not take sides.
- Failure to pay/habitual lateness in payments
- Entering the center smelling of Cannabis/ Marijuana
- Failure to complete required forms including the child's immunization record
- Habitual tardiness when picking up your child.
- Failure of parent to follow or participate in the developmental plans set forth by experts and or center staff regarding their child's development and behavior

### **Parent/Guardian/Adult – Code of Conduct**

“It is crucial to remember that teachers are professionals who have dedicated their lives to educating and guiding students towards their full potential. Disrespectful behavior towards them not only damages their morale and motivation but also impedes the child's ability to learn and grow.

On many occasions it has been observed that parents are rudely questioning staff and or management about payments, interrupting teachers during class, asking inappropriate or irrelevant questions, and discouraging their child[ren] progress in activities. These actions not only undermine the teacher's authority in the classroom, but also send a negative message to their child[ren] about the importance of respecting authority figures. “

If any Parent/Guardian/Adult displays the actions below, the first time the Parents/Guardians/Adults/ will be notified via email & the Procure Engagement App that they have broken the code of conduct at the school. The second violation of the Code of Conduct will result in immediate transition out of the center with no notice. <sup>1</sup>

- Parents/Guardians/Adults/ cursing at staff over the telephone or in the building.
- Parents/Guardians/Adults/ hanging up on us while we are speaking to them via the telephone or in person and or walking away from us while we are speaking to them.
- When given reports on their child, Parents/Guardians/Adults/ come in and do not respond to staff they just pick up their child and leave without signing a report.
- Parents/Guardians/Adults/ coming in with a bad attitude and or not responding to staff.
- Parents/Guardians/Adults/ throw their child's school bag on the floor and expect staff to put items away.
- When asking Parents/Guardians/Adults/ not to bring in outside food, toys and they continue to do so but then they get upset when we repeatedly have to remind them that this is not allowed.
- Parents/Guardians/Adults/ getting too close to staff (in another adult's personal space).
- Parents/Guardians/Adults/ only choose who to respond to (One teacher) and ignore the other.
- When Parents/Guardians/Adults/ asked to pick up their child when they are sick or not being able to be calmed down, they do not come and ignore us and then not following sick child protocols outlined.
- Parents/Guardians/Adults/ not understanding the goals and expectations set for each age group and constantly being told that we need to change, and we need to be more realistic.
- Parents/Guardians/Adults/ yelling at us in the classrooms or in general.
- Parents/Guardians/Adults/ ignore us when speaking to them.
- Parents/Guardians/Adults/ demanding us to assist them immediately.
- Parents/Guardians/Adults/ laughing when giving reports.
- Parents/Guardians/Adults/ calling us and or our work trash.
- Parents/Guardians/Adults/ not respecting us, not supporting us, and or not acknowledging us.
- Parents/Guardians/Adults/ stating we must become parents to understand what it is to deal with children.
- Parents/Guardians/Adults/ Basically, not respecting our rules and regulations of our centers.
- Parents/Guardians/Adults/ expect us to be their mediator when there is a separation between both parents, they see us as the mediators and expect us to deliver messages and or items to the other parent.

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<sup>1</sup> Immediate transition out of the program will automatically be done if a parent uses foul language in the classroom and or around other children or adults, use of violence on anyone in the building and or anything deemed by management that may cause concerns for anyone's safety in or on the premises of the center.

- Parents/Guardians/Adults/ telling us about their personal drama.
- Parents/Guardians/Adults/ contacting us after hours and expecting answers immediately.
- Parents/Guardians/Adults/ having their own conversations in the classroom and using foul language.
- Parents/Guardians/Adults/ coming into the classroom late and during activities and expecting the teacher to stop what they are doing with the class to handle their concerns.
- Parents/Guardians/Adults/ coming in after meals have been served and put away and demanding that we feed their children.

### **Childs Actions that may lead to an immediate Transition Plan**

Behavior that prevents the child or others from being able to learn or cause harm to self-and/or others which may include.

- The student is at risk of causing serious injury to other students or him/herself
- Ongoing physical or verbal abuse to staff or other students
- Excessive biting or hitting
- Uncontrollable tantrums/aggressive outburst
- Damage to school property
- Failure of child to adjust after a reasonable amount of time.

### **Steps that will be followed during the transition process**

- Teachers will provide detailed observations and will stay in communication with the parent and director via email, ProCare engagement app, phone and/or in person.
- Correspondence will be sent home indicating the nature of concern
- Teacher's will complete an ASQ3 and an ASQ-SE2 questionnaire for the student
- Parent's will complete an ASQ3 and an ASQ-SE2 questionnaire for the student
- Teacher's will develop an action plan for the student that will include details of the current plan being followed and what future plans will be followed for the student by the parent and the teacher.
- This action plan will include -
  - Pediatricians visit requirement for a possible referral
  - Screenings
  - Local Resources for the parents
- A mandatory meeting will be held with the parents to discuss possible solutions and to discuss the best plan for the student's growth and development
- If after a week, depending on the risk to other students' welfare or safety and/or the

action plan doesn't improve behaviors, we will then help parents find a different program that will cater to the student's needs and assist with a successful transition.

Toddler Town Daycare will do everything they can do to accommodate a family and their child(ren) to receive the best care possible. We must work as a team; the parents, the staff; the therapists and anyone else needed to help the child. **IF** the parents are not willing to seek the necessary assistance needed for their child and make appointments and follow through we will have no option but to ask the family to leave the center.

**\*\*Below are excerpts from the US Department of Health and Human Services Policy statement on Expulsion and Suspension policies in Early Childhood Settings- Along with Recommendations for Families. \*\***

"The beginning years of any child's life are critical for building the early foundation of learning, health and wellness needed for success in school and later in life. During these years, children's brains are developing rapidly, influenced by the experiences, both positive and negative, that they share with their families, caregivers, teachers, peers, and in their communities.<sup>10</sup> A child's early years set the trajectory for the relationships and successes they will experience for the rest of their lives, making it crucial that children's earliest experiences truly foster – and never harm – their development. As such, expulsion, and suspension practices in early childhood settings, two stressful and negative experiences young children and their families may encounter in early childhood programs, should be prevented, severely limited, and eventually eliminated. High-quality early childhood programs provide the positive experiences that nurture positive learning and development.

- Create positive climates and focus on prevention.
- Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
- Ensure fairness, equity, and continuous improvement.

Preventive and discipline practices should be used as learning opportunities to guide children's appropriate behavioral development. Children's desired behavior should be reinforced and consequences for challenging behavior should be developmentally appropriate and consistent. Programs should pay distinct attention to the developmental appropriateness of both behavioral expectations and consequences for challenging behavior, given the substantial developmental and experiential differences among children birth through age five and the range of what is age-appropriate across this age range.

Programs should also pay distinct attention to the language they use in shaping children's behavior and communicating with families. Language commonly used in the criminal justice system, such as the use of "probation plans" or "three strikes and you are out" frameworks, should not be applied to discipline frameworks in early childhood programs (e.g., "three bites and you are out"). These terms connote criminal behavior and inappropriately label children. Program discipline procedures should provide specific guidance on what teachers and programs will do when presented with challenging behaviors, including specific teacher and staff responses, communication with families and caregivers, and consulting with mental health specialists, school counselors, and the child's medical home.<sup>23</sup> In addition, if the child is suspected of having a developmental delay, disability, or mental health issue, it may be appropriate to refer the child's parents to the mental health system, the State's early intervention

program, or their local school for information regarding evaluation for services under the Individuals with Disabilities Education Act (IDEA) Part B or C programs.

Early childhood programs are strongly encouraged to establish policies that eliminate or severely limit expulsion, suspension, or other exclusionary discipline; these exclusionary measures should be used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat<sup>25</sup> that cannot otherwise be reduced or eliminated by the provision of reasonable modifications, consistent with the second Guiding Principle.

Even in such extraordinary cases, the program should assist the child and family in accessing services and an alternative placement through, for example, community-based child care resource and referral agencies. In addition, consistent with the third Guiding Principle, early childhood programs must ensure that discipline policies comply with Federal civil rights laws.<sup>9,14,22</sup> Should a situation arise where there is documented evidence that all possible interventions and supports recommended by a qualified professional, such as an early childhood mental health consultant, have been exhausted – and it is determined by the family, teacher, program, and other service providers that another setting is more appropriate for the well-being of the child in question – all parties, including the receiving program, should work together to develop a seamless transition plan and use that plan to implement a smooth transition. If the child has a disability, including children receiving services under Part B of the IDEA, additional procedural safeguards and nondiscrimination requirements apply.

<sup>26</sup> When making decisions about transitioning a child and family to another program, specific attention should be paid to ensure that the new program is inclusive<sup>27</sup> and offers a rich social context and opportunities for interactions with socially competent peers to ensure that children can optimize their learning and develop their social skills alongside their peers in a natural environment. The program transitioning the child should also undergo a self-evaluation and identify systemic reforms and professional development actions they may take to prevent the need for such transitions in the future.

The family should be encouraged to inform the child's primary health care provider so that developmental and health evaluations may be conducted and so the health care provider may serve as a coordinating support to the family. Once appropriate policies and procedures are established, early childhood programs should clearly communicate them with all staff, families, health and mental health consultants, and community partners.

Clear communication will enable program administrators, teachers, aides, and other staff to be consistent in their implementation of prevention and intervention strategies as well as their expulsion/suspension practices and will ensure that all parties share the same information and operate with the same set of assumptions. Clear and consistent policies may reduce the likelihood of inconsistent, ad-hoc, or discriminatory decision-making and help address racial disparities by reducing subjective behavioral judgments that have been shown to contribute to racial discipline disparities in the K-12 context. <sup>28</sup> All programs must ensure that the policies developed, and implementation of those policies, are in accordance with applicable State and Federal statutes. Such statutes

include, but are not limited to IDEA, Title II of the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act.

The resources below provide information and resources to implement ECMHC:

- Center for Early Childhood Mental Health Consultation <http://www.ecmhc.org/>
  - Early Childhood Mental Health Consultation: Research Synthesis [http://csefel.vanderbilt.edu/documents/rs\\_ecmhc.pdf](http://csefel.vanderbilt.edu/documents/rs_ecmhc.pdf)
  - Georgetown University Center for Child and Human Development: Early Childhood Mental Health Consultation <http://gucchd.georgetown.edu/67637.html>
  - Issue Brief: Integrating Early Childhood Mental Health Consultation with the Pyramid Model [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief\\_integrating.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_integrating.pdf)
  - Resource Compendium: What Works? A Study of Effective Early Childhood Mental Health Consultation Programs <http://gucchd.georgetown.edu/products/78366.html>
  - Promotion of Mental Health and Prevention of Mental and Behavioral Disorders <http://store.samhsa.gov/shin/content/SVP05-0151/SVP05-0151.pdf>
  - What Works? A Study of Effective Early Childhood Mental Health Consultation Programs [http://gucchdtacenter.georgetown.edu/publications/ECMHCTestudy\\_Report.pdf](http://gucchdtacenter.georgetown.edu/publications/ECMHCTestudy_Report.pdf)
  - Child learning, social-emotional and behavioral development:
    - o Family Learning Activities and Games <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/forfamilies/Learning%20Games%20and%20Activities/Preschool%20Learning%20Activities%20and%20Games/home.html>
    - o Parents as Teachers <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families/Everyday%20Parenting>
    - o Fostering Children's Behavioral Development <http://challengingbehavior.fmhi.usf.edu/do/resources.htm>
    - o Fostering Children's Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/resources/family.html>
    - o Backpack Connection Series for Teachers and Caregivers <http://challengingbehavior.fmhi.usf.edu/do/resources/backpack.html>
    - o Parenting Essentials <http://www.cdc.gov/parents/essentials/>
  - Developmental and behavioral milestones, monitoring, and screening:
    - o Milestones Moments [http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/milestonemomentseng508.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf)
    - o Free Tools to Track Your Child's Development <http://www.cdc.gov/features/trackmilestones/>
    - o Birth to Five: Watch Me Thrive – For Families <http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive/families>
    - o Developmental and Behavioral Screening Passport [https://www.acf.hhs.gov/sites/default/files/ecd/screening\\_passport.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/screening_passport.pdf)
    - o Where to

go if You're Concerned <http://www.cdc.gov/ncbddd/actearly/concerned.html> o Center for Parent Information and Resources <http://www.parentcenterhub.org/> o Parent Training and Information Centers for Parents of Children with Disabilities <http://www.parentcenterhub.org/find-your-center/>

- Identifying a high-quality early learning program: o Child Care Aware <http://www.childcareaware.org/> 14 o APPENDIX 4: Resources for Programs, Schools and Staff 33 The following resources offer support for superintendents, program directors, principals, teachers, providers, and other staff to prevent and eliminate expulsions and suspensions in early childhood settings.
- Social-emotional and behavioral health o Center on the Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/> o Technical Assistance Center for Social Emotional Intervention <http://challengingbehavior.fmhi.usf.edu/> o Positive Behavior Intervention Support <https://www.pbis.org/> o Center on Early Childhood Mental Health Consultation <http://www.ecmhc.org/> o National Center on Health <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health>
- Universal developmental and behavioral screenings o Watch Me! Celebrating Milestones and Sharing Concerns- Training for Teachers <http://www.cdc.gov/ncbddd/watchmetraining/index.html> o Birth to Five: Watch Me Thrive! <http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive> o Learn the Signs. Act Early <http://www.cdc.gov/ncbddd/actearly/index.html>
- Partnering with community service providers o Birth to Five: Watch Me Thrive! Community Guide [https://www.acf.hhs.gov/sites/default/files/ecd/communities\\_guide\\_march2014.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/communities_guide_march2014.pdf) o Legacy for Children: Public Domain Evidence-Based Parent Intervention <http://www.cdc.gov/ncbddd/childdevelopment/legacy.html> o Early Childhood Technical Assistance Center <http://ectacenter.org/> o Association of University Centers on Disabilities <http://www.aucd.org/directory/directory.cfm?program=UCEDD>
- Forming strong relationships with parents and families o National Center on Parent, Family, and Community Engagement: Resources and Guides <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/resources.html> o Family and Provider/Teacher Relationship Quality Measures: User's Manual <http://www.acf.hhs.gov/programs/opre/resource/family-and-provider-teacher-relationship-quality-measures-users-manual> o National Association for the Education of Young Children: Engaging Diverse Families <http://www.naeyc.org/familyengagement>
- Culturally and Linguistically Responsive Practice and Nondiscriminatory Discipline o National Center for Cultural and Linguistic Responsiveness <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic> o U.S. Department of Education Office of Civil Rights Data Collection <http://www.ocrdata.ed.gov> o U.S. Department of Education and Justice Dear Colleague Letter on Nondiscriminatory Administration of School Discipline <http://www.ed.gov/ocr/letters/colleague-201401-title-vi.pdf> “

- **Accidents**

Scratches and scrapes are inevitable when children play. If this occurs, they will be treated with water to clean the surface and ice to reduce the swelling. Every effort will be made to inform the parent/guardian when picking up the child. This is done verbally and using an accident report. We encourage parents to sign up and check for updates through the ProCare Engagement App, where accident and behavior reports are sent directly to your phone.

<https://www.myprocare.com/>

The center's entire staff undergoes a yearly training class of CPR and First Aid. Once they are complete, staff certification cards are put on display on the parent information board.

If a child is injured at the center, depending on the extent of the injury, we will first call 911 then the parent. We will accompany the child in the ambulance. It is very important for all parents to keep their phone numbers and the numbers of the pick-up people updated at all times.

Chicago Location - The ambulance will take your child to Community First Medical Center located at the corner of Central and Addison. Their main number is (773) 282- 7000.

Evanston Location- The ambulance will take your child to Saint Francis Hospital located at the corner of Ridge and Oakton. Their main number is (847) 316-4000

- **Phone Numbers**

It is very important for parents and pick up people to notify us of changes to your phone numbers and cell phone carriers. Please let us know if you move, change numbers, change jobs, change cell phones, or cell phone carriers. There are many reasons on why we may call, for example your child has a fever, an accident, late pick up or an emergency at the school. Toddler Town can now text parents as well, so please keep your cell phone information up to date. We also use the ProCare Engagement App for contacting parents. <https://www.myprocare.com/>

- **Forms**

Before a child is admitted into the center, there must be a completed Intake form filled out.

Link: <https://form.jotform.com/221167438480053>

**Once the intake form is completed, an enrollment specialist will contact you to set up an Orientation week. Once the orientation is complete, if child will be officially enrolled into our centers, there must be a completed enrollment form submitted. We must have this form in our office before the child can begin enrollment. [No exceptions] If further assistance is needed to fill out forms, please see an office administrator.**

In accordance with Cook County Department of Health and the Illinois Department of Children and Family Services regulations, each child must have a completed medical form filled out and signed by a physician on file before the first day of attendance. The medical form must have the doctor's signature and office stamp on it. The medical form



must include the parent survey, child immunization history, TB test with result not older than 6 months, and a lead test;( residents of Skokie are not obligated to have a lead test). Your child's medical form needs to be updated every 2 years.

**If you do not complete your child's required forms within a 2-week period of being asked, your child will not be able to return to the center until the forms are completed and received.**

- **Nutrition**

Menus are posted in your child's classroom and on the bulletin boards next to the sign in/out tables.

Breakfast- We serve breakfast from 9:00am to 9:30am. Breakfast consists of cereal, milk, and fruit or apple sauce. We also offer bagels with cream cheese and waffles with syrup. There are many reasons why we are unable to offer a variety in our breakfasts. First, many parents bring their children in throughout the morning. Second, there is not a cook on site that can cook breakfasts to order. We have code issues to follow and since children come at different times we have no way of maintaining proper amounts of food and hot temperatures set forth by the health department.

Lunch-

Chicago location --Toddler Town is proud to offer **Organic** meals provided by Quality Catering; You can visit them at <https://deliciousdaycaremeals.com/>

The meals are a variety that the children may or may not be used to. All meals meet the United States Department of Agriculture Nutrition Guidelines. We encourage the children to try all the food that is placed on their plates. Lunch menus are posted every month in your child's classroom.

Evanston Location – Toddler Town is proud to offer **Organic** meals provided by Quality Catering; You can visit them at <https://deliciousdaycaremeals.com/>

The meals are a variety that the children may or may not be used to. All meals meet the United States Department of Agriculture Nutrition Guidelines. We encourage the children to try all the food that is placed on their plates. **Organic** Lunch menus are posted every month in your child's classroom.

Snacks- We serve snacks twice a day. A snack of crackers and milk are served at 6:30am to 7am. (Chicago location), 7:30am to 8am (Evanston Location) An afternoon snack is served from 3pm to 3:30pm at both locations. There is a menu for the afternoon snack posted in your child's classroom.

Toddler Town Daycare participates in the Illinois State Board of Education Food Program. ISBE's Non- Discriminations statement- The USDA is an equal opportunity provider and employer.

At Toddler Town Daycare, we love celebrating birthdays, holidays, and special occasions. We also want to ensure we are teaching the children life-long healthy eating habits.

**As of January 1st, 2013, we will only be allowing parents/guardians to bring in healthy snacks during these special times.**

We will no longer allow foods such as cupcakes, cakes, doughnuts, or candy to be brought in during birthdays or holidays. Instead, we encourage you to explore healthier options to share with the children. The teachers will no longer give out candy as rewards and will instead give out prizes like art supplies, books, chalk, bubbles, and other items to expand your child's mind.

You are welcome to send healthy treats or goody bags to share with classmates. Please let the teachers know in advance that you will be bringing a treat to class and the teachers will arrange to distribute the treats or goody bags to the children after naptime or at dismissal.

All healthy food items must arrive unopened as packaged by the manufacturer or it will not be accepted. Homemade treats are not permitted by the Illinois Health Department. And as always, no nuts are allowed.

Remember, if you would like to celebrate with your child's birthday at school, please,  
**Bring In Really Tasty Healthy Delicious Appetizing Yummy Snacks!**

- If your child has food allergies or does not eat certain foods due to religious beliefs, please speak to the director so that alternatives can be worked out.
- **No child is allowed to bring in outside food to the building. It is unfair, against health codes and can cause an allergic reaction of another child. Parents are more than welcome to wait outside while their child finishes their meal.**
- There should be no food or drinks of any kind left in your child's cubby, all food items will be thrown out.
- Water bottles are permitted at the center. Please label your child's water bottle and take home at the end of the week.

- **Naps**

Our state License requires there be a rest period mandatory daily up to 2 hours. Each child will be assigned a cot to sleep or rest on. If your child does not go to sleep, he/she must be quiet as not to disturb the other children, the center provides cot sheets which are washed weekly. Parents provide a small blanket and pillow for their student. We will do our best to help any child during nap time to take a nap or to help them have a relaxing break / quiet time, however Any child that is constantly disruptive during nap-time will require a conference with the parent and a possible transition plan.

### **Field Trips**

Parents or Family members are required to join in the two-year-old classroom or if one on one is required for their student.

We occasionally go on field trips; field trips are an additional expense to the weekly tuition charge. Your fee will include the admission to the event and the transportation. Before going on a trip, the teachers discuss with the children what we do and do not do on a trip. When going on a trip we encourage as many parents as possible to come along and volunteer. Parents who do not want their child to go on the field trip will need to make alternative arrangements of childcare for the day. There are no refunds in tuition for the day since you do not want your child to attend.

**If you miss the field trip for any reason, we are unable to offer any refunds.**

- **Clothing and Extra Clothing**

Children should come to the center dressed in clothing that is comfortable for play and easy to take off for toileting purposes. All children will be required to wear a smock when painting or playing in water. There is no guarantee they will not get paint, glue or etc. on them. All children must have at least one entire set of spare clothing which is always weather appropriate at the center. Please dress your child appropriately for the weather. We go outside every day. Please see the attached link so you can familiarize yourself with our temperature guidelines.

<https://www.c-uphd.org/documents/wellness/weatherwatch.pdf>

**Toddler Town Daycare is not responsible for any lost, damaged, or stolen clothing. Please place all your child's belongings in their plastic bags.**

There are many reasons why a child may have to change clothing during the day such as wetting themselves, spilling juice or milk or an over enthusiastic art project. Please make sure that your child has their name on their spare clothes. Extra clothing consists of undershirt, underwear, shirt, pants, and socks. It is also a good idea to put your child's name on all jackets and clothing because many children may have similar items. [www.thenamestamp.com](http://www.thenamestamp.com)

Once a parent leaves the center – It is their responsibility to claim their child's belongings on the day that you leave. We will keep your child's belongings for up to one week. After that all belongings will be donated to Good Will. We do not have storage space to keep belongings for an extended period of time. There are no refunds for clothing or materials left behind and that are donated to Good Will.

***Children like to run outside, climb our play structures or ride our bikes, this is why we ask that you please do not send your children to school wearing flip-flops or sandals. This will help minimize injuries.***

- **Illness**

Your child will not be permitted into the center if they appear sick or running a fever. If a child becomes ill at the center, he/she will be isolated, and the parent will be called to come and pick up the child. Parents must pick up their child immediately upon receiving our phone call. 1 hour will be given to parents/guardians/adults to arrive. If you do not arrive in an hour, you will be given notice, the second time this happens you will be asked to transition from the center with no notice. We will call you to pick up your child if they are displaying or experiencing the following illnesses: throw up, high fever (99 F degrees or more), have diarrhea, pink eye, ringworm, head lice and/or complaints from the child that a part of their body hurts, such as a tooth ache,

stomach, or earache. Children cannot return to school until they are free of their illness for 24 hours or if the illness is contagious, we will need a letter from the doctor allowing the child to return to the center. If there is a child who has a contagious illness, all parents will be notified through an email notice from the center.

Please understand that by no means are we trying to have children not attend school, we know and understand that parents have to work. However we have to follow city, state and federal guidelines in order to keep everyone safe.

We are not Doctors, therefore if we see your child(ren) experience any symptoms or changes to their behavior, we will contact you and let you know what is going on. Depending on what is going on with your child, the staff will make the determination of, is it a phone call to notify the parent only, child needs to be picked up, child cannot return to school for 24 hours after pick up and or a Dr's letter will needed to be provided for the child to return to school.

We do our very best to make sure that our center is safe for all of the children that attend it. There will be no arguing or discussions on these rules. We understand the consequences that these rules may cause your family – however we hope you understand that we want all of our children, families and staff to remain healthy and we will always do our best to make sure that we are making the best judgement calls possible.

Please refer to the handout in your welcome folder “When to keep my child home” if you have any questions on when you should consider keeping your child home.

<https://www.toddertownchicago.com/parent-resources/>

- **Administration of Medicine**

**Only prescribed** medicine by a doctor will be administered to your child. A permission form must be completed by the parent prior to the administration of any medications. The form should state the name of the medicine, dosage and the time that it shall be given.

This form is valid only for the time set forth by the doctor's order on the prescription. [You have completed this form at the time of enrollment] additional forms can be found in the 3-year-old room (Chicago) Front Desk (Evanston)

- Parents can also go online and complete an **immediate authorization of fever medicine** at [www.toddertownevanston.com](http://www.toddertownevanston.com) or [www.toddertownchicago.com](http://www.toddertownchicago.com) which states – [https://www.toddertownchicago.com/fever-medicine- authorization/](https://www.toddertownchicago.com/fever-medicine-authorization/)
- FEVER Medication Consent for Temperatures above 100 degrees F. Form / Until I arrive at the Center- Staff at Toddler Town Daycare Center have my permission to administer non-prescription Children's Motrin fever reducing medication. I understand that fever reducing medication will only be given if it is **absolutely necessary**, in the event of a sudden increase in my child's temperature, and it is not to be given on a regular basis. I understand that in order for staff at Toddler Town Daycare to administer any other non-prescription medication to my child, I must obtain written authorization from my physician, dentist or nurse practitioner. I also understand that in order for staff at Toddler Town Daycare to administer prescription medication, I must first complete the Medication Consent Forms that are included in the enrollment application packet and the medication must be in its original container with child's name, date prescribed and dosage on the label.
- **I ALSO UNDERSTAND THAT MY CHILD IS REQUIRED TO BE PICKED UP WITHIN THE HOUR OF ME BEING CALLED & THAT MY CHILD CANNOT RETURN TO SCHOOL UNTIL THEY ARE 24 HOURS FEVER FREE.** Parents must pick up their child immediately upon receiving our phone call. 1 hour will be given to parents/guardians/adults to arrive. If you do not arrive in an hour, you will be given notice, the second time this happens you will be asked to transition from the center with no notice.

- **Personal Belongings**

Children should not bring toys to school; they tend to get broken or lost. Jewelry and watches should not be worn at school as well. **Toddler Town Daycare is not responsible for any items that may be lost, broken, or stolen.** Teachers may sometimes ask children to bring in items for show & tell or for educational purposes. Each teacher has their own rules / policies on items being brought to school. Please see your child's teacher for more information. We will call parents and send out emails and ask them to bring items back if they are taken accidentally. We ask that parents please put their child's name on all their belongings including jackets, hats etc. because many items look alike. Please keep in mind that mistakes happen and the person dropping off in the morning may not be the same person picking up in the afternoon. Please consider on purchasing a stamper for your child's clothing. [www.thenamestamp.com](http://www.thenamestamp.com)

- **Photographs & Publicity**

We always take pictures of the children in the center to let parents see what goes on during the day. Children are at the center for long hours every day and this is one way to let parents be a part of their child's day. These pictures are posted in the classrooms, in their portfolios, on My Teaching Strategies, ProCare Engagement app, Facebook and Instagram. Photos are used to evaluate the children. Class photographs are taken twice a year. These photos are done by outside companies. Photos can be purchased from the center's office or online through Life Touch. Advance notice is given for picture day. Teachers also take pictures of the children throughout the year holidays and special events. These photos are then sent home with projects. For some special occasions we may have employees dress up in costume and have pictures taking with the children.

I expressly give **Toddler Town Daycare** permission to use my Child's image and likeness in any online media, including, but not limited to the company's website and Facebook. I fully understand I will not receive compensation for my Child's image or likeness. I further release and hold harmless **Toddler Town Daycare** for any action whatsoever by using my Child's likeness and image. A copy of this form is in your child's enrollment packet.

- **Discipline**

All caregivers will guide and teach children the importance of recognizing right from wrong; they teach them how to acknowledge inappropriate behavior and learn to correct it. A child who is having problems in one area of the classroom will be redirected by the teacher to another area. This is one of the most effective techniques allowing the child the opportunity to refocus their behavior without a "negative correction" from the teacher.

The teacher will also speak with the child to see what may be bothering him/her so that the child can return to the group. After a child continues a behavior that they have been asked to change or has already been redirected, then a reflection session will be used. A reflection session will be given for every minute of the child's age.

If the child is continually being disruptive and the teacher constantly must take attention away from the class to tend with a child, he/she will receive a behavior write up. The write up will explain the behavior of the child. It will then be shown to the parent who will then be asked to sign it. Parents are asked to sign the report to show acknowledgement of a behavior. The teacher and the parent will discuss what they may feel is causing the behavior and work out a Behavioral Support/Transition Action plan.

If your child receives 3 Incident reports, the parent will be required to have a conference with the director. The director, parent, and teacher will develop a plan of action for the student. If the plan doesn't help progress the displayed behavior that needs improvement, parents are given 2 weeks' notice to transition their students from our center to a new center of choice that will help their child grow and develop based on their needs. This rule becomes obsolete when an Action Plan is put in place. The Action Plan takes priority over the writeups.

- **If a child's actions are seen as dangerous to themselves, a staff member or any other child, the center reserves the right to ask the child to leave the center with no notice.**

All children that are asked to leave will receive an exit meeting along with a referral sheet of contact numbers.

- **Child Abuse Reporting**

The state of Illinois requires that all members of childcare institutions look for and report to the state any and all cases of child abuse and a neglect towards a child.

- **Fire Drills**

Fire drills are conducted once a month. Tornado drills are done 2 times per year. This is a mandate by DCFS. The director will sound the alarm. Each teacher will give instructions as to what the children should do. Evacuation routes are posted in all classrooms and all exits are clearly posted. Children are taught "Stop-Look-Listen" - Stop what you are doing, look at the teacher, and listen to what to do and where to go.

- **Notice**

If your child is not going to be in school because they are sick or on vacation, we ask that you please call and let us know. The telephone numbers are listed on the front page of this handbook. If you just leave with no written notice to the director, your spot will still be held, and you personally will still be held accountable until the spot is cancelled. **Spots will be cancelled automatically after one month of non-attendance and your account will be billed \$300.00 for not giving the center 2 weeks' notice in writing.**

- **Security**

Upon enrollment all parents are asked to give the center a 4-digit ID code. This ID code is used for entrance into the building. We ask that if parents do not know or recognize someone not to hold the door open for them. If they belong to the school, then they will be able to get into the building using their own code. If they are seeking information on the center or here to pick up a child but have no code, please ask them to remain outside and let a staff member know.

- **Video Cameras**

Video camera recordings are solely used for administrative purposes. These video recordings are not shared with anyone. The video recordings are only accessible by management. No parent, guardian, student, or visitor shall be allowed to view any video recording. Video recordings may be shared with law enforcement pursuant to a search warrant or validly issued subpoena. Parents or guardians have no right to stop any video recordings that are in progress. By enrolling your child at Toddler Town Daycare, parents or guardians hereby consent to video recordings taking place on premises where their child is present.

- **Procedures to voice concerns or complaints –**

If any parent has a concern that involves any of our staff, they are to complete the following steps

- A. Contact the center director or assistant Director, via in person, telephone, or email or ....
- B. Complete the following form <https://www.toddertownchicago.com/parent-concern-form/>
- C. The center director or assistant director will reach out to you to discuss your concern.
- D. **Parents are not to confront any staff member themselves** if the complaint is about that staff member.
- E. All discussions with staff and the parent if needed will be in the center director or assistant director's office or via telephone conference.
- F. The center director will take all the information provided by the parent and research the information and follow up on the parent's concern or complaint.
- G. Once the center director investigates the complaint or concern, they will then let the parent know their findings.
- H. Depending on the concern or complaint and its severity the center director will complete a detailed report, place it in the child's file and the staff member's file. Share a copy with the parent and will also forward a copy of the report to the centers licensing representative at DCFS (Department of Children and Family Services) and any additional agencies where it may need to be sent.
- I. These rules are put into place to protect everyone at the center
- J. Not following the above rules could result in the immediate termination of services.

- **Emergency Closings due to Emergency/Weather**

1. We are members of **Emergency Closing Center**.

Go to the public website at <https://www.emergencyclosingcenter.com/> and search for the facility by typing the name and city or by the main phone number of the facility.

- Toddler Town Daycare Too – Chicago
- 773-622-9433
- Toddler Town Daycare – Evanston
- 847-475-1467

2. Call 847-238-1234 from a touch-tone phone and enter the main phone number of the center



3. Receive an e-mail notification of a change made to your center by signing up on the website at: <https://www.emergencyclosingcenter.com/>
  4. Listen to WGN radio 720-AM, WBBM 780-AM or **watch** CBS Ch. 2, NBC Ch.5, ABC Ch. 7, FOX Ch.32, WGN-TV or CLTV cable for closing information.
  5. Parents should always have their cellphone information up to date to receive emergency texts from Toddler Town.
  6. Parents should always have their email information up to date to receive emails from the school.
  7. All Parents MUST be Signed up for ProCare engagement app
- All emergency updates will try to be done as early as possible or at least 1 hour before the center is scheduled to open.
  - **5-year-old / Graduation**

We would like to give all parents advance notice of what happens in the summer when a child will be leaving for kindergarten / 1<sup>st</sup> grade in the Fall. If your child will be 5 by September 1st, then your child will be ready to leave our center to attend Kindergarten.

Toddler Town Daycare holds its **graduation around the 1<sup>st</sup> week to the 3<sup>rd</sup> week of June**. Caps and gowns usually cost \$50.00 per child. More information to follow in mid-May.

**Around the beginning of April**, all children will be assigned a leave date to make room for the new children that will be enrolling into the center. The **first leave date will be around the 2<sup>nd</sup> week of June**. If we allow all children to stay until school starts in September, we will be left with 20-30 empty spots in the center which we cannot afford to happen. By offering leave dates, we are able to keep tuition costs low throughout the school by avoiding a big drop in enrollment.

**\*\*\*\*\* If you would like your child to stay for an additional year and skip kindergarten, you are more than welcome to stay at our center for an additional year for additional fees. We have 5 spots set aside for parents that may choose to stay. Please speak to Angelo or Robert by April 1st. \*\***

Parents are encouraged to look at summer camps as alternate plans for their child. Some locations to look at are....

1. Evanston Summer Camp-  
<https://www.cityofevanston.org/government/departments/parks-recreation-community-services/summer-camps>
2. Chicago Summer Camp-

<http://chicago.timeout.com/articles/kids/83023/kids-summer-camps>

3. YMCA  
<https://www.ymca.org/> Type in search engine "SUMMER CAMP"

If you have not already looked into registering for kindergarten, please do so. You can find your child's school by filling in your information at the following website:

<http://nces.ed.gov/ccd/schoolsearch/>

- **Open Door Policy**

We have an “open door” policy at Toddler Town. Parents may visit their children in our facilities any time they wish. We do ask parents who plan to visit their children frequently to follow the classroom routine, to avoid disturbing classroom schedules and activities. If you wish to meet with the Director or a staff member, please make an appointment so that arrangements can be made.

Toddler Town appreciates parents’ valuable input on the care of their children and encourages parent participation. Parents can visit as much or as little as their schedules (and children) will allow. We also invite grandparents to come and visit and read a story to the class. If you are going to have a grandparent visit us, please let your child’s teacher know so that we can expect them.

Open Door Policy – may change and parents may be restricted entrance into the building during Health Outbreaks such as CoVid19. The center will always keep parents up to date with such events or changes.

- **Parents Experiencing A Divorce / Family Custody and Court Orders**

Toddler Town Daycare cannot write letters for parents pertaining to custody, parenting, and/or divorce issues unless it is court ordered.

Parents are responsible for providing copies of court orders pertaining to custody, visitation and/or restraining orders to the center the child attends. Parents must provide current and updated documents to the centers. Toddler Town will not accept verbal changes regarding the validity of Orders.

Toddler Town Daycare will NOT participate in arguments between parents on who should or should not be on a pick-up list. It is up to the parents to settle this issue at time of enrollment. **Once a person is on a pick-up list, they remain there unless that person is to be removed by a court order.**

If Toddler Town has to represent themselves in a court matter or be a part of any legal / court issues whether they are in writing or testifying due to a family divorce situation- Toddler Town’s legal fees will need to be covered by the family in advance of Toddler Town doing anything. See section below in bold about legal pricing.

<sup>1</sup>If a parent would like to argue or debate the way a court order was interpreted by the center, a parent can at their own expense. The center will send the court order along with the interpretation in question AND THE PARENT WILL BE BILLED FOR THE CENTER’S LEGAL EXPENSE.

**Our legal departments hourly rate is \$250.00 per hour. A minimum payment will be taken in advance in the amount of \$500.00 and anything over will be charged to the family, anything under will be refunded to the parent along with a copy of the invoice from our legal office. If the fee for legal services is over \$500.00 then all work will be stopped until the balance is paid so that legal can move forward.**

<sup>1</sup> The reason for this clause is because a family was trying to argue an interpretation by the center of the way the court order was written, after sending the order to our attorney for review we sent a copy of the response to the arguing parent that our interpretation was correct and never heard from the parent again about the issue. This consultation cost the center \$785.00. In order to keep our rates down such charges will be billed to the family. We take these matters very seriously.

As a center we will do everything that we can to ensure the safety of your child at all times, but we cannot argue with families going through a divorce. We understand that these are difficult times for each side and we will work with all parties but to certain limits.

- **Toddler Town Daycare Pest Management Policy**

It is the policy of this facility to monitor the inside and outside environment to control pests in buildings and to minimize exposure of children, faculty, and staff to pesticides. It is also the policy to notify, in writing, by email, ProCare Engagement notifications and text, all families and employees 48 hours prior to use of non-bait pesticides inside the facility.

According to the Illinois law, if pesticides are applied, they may not be applied in the presence of children; toys and other items mouthed by children must be removed prior to spraying; and the children may not re-enter the treated area for at least two hours or as long as is stated on the product label.

It is the policy to control pests in the environment. Pests can pose hazards to human health, damage property, and disrupt learning. It is the policy to minimize potential exposure to pesticides in the environment. Exposure to pesticides can pose a health risk to children, faculty, staff, and others, which can be minimized by practicing pest management. Faculty and staff may not use or keep pesticides in the facility. Only authorized individuals may purchase or store pesticides. Regularly scheduled applications of pesticides are not permitted under this pest management policy.

The Pest Management Program at this facility will include the following:

- Regular monitoring to identify pest problems
- Preventative actions to reduce future pest problems
- Preference for the use of non-chemical control methods to address pest problems
- When necessary, the use of least-hazardous chemical controls after non-chemical controls methods have been applied
- Training for faculty and staff to facilitate this program

The owner and/or directors (Angelo Nikolov, Owner and Director, Robert Nikolov, Director or Norma Maldonado, Assistant Director, Evanston, Megan Schmitt, Assistant Director, Chicago) are designated as the IPM Coordinators.

**Evanston Location:**

Director-Angelo Nikolov

Phone: 847-475-1467 Ext. 11

E-Mail: [Angelo@toddlertownevanston.com](mailto:Angelo@toddlertownevanston.com)

Assistant Director- Norma Maldonado

Phone: 847-475-1467 Ext. 16

E-Mail: [Norma@toddlertownevanston.com](mailto:Norma@toddlertownevanston.com)

**Chicago Location:**

Director-Robert Nikolov

Phone: 773-622-9433 Ext. 21

Email: [Robert@toddlertownchicago.com](mailto:Robert@toddlertownchicago.com)

Assistant Director- Megan Schmitt

Phone: 773-622-9433 Ext. 27

E-Mail: [Megan@toddlertownchicago.com](mailto:Megan@toddlertownchicago.com)

These people will be responsible for overseeing pest control for the facility. If a pesticide application is deemed to be necessary by the Pest Management Coordinator, families and employees will be notified in writing, by email, ProCare Engagement notifications and text, two business days prior to the pesticide application. *Antimicrobial (sanitizers and deodorizers) agents and insecticide and rodenticide baits are exempt from notification requirements.* If an immediate threat to health or property requires treatment before notification can be sent out, notification will be made as soon as possible. Any contractor hired by the facility to provide pest control must comply with the facility's Pest Management Program and notification policy. They should be knowledgeable about the Integrated Pest Management (**IPM**) in Schools/Childcare Laws and the use of IPM for structural pest control. Contractors must refrain from routine pesticide spraying, provide service reports with each visit, and give recommendations for pest prevention.

- **Toddler Town Daycare Homeless Plan**

Toddler Town Daycare shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy.

**Homeless Children**

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Any homeless child shall be immediately admitted. Board policy 6:140, Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of homeless children

**LEGAL REF.:**

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq. 105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5. 105 ILCS 45/ and 70/. 23 Ill.Admin.Code §1.240. Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School Dist. 200, 601 N.E.2d 1264 (Ill.App.1, 1992). Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650 (Ill.App.1, 1997). Kraut v. Rachford, 366 N.E.2d 497 (Ill.App.1, 1977).

**CROSS REF.:**

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**Responsibility****Toddler Town Daycare Staff:**

1. Engage in Equity Training: All Toddler Town staff shall participate in equity training to build collective capacity to more effectively educate and better serve our student population, students' families and communities.
2. Allocate resources in an intentional and fiscally responsible manner by providing every student with equitable access to high quality education, culturally competent adults, supports, facilities and other educational resources with focus through early childhood, Pre-k through kindergarten.
3. Parents will be required to register and apply for childcare assistance so that the child(ren) may remain at the facility.

**Commitment**

1. Professional Development specifically designed to strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students and that support educational equity. [Homeless with Hope: Providing Child Care for Homeless Children](#)
2. Identification of ways to foster parent/family engagement thus ensuring that community members are active partners in the education of all students.
3. Resource allocation in an intentional and fiscally responsible manner by providing every student with equitable access to a high-quality curriculum, culturally competent staff, supports, facilities and other educational resources.
4. Improved school climate where students, families, community members and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests without personal compromise.

**Student Appearance**

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.

**Homeless Family Resources**

(Resources will vary based on child's nearest location)

**Evanston Center**

- Connections for the Homeless - Hilda's Place  
Evanston, IL  
(847) 475-7070
- Interfaith Action of Evanston  
Evanston, IL  
(847) 475-1150
- Chicago North Family Promise  
Evanston, IL  
(847) 475-4500
- Hospitality Center-Homeless  
Evanston, IL  
(847) 869-0370
- CNE  
1335 Dodge Ave, Evanston, IL 60201  
[\(847\) 475-2661](tel:8474752661)

**Chicago Center**

A Safe Haven Foundation for Women and Children - Chicago, IL

**Contact information**

2750 West Roosevelt Road  
Chicago, IL 60608  
: 773-435-8300  
: <http://www.asafehaven.org/>

Franciscan Outreach - Chicago, IL

**Contact information**

2715 W Harrison  
Chicago, IL 60612  
: 773-278-6724  
: <https://www.franoutreach.org/>

Pacific Garden Mission - Chicago, IL

**Contact information**

1458 S Canal St  
Chicago, IL 60605  
: 312 492-9410  
: <http://www.pgm.org>

You Can Make It - Family Shelter - Chicago, IL

**Contact information**

5050-5052 S. Laflin  
Chicago, IL 60609  
: 773-890-9681

- **Closing Statement**

Please be aware that the policies described in this handbook are subject to change at the sole discretion of Toddler Town Daycare at any time. Every organization requires a set of rules so that the group as a whole may operate smoothly and safely to accomplish its goals. Failure to adhere to the policies set forth in this handbook can result in discharge from the center. We ask and thank you for your cooperation in the observance of the policies set forth in this handbook. Please note that once you enroll your child at our center you are signing a form that states you have read, understand and agree to adhere to our centers rules and policies.

If you do not agree to our center rules and policies, please do not continue with your enrollment and let Center Admin staff you wish to stop your enrollment at the center.

The rules in this parent policy handbook are not up for debate and will not be changed, modified, altered for anyone person or family at any point in time.

- **Termination of Services**

If any parent or legal guardian violates any of the terms and conditions of this handbook, that will constitute immediate grounds for termination of services. There will be no refunds provided. Toddler Town Daycare will not allow any grace period for your child to be placed in alternative daycare

- **Notice of Change**

This parent policy handbook is subject to change. Parents are welcome to check in the office for revised copies of this handbook. Any major changes will be reported to parents in a separate handout. The most current copy of the handbook can always be found online at [www.toddertownevanston.com](http://www.toddertownevanston.com) or [www.toddertownchicago.com](http://www.toddertownchicago.com) under parent resources, parent policy handbook.

Toddler Town Daycare Also offers suggestions to parents as referrals in this handbook and in our Action Plan that is provided to parents. We do our very best to make sure that these recommendations are current and or up to date. However, they may not always be current. It is the responsibility of the parent to do the research that may be needed for their specific situation. Toddler Town Daycare has no connection or relationship with any of the recommendations offered to families.

Rev – 1/1/2009, Rev – 2/20/2012, Rev – 12/2012, Rev – 6/5/2014, Rev 4/23/2015, Rev 4/8/2016, Rev 3/29/2018, Rev-11/28/2018, Rev 12/4/2018, Rev.2/6/2019, Rev 2/9/2019, Rev 2/14/2019, Rev 4/29/2019, Rev 4/27/2022, Rev 6/27/2022, Rev 8/23/2022, Rev 9/24/2022, Rev 12/12/2022, **Rev 5/6/2023**