A close up of text on a white background

Description automatically generated

Parent Handbook

Luis Enrique Montemayor

President/Director

Welcome

The staff of PLCC Montessori Bilingual Institute would like to take this opportunity to welcome you and your child. We would also like to thank you for allowing us to share with you in the growth and developments of your child and for your willingness to have your child participate in our program.

You and your child are encouraged to visit and tour our facility. You are always welcomed to observe any aspect of our program. Observation appointments are not required for parents. All other visitors to the Center are required to make prior arrangements and sign –in at the front office.

We are excited about the coming year and are confident that you and your child will find the experience both enjoyable and beneficial.

PLCC Montessori Bilingual Institute is in accordance with the MINIMUM STANDARDS for:

* Texas Department of Human Services Day Care Division Licensing
* Texas Department of Human Services Nutrition Program
* Texas Migrant Council Child Care Management Services – CCS

Please call if you have any questions or concerns about the policies addresses in this Handbook or if there is any other way we can be of assistance.

You may contact us at:

PLCC Montessori Bilingual Institute

824 East Expressway 83

La Joya, Tx. 78560

Tel. (956) 585-5993 Fax. (956) 585-3723

Email: [plcccenter@hotmail.com](mailto:plcccenter@hotmail.com)

www.plccmontessori.com

## Center’s Philosophy

It is important to have in mind the purpose of the project that will be taken part at the PLCC Montessori Bilingual Institute. The Philosophy is based on different theories on Vigotsky, Erickson, and Piaget making it the foundation of our success. All children will be given the opportunity to learn in their own way, pursuing their own interests and having their many individual needs met.

We understand the importance of providing the opportunity for children to participate in-group and individual activities, noisy and quiet time, large and fine motor physical activities, and time for observation to develop problem solving and listening skills.

We believe if given the chance, every child has the potential to develop a healthy sense of self-esteem; a feeling that he or she is special.

We will build a solid foundation on a day-to-day basis through fun activities, which are developmentally appropriate for the child’s age.

Enrollment is open to children without regarding race, color, sex, handicap, religion, national origin, or political belief.

Curriculum Goals

Social Development

It is essential for programs to attend to the whole child, as social-emotional development is significantly linked with cognitive and academic development (Cohen, 2001; Raver, 2002).

It is important that children develop the behaviors and traits that will enable them to function productively and collaboratively in school and society. Every theme in *Big Day for PreK* has a social-emotional focus that emphasizes what is essential for helping children be future-ready.

Integrated Learning

The quality of early education is greatly affected by the learning activities in the classroom and the nature of teacher-child interactions (NCEDL Prekindergarten Study, 2005).

Intentional play and teacher-led instruction focus on big ideas and guide children in the development of knowledge, skills, and concepts that will prepare them for school success. *Big Day for PreK* provides learning experiences that integrate all domains, including social-emotional development, oral language, literacy, mathematics, science, social studies, art, and physical development.

Partnership with Families

It is important to find opportunities to engage children's primary caregivers in their early education and to create joint pathways of communication between families and schools (Strickland & Riley-Ayers, 2006). Quality early childhood programs should provide resources to help families extend learning experiences at home and in the community (Halgunseth et al., 2009).

Young children benefit when the school forges a respectful partnership with families and communicates regularly with them about what children are learning and how they are progressing. *Big Day for PreK*honors children's families as an integral part of the learning process and helps families extend children's learning at home.

Language Development

To develop their oral language skills, children need a language- and conversation-rich environment, in which teachers encourage them to engage in meaningful language use throughout the day (Albert Shanker Institute, 2009).

Every aspect of a child's day presents an opportunity for language development by modeling and reinforcing conversation, vocabulary, and sentence structures across social and academic settings. Language development is embedded in every component of *Big Day for PreK*, as are experiences that explicitly target emergent reading, writing, speaking, and listening skills.

Responsive Instruction

By continually monitoring children's progress toward particular outcomes, the early childhood teacher can identify when students are making good progress, when they need additional challenge, or when they may need alternative intervention approaches (National Research Council, 2008).

The goal of prekindergarten is to prepare young children for success in school. Research has identified the key benchmarks that are accurate predictors of future achievement. Continuously monitoring each child's progress against these benchmarks is critical. The instructional model of *Big Day for PreK* is based on a reciprocal process with daily observation of the key indicators and daily responsive instruction for individuals and small groups.

Reference: (http://teacher.scholastic.com/products/early-learning-program/big-day-for-prekindergarten-research-authors.htm)

|  |
| --- |
| Frogstreet Toddler curriculum is designated around the latest scientific early brain development research, this year-round program focuses on enhancing the simple joy of childhood while equipping caregivers to nurture curiosity through exploration. Frog Street Toddler, created by Dr. Pam Schiller, incorporates Dr. Becky Bailey’s Conscious Discipline® and includes 52 weeks of activity choices specifically created for children ages 18-36 months.  Reference: ( <http://www.frogstreet.com/store/toddler-program-bilingual.html#.VYDMFPlVhBc>).  Frogstreet Infant Curriculum is designated around the latest scientific early brain development research, this year-round program focuses on enhancing the simple joy of childhood while equipping caregivers to nurture curiosity through exploration. Frog Street Toddler, created by Dr. Pam Schiller, incorporates Dr. Becky Bailey’s Conscious Discipline® and includes over 90activity choices specifically created for children ages 0-18 months. Goals The mission of PLCC Montessori Bilingual Institute is toprovide developmentally appropriate programs and services for infant, toddler, preschool and school age children of the area towards creating a solid foundation in which it will allow the child to develop and fully prepare for the future.  We provide a safe and stimulating environment, which will help each child, grow and develop at his/her own pace and to provide the community with a quality model child care program. We accept children as they are and help foster their growth and development into a responsible, independent, and caring personnel. We will strive to make all children more aware of the world around them through activities and experiences aimed at social, emotional, physical, and cognitive development based on Piaget.  PLCC Montessori Bilingual Institute and its staff offers: |
| To help develop a positive self-image |
| To provide opportunities to establish early friendships for social interaction among children and adults  1. A foundation on which to build future learning. 2. To provide activities encouraging development of large and fine motor skills. |
| 1. To help children develop effective communication, interpersonal, relations, listening, and conflict resolution skills. 2. To encourage children to express themselves in appropriate and acceptable ways. 3. To develop in each child and interest in learning about his/her environment. 4. To offer experiences that enable children to develop self-esteem and confidence to make decisions for themselves. |

Our Commitment

PLCC Montessori Bilingual Institute offers and entertaining alternative to ordinary before and after school care. PLCC Montessori provides a stimulating on-site environment filled with fun and challenging activities that have been carefully designed to enhance your child’s development and self-esteem. The avenues of discovery are virtually endless with dramatic arts and crafts of many kinds, games, athletics and more. There is always something new and interesting to explore PLCC Montessori offers fun in a safe and supportive environment.

* + We will treat each child with respect, compassion, discipline and love
  + We will stimulate the child’s developmental growth through the Comprehensive Curriculum (Big Day for Pre-K.), (Frog Street)will use motor skills, songs, rhymes, games, music, art, nature and daily activities.
  + We will provide full attention and service with qualified personnel, clean facilities, furniture, toys, and playground equipment appropriate for children, as well as curriculum in English and Spanish languages.
  + We will assure that each age group is limited according with Texas Department of Protective and Regulatory Services and Licensing Day Care Division.

Acknowledgement of rules, policies, payment terms, WIC information, chickenpox information, and Tex-Care Partnership.

#### Tuition and Enrollment

All children must pay an annual enrollment fee. It must be paid at the time of registration and it is **nonrefundable.**

Children ages 2 to 17 months’ pay a fee of $155.00 per week, even if the child only will come for certain days or if he/she is on vacations or ill.

The registration fee $75.00 part time or full time.

Half time (5 hours daily) fee $140.00 per week.

Per day $40.00

Children from 18-35 months’ pay a fee of $145.00 per week, even if the child will only come for certain days or if he/she is on vacations or ill.

The registration fee $75.00 part time or full time.

Uniform Fee of $15.00 per Shirt (each year price might vary)

Half time (5 hours daily) fee $125.00 per week.

Per day $35.00

Children from 3-5 years old pay a fee of $135.00 per week, even if the child will only come for certain days or if he/she is on vacations or ill.

The registration fee $75.00 part time or full time.

Uniform Fee of $15.00 per Shirt (each year price might vary)

Half Time (5 hours daily) fee $100.00 per week.

Per day $30.00

School Aged Children from 5-12 years old pay a fee of $125.00 even if the child will only come for certain days or if he/she is on vacations or ill.

The registration fee $75.00 part time or full time.

Half Time (5 hours daily) fee $95.00 per week.

Per day $25.00 (full day)

The Children after school’s service can arrive at the Child Care Center in their schedule and days approved by CCS. When the child is off, parents need to call in beforehand to make sure we have a space available.

We have **Transportation** for the schools in Alto Bonito through the Mission area and are as follows:

Mon.– Fri. $30.00

**Note:** You must pay every **Monday** of the week even if the child will only come for certain days or if he/she is on vacations or ill. An extra charge will be added to your weekly pay of $10.00 a day for not paying on time. If by the third day **(Wednesday)**, you have not paid in full; your child will be released from PLCC Montessori Bilingual Institute. Please give a two week notice if PLCC Montessori Bilingual Institute is not suitable for you or your child. Prices may be subjective to change without notice.

ENROLLMENT FEE ARE NONREFUNDABLE

If you are in a weekly contract, you may not change it to daily contract but, if you are in a daily contract, you may change it for a weekly contract.

You are also aware and accept that if your child is withdrawn from the PLCC Montessori Bilingual Institute because of non-payment, you must cover the annual enrollment fee once again if you decide that your child gets back in the program and only in the event that there is space available in the corresponding group.

Refund/Credit Policy

Refunds will be given with the approval of the program director.  A credit to your household to be used at a later time is preferable.  If a refund is requested and the original payment was made with a credit card the refund will be applied to your credit card.  If the payment was made with cash or check and is under $50.00 a cash refund is possible if funds are available.  For a refund over $50.00 a request will be sent to the Central Accounting Office and will be mailed to the address that you specify.

Services Provided

PLCC Montessori Bilingual Institute provides quality care and educational opportunities for children in the Rio Grande Valley and the surrounding communities.

PLCC Montessori Bilingual Institute is a nondiscriminatory program and admits children of any color, religion, race, sex, ethnic or national origin.

PLCC Montessori Bilingual Institute offers the following programs:

\* Class 2 months to 11 months

\* Class 12 months to 17 months

\* Class 18 months to 23 months

\* Class 2.0 to 2.11 years

\* Class 3.0 to 3.11 years

\* Class 4.0 to 4.11 years

\* Class 5.0 to 5.11 years

\* Class 6.0 to 8.0 years

\* Class 9.0 to 13.0 years

Center Policies

EMERGENCY CLOSING

PLCC Montessori Bilingual Institute will close for emergency measures, such as weather or any other type of emergency. The way that you will be notified will be through the news and if La Joya ISD announces that they will be closed too.

# DAYS OF OPERATION

We are open Monday through Friday from 6:30 a.m. to 6:00 p.m. Any children picked up after 6:00 p.m. will be charged $1.00 for each minute late. **(Per Child)**

We provide half time too, it’s considered 5 hours during morning or afternoon.

HOLIDAY & SCHOOL CLOSURES

PLCC Montessori Bilingual Institute will be closed for the following holidays:

**Holiday Calendar 2018-2019**

December 24, 2018 & December 25, 2018

December 31, 2018 and January 1, 2019

March 15, 2019

April 19, 2019 (Good Friday)

June 2019 (Date TBA) (Staff Development Day)

July 4, 2019 (Independence Day)

November 28, 2019 and November 29, 2019 (Thanksgiving)

PLCC Montessori Bilingual Institute must have certain items on file for each admitted child. These requirements are listed below. Please talk with the Director if you have any questions regarding these items. Most of these items should be received in your application packet.

* Children must be between the ages of 6 weeks to 12 years old
* Complete contact information for at least two authorized pick-up people
* An up-to-date health examination, which must be renewed every year
* An up-to-date record of immunizations must be on file
* A copy of the child’s original birth certificate
* A signed acknowledgement of receipt of the summary of licensing standards for day care center
* Contact information for parents/guardians and the child’s doctor
* An up-to-date child and adult care food program eligibility form (to be renewed annually)
* Record of receipt of a parent handbook
* A pick-up list of all people authorized to pick up your child from day care
* A written arrangement concerning emergencies and emergency care (form provided by the day care)
* Photo Consent
* Driver License of Parent

##### Child Health Policies

Parents must bring a health report signed by a physician. Annual health reports must be kept on file.

All children over the age of 12 months must have their tuberculosis test and Rubella on or after the first birthday.

Children 18 months to 4 years old must have the Hemophilia influenza type B (hib).

\*Parents must provide a copy of the child’s Immunization Card. It must be up to date and must be kept up to date.

\*Children that are four years and older upon enrollment must have a hearing and vision screen examination from a professional physician.

Parents must wait for their children to receive a Health Check every morning. This will ensure that the child is not physically ill. A daily health check will consist of the child’s throat, tongue, and eyes for discoloration swelling and other sings of infection.

**Health, Illness & Exclusion Policy**

If your child displays any of the following symptoms accompanied by a fever of 100.4 degrees orally or above, you will be notified by the PLCC Montessori staff to pick up your child within one hour. Children may return only if symptom- free or if accompanied by a doctor’s note stating the child is not contagious and is okay to attend care.

* •  Excessive cough or discolored nasal discharge
* •  Unusual spots or rashes
* •  Vomiting
* •  Loss of appetite
* •  Severe itching of body or scalp
* •  Unusual behavior
* •  Cranky or less active than normal
* •  More crying than usual
* •  General discomfort

Any child with a fever of 100.4 degrees orally or higher will not be permitted to remain in the center. PLCC staff will not administer fever-reducing medications for the sole purpose of masking a fever. Fever reducing medications do not cure the illness they only mask the fever.

Fever reducing medications may be given only for the following reasons:

• If prescribed by a doctor

Medication

PLCC Montessori prefers not to administer medication unless absolutely necessary. PLCC Montessori will only administer medication prescribed by a doctor. If this is unavoidable, all policies must be strictly followed. The medication must be labeled with the child’s name with measuring spoon or syringe provided. The medication authorization sheet must be completed with the dosage, current date, and parent’s signature. This includes diaper rash and teething ointment. The Director or Assistant Director will administer all medications prescribed by a doctor.

In case your child shows any symptoms of illness we will notify the parents or authorized person to pick the child up. If for any reason the parents or authorized persons cannot be reached we will call an ambulance. The child will then receive medical attention by their physician (if available) of the nearest hospital. In any situation the expenses shall be the responsibility of the children’s family.

**Staff Health & Safety Policies**

STAFF PHYSICALS AND TUBERCULOSIS SCREENING

Each staff member must receive a pre-employment physical and tuberculosis (TB) skin test, performed within 6 months before beginning employment. Physicals and TB tests must be updated every 2 years. Staff members will have a “grace period” of 30 days to turn in updated physicals and TB tests. After 30 days, staff members may be suspended for a period of time or fined no more than $10 per month the physical is expired, at the discretion of the Director and/or Assistant Director.

HEPATITIS B VIRUS (HBV) VACCINATIONS OSHA guidance for Hepatitis B vaccinations indicate that all staff members determined to have potential workplace exposure to human blood and other potentially infectious materials must be offered the Hepatitis B vaccination series within 10 days of hire. If a staff member has previously received the HBV vaccinations, or wishes to waive his/her right to receive the vaccinations, a Hepatitis B Vaccination Consent/Waiver form must be completed.

**Medical Emergencies**

In case of an accident within the school hours, Parents or authorized person will be notified immediately and the child will be taken to the nearest emergency room or the physician designated by the parents.

We will administer medication ONLY IF THE PARENT FILLS OUT A MEDICATION FORM. This form must have complete instructions on dispensing any medication.

All prescription medications shall be presented in the original container labeled with the child’s name and date. Personnel are ONLY allowed to follow the directions on the container. All non-prescription medication will be administered only when approved in writing by a physician or the parents and in accordance to the label instructions. We can only give medication orally. Any other type of medication, parents may come in and provide for the child.

**\*\*\*** Our staff will not administer medications from Mexico. Parents must make arrangements to come in and give the medication to your child.

##### Complaints

Enrollment is open to children without regarding race, color sex, handicap, religion, national origin, age, or political belief.

If you have any complaints about PLCC Montessori Bilingual Institute program, staff, the schedule, food or any other related topic, you are welcome to speak and have a conference the Director.

We have a procedure to ensure that the remedial or corrective action in regards to the Civil Rights. The steps are as follows:

1. Parent or Employee will address the complaints to the Center’s Director.
2. Parent or Employee will address the complaints to the Civil Rights Office by contacting the Texas Department of Human Services, Attention George Garcia, Special Nutrition Program- 1503 W. Polk, and Pharr, TX 78577.
   * The child nutrition program is administered by the U.S. Department of Agriculture.
3. If you believe you have been discriminated, write immediately to the Secretary of Agriculture, Washington, D.C. 220250.

## Meals Service

Breakfast, lunch, and an afternoon sack will be served based on a nutritional program.

* + Breakfast is provided from 8:00 am to 9:00 am.
  + Lunch is provided from 11:00 am to 12:00 pm.
  + Afternoon snack is provided from 2:00 pm to 3:00 pm and

3:00-4:00 for Afterschool children

* + Dinner is provided from 5:00 pm to 6:00 pm.

**Home Lunch Practices**

PLCC Montessori policies and procedures to ensure the safety of food brought from home, including refrigeration or other means to maintain appropriate temperatures.

The daily food needs for children 12 months through two years are included in the following chart: Food Groups Number of Servings To Meet 1/3 Daily Needs Number of Servings To Meet 1/2 Daily Needs Serving Size Milk 1 and 1/3 2 4 oz. Milk or 1/2 oz. Cheese or 4 oz. Yogurt Meat/ Meat Alternative 1 1 and 1/2 1/2 to 1 oz. Cooked lean meat or 1/2 to 1 Egg or 1/4 c. cooked beans Vegetables and Fruit 1 and 1/3 + 2 + 2 to 3 Tb. Cooked vegetables or 2 to 3 Tb. Canned fruit or 1/4 Small fresh fruit or 1/4 c. Juice Whole Grains 1 and 1/3 + 2 + 1/2 Slice Bread or 1/4 c. Cooked Cereal or 1/4 c. Pasta or Rice or 1 or 2 Crackers (continued) Minimum Standards for C

The daily food needs for children three years through five years are included in the following chart: Food Groups Number of Servings To Meet 1/3 Daily Requirement Number of Servings To Meet 1/2 Daily Requirement Serving Size Milk 2/3 of One Serving 1 3/4 c. 1% Milk or 1 1/2 oz. Cheese or 3/4 c. Yogurt Meat/ Meat Alternative 2/3 of One Serving 1 1 1/2 oz. Cooked lean meat or 3/4 Egg or 1/4 c. Cooked beans Vegetable 1 1 and 1/2 1/2 c. Raw or cooked vegetable or 1/2 c. Raw leafy vegetable Fruit 2/3 of One Serving 1 1/2 c. Canned or chopped fruit or 1 Piece fruit or melon wedge or 1/2 c. Juice Whole Grains 2 3 1/2 Slice Bread or 1/4 c. Cooked cereal 1/2 oz. Ready to eat cereal or 1/4 c. Cooked pasta or rice or 3 to 5 Crackers

(c) The daily food needs for children six years and older are included in the following chart: Food Groups Number of Servings To Meet 1/3 Daily Requirement Number of Servings To Meet 1/2 Daily Requirement Serving size Milk 2/3 to 1 1 to 1 and 1/2 1c. 1% Milk or 1& 1/2 oz. Natural cheese or 1 c. Yogurt Meat/ Meat Alternative 2/3 to 1 1 2 oz. Cooked lean meat, poultry, or fish or 1/2 c. Cooked beans or 1/2 c. Tofu or 2 Tb. Peanut butter Vegetables 1 to 1 and 2/3 2 1/2 c. Raw or cooked vegetables or 1/2 c. Raw leafy vegetable Fruit 2/3 to 1 and 1/3 1 to 2 1/2 c. Canned or chopped fruit or 1 medium piece fruit or 3/4 c. Juice Whole Grains 2 to 3 and 2/3 3 to 5+ 1 slice bread or 1/2 c. Cooked cereal or 3/4 oz. Ready to eat cereal or 1/2 c. Cooked pasta or rice or 4-6 crackers Medium (d) You must serve enough food to allow children second servings from the vegetable, fruit, grain, and milk groups. (no weight) (e) If your child-care center is participating in the Child and Adult Care Food Program (CACFP) administered by the Texas Department of Agriculture, you may elect to meet those requirements rather than those specified in this section.

• The American Academy of Pediatrics (AAP) recommends that children ages two and older should be served skim or 1% milk. • Offer a variety of fresh or frozen fruits and vegetables. • To help ensure that grains are whole-grain, look closely at the ingredient list to make sure the first ingredient listed is “whole grain.” • Having food available to provide a second serving to a child who requests it helps to ensure the child’s daily nutritional needs are met.

(a) You must have written approval from a physician or a registered or licensed dietician in the child’s records to serve a child a therapeutic or special diet. You must give this information to all employees preparing and serving food. (b) You must discuss recurring eating problems with the child’s parent. (c) You may encourage but must not force children to eat. (d) You must not serve nutrient concentrates and supplements such as protein powders, liquid protein, vitamins, minerals, and other nonfood substances without written instructions from a physician.

A **food allergy** occurs when the body's immune system sees a certain food as harmful and reacts by causing one or more symptoms. This is known as an allergic reaction. Foods that cause allergic reactions are called **allergens**. Even a tiny amount of an allergen can cause a reaction. Allergic reactions usually occur after your child eats a food that she or he is allergic to.

COMMON FOOD ALLERGENS

Foods reported to cause most food allergic reactions in the United States are:

* **Eggs**
* **Milk**
* **Peanuts**
* **Tree nuts, such as walnuts**
* **Soy**
* **Wheat**
* **Shellfish, such as shrimp, crab and lobster**
* **Fish**

The most common food allergies in infants and children are eggs, milk, peanuts, tree nuts, soy and wheat.

Children may outgrown some allergies (egg, milk and soy) but may be less likely to outgrow others (peanut, tree nuts, fish and shellfish).

Be Aware of Food Allergy Symptoms

The type of symptoms and their severity may vary from one reaction to the next. Sometimes allergy symptoms are mild. Other times, symptoms can be severe and result in a serious allergic reaction called **anaphylaxis** (anna-fih-LACK-sis). Anaphylaxis is an allergic emergency that can cause serious, potentially life-threatening complications. An allergic reaction to a food can involve one or more symptoms of the skin, mouth, eyes, lungs, heart, gut, and brain. Some symptoms of an allergic reaction include:

* Skin rashes and itching and hives
* Swelling of the lips, tongue or throat
* Shortness of breath, trouble breathing, wheezing (whistling  
  sound during breathing)
* Dizziness and/or fainting
* Stomach pain, vomiting and diarrhea
* Feeling like something awful is about to happen

Your child's doctor will give you a complete list of possible symptoms. This list of symptoms is also on your written food allergy emergency care plan.

HAVE A DOCTOR CONFIRM THE FOOD ALLERGY

Your child's doctor will need to diagnose food allergy based on your child's symptoms, medical history, physical exam, and test results. The doctor may recommend your child see an allergy specialist to further diagnose and treat the allergy

**Nutrition Standards**

a) liquids and food hotter than 110 degrees F are kept out of reach.

b) Staff are educated on food allergies and they take precautions to ensure children are protected.

c) on days that providers serve meals, prepared food that is brought into the program to be shared among children is commercially prepared OR prepared in a kitchen that is inspected by local health officials.

d) that healthy snacks (as listed by the Texas Department of Agriculture) are available for school aged children as students arrive.

e) that staff do not reward good behavior or clean plate with foods of any kind

f) that, on days that providers serve meals, milk, fresh fruit and vegetables are available for children who bring lunches from home.

##### Discipline/Addressing Challenging Behavior

Children may use facility furniture, toys, learning materials based on the time established for each activity.

The child must respect all persons of the staff, parents, and other children.

We will discipline the child according to the age appropriateness and understanding the child’s own needs, interests and corresponding capacity.

PLCC Montessori Bilingual Institute does not use any physical means for correction.

We understand that it might be difficult for some children to adapt to a PLCC Montessori Bilingual Institute. That is why we offer to help them by giving them the appropriate attention, including individual attention. We believe that if within two weeks the child cannot adapt and this causes insecurity to self or others (i.e. hitting a teacher, climbing furniture, biting, etc.) in this case we will call to CCS’s specialist behavior and they will find the procedures in order to help the child.

When a problem or misunderstanding concerning behavior arises, the procedures are as follows:

◆ Discipline must be:   
(1) Individualized and consistent for each child;   
(2) Appropriate to the child’s level of understanding; and   
(3) Directed toward teaching the child acceptable behavior and self-control.

◆ A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:

(1) Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;

(2) Reminding a child of behavior expectations daily by using clear, positive statements; (3) Redirecting behavior using positive statements; and  
(4) Using brief supervised separation or time out from the group, when appropriate for the

Child’s age and development, which is limited to no more than one minute per year of the child’s age.

◆ There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:

(1) Corporal punishment or threats of corporal punishment;

(2) Punishment associated with food, naps, or toilet training; (3) Pinching, shaking, or biting a child;  
(4) Hitting a child with a hand or instrument;  
(5) Putting anything in or on a child’s mouth;

(6) Humiliating, ridiculing, rejecting, or yelling at a child;  
(7) Subjecting a child to harsh, abusive, or profane language;  
(8) Placing a child in a locked or dark room, bathroom, or closet with the door closed; and (9) Requiring a child to remain silent or inactive for inappropriately long periods of time for the child’s age.

Texas Administrative Code, Title 40, Chapters 746 and 747, Subchapters L, Discipline and Guidance

In this case we will call to CCL’s specialist behavior and they will find the procedures in order to help the child.

If a child is demonstrating the same aggressive behavior, such as biting, scratching, pushing, and pulling hair or any kind of behavior which may endanger the security or self-esteem of others consequences will be as follows:

* + First offense: It will be written in the health check and a parent/teacher conference will be scheduled.
  + Second offense: The director, teacher and parents will speak of what the parent is doing in order to help and suggest any new ideas.
  + Third offense: Child will be discontinued from PLCC Montessori Bilingual Institute.

**Suspension/ Expulsion**

The Director may request the withdrawal of the child for any of the following reasons:

* + Director and staff have determined that the child is not able to function in his benefit from the program upon discussion with the Parent.
  + Director and staff have determined that the child’s disruptive behavior is preventing other students from progressing. The conduct of the child will be discussed with Parents, Legal Guardian, and/or persons authorized.

**Developmentally appropriate child guidance: Helping children gain self-control***by Will Mosier*

Dealing with disruptive behavior in the classroom is one of the most difficult issues an early childhood educator faces. In trying to redirect or extinguish disruptive behavior, teachers need to use developmentally appropriate practices as laid out by the National Association for the Education of Young Children (NAEYC).  
shimAccording to these practices, the purpose of child guidance, or discipline, is not to control young children but to help them learn to be cooperative. The most effective techniques help children learn how to accept responsibility for their actions and empower them to exercise self-control.   
shimDiscipline should not be punishing. Instead, it should provide children with learning experiences that nurture an understanding of social consciousness. Those learning experiences include participating in generating class rules, receiving positive reinforcement for pro-social behavior, experiencing the natural and logical consequences of their behavior, and observing adults in pro-social, person-to-person interactions. Ultimately, any child guidance technique must nurture each child’s social, emotional, and cognitive development.

**Involve children in creating classroom rules**  
An important initial step in ensuring a developmentally appropriate pro-social environment is to create a set of classroom rules in cooperation with all the children in your room on the first day of the school year. A cooperative approach is the key.   
shimWith 3-year-olds, you may need to propose two or three simple rules, explain the reasons behind them, and invite their cooperation. By the time they turn 4, most children will be able to propose rules and discuss them. Ideally, classroom rules are not teacher-dictated. They must evolve from ideas discussed with and agreed upon by the children.   
shimBy encouraging children to participate in setting rules, you are laying the foundation for a community of learners who follow rules, not because they will be punished by the teacher if they don’t, but because they feel a part of that which they help to create. Using a democratic group process helps children to develop moral reasoning.   
shimCreating rules helps clarify behavior expectations. If children are to know what behavior is expected, the guidelines must be stated as positive actions. Help children with wording that says what they are expected to do, not what they can’t do.   
shimFor example, instead of a rule that says “No running,” the rule would read “Running is an outside activity. I walk inside.” Other examples:   
shim“I touch people gently.”  
shim“I talk in a quiet tone of voice.”   
shim“When I finish with an activity, I put it back where I found it.”  
shim“I place trash in the wastebasket.”   
shimOnce the rules have been established, create opportunities to practice them. During the first few weeks of the year, reinforce the class rules through role playing, singing songs, and reading children’s books about the rules.   
shimIn addition, you must model the rules and socially competent behavior in general. Children best learn rules by seeing them practiced by the adults in their lives. Modeling pro-social behavior demonstrates how human beings should interact with one another. It reinforces behaviors that are respectful of others.

**Use positive reinforcement**  
Make a commitment to verbally reinforcing the socially competent behavior you expect in young children. Use positive feedback to reinforce pro-social, productive behavior, and to minimize disruptive behavior.   
shimTo reinforce pro-social behavior, simply look for it. When it happens, use a three-part “I” message, as explained below, to reinforce it. When disruptive behavior occurs, use positive feedback to draw attention to classroom behavior that you would like to see. Avoid focusing on the disruptive behavior.  
shimReinforcing pro-social behavior should not be confused with praise. Praise can damage a child’s self-esteem by making a child feel pressured into attaining arbitrary standards. Praise implies an objective value judgment. For example: “Josh, your painting is beautiful.” If praise does not continue, Josh may perceive that his value, as a person, is diminishing. A young child may start to assume that a person’s value is directly tied to an ability to produce a specific product.  
shimA better alternative is recognition and encouragement. Encouragement is specific and focuses on the process the child used to produce the artwork or how the child is feeling at the moment. For example: “I like the effort you put into your picture” or “I see that you’re happy with the red lines and green circles.” In these examples, neither the child nor the product is labeled good or bad. The focus is on the process or behavior. When stated as positive affirmations, words of encouragement can help nurture self-esteem.  
shimAn encouragement system can also use tokens as positive feedback. For example, children could be offered tokens when displaying behavior you want to reinforce. The tokens are not used as rewards, and they are not redeemed for some tangible prize. Additionally, the tokens would never be taken away once given to a child.   
shimThis system encourages a child to repeat desired behavior and will tend to stimulate intrinsic motivation. When a child sees or hears a classmate being reinforced for a particular behavior, the attention given to the targeted behavior increases the odds that the disruptive child will be motivated to try the same behavior.   
shimExamples of developmentally appropriate tokens are construction paper leaves that can be placed on a personalized paper tree, and paper ice cream scoops that can be stacked on a paper ice cream cone. Every child would have a tree trunk or ice cream cone on a designated bulletin board. Early in the year the children would cut out leaves or ice cream scoops and place them in a large container near the board. When a teacher observes a desired behavior, she states the behavior, how she feels about it, and invites the child to get a token. “Tyron, when I see you picking up those blocks, I feel so excited, I invite you to put a leaf on your tree!” Phrasing a message in this manner tends to encourage intrinsic motivation.

**Use natural and logical consequences, not punishment**  
Natural and logical consequences can effectively motivate self-control without inflicting the cognitive, social, and emotional damage caused by punishment. When appropriate, allow natural and logical consequences to redirect inappropriate or disruptive behavior. This will encourage self-direction and intrinsic motivation.   
shimAssume, for example, that Melissa leaves her painting on the floor instead of putting it on the drying rack, and a minute later another child accidentally steps on the artwork and ruins it. Melissa ends up with a torn painting as a natural consequence.   
shimUse logical consequences when natural consequences are not practical. If a child is throwing blocks, for example, a logical consequence would be to lose the privilege of playing in the block area for a set time. Children need the opportunity to connect their behavior and its consequences. Using logical consequences allows children to learn from their experience.  
shimBy contrast, punishment relies on arbitrary consequences. It imposes a penalty for wrongdoing. For example, “Steven, because you hit Johnny, you don’t get to sit in my lap for story time.” Loss of lap time here is an arbitrary consequence, unrelated to the hitting behavior.   
shimBeing punished for unacceptable behavior conditions young children to limit behavior out of fear and leads to lowered self-esteem. Experiencing logical consequences, on the other hand, allows children to see how to achieve desired goals and avoid undesired consequences.   
shimInappropriate, disruptive behavior is typically motivated by the need to gain attention. Wanting attention is not a bad thing. The issue is how to gain it. Children need to learn that they can choose to satisfy needs in socially acceptable ways. Logical consequences help young children become self-correcting and self-directed.

**Model clear, supportive communication**  
Supporting a child’s cognitive, emotional, and social development requires well-honed communication skills. When talking to young children about behavior, differentiate between the child and the behavior. It’s the behavior that’s “good” or “bad,” not the child.   
shim**“I” messages.** Speaking in three-part “I” messages is an effective tool for keeping your focus on the child’s behavior. This is a three-part, non-blaming statement that helps a young child hear which behaviors are not acceptable without damaging the child’s social, emotional, or cognitive development. “I” messages can be used to address inappropriate or disruptive behavior as well as to reinforce socially competent and positive behavior.   
shimUse this template for constructing “I” messages that encourage pro-social behavior: “When I see you \_\_\_\_\_ (identify acceptable behavior), it makes me feel \_\_\_\_\_ (identify your feelings about the behavior) that I want to \_\_\_\_\_ (identify what you want to do). For example: “Wow, Tara, when I see you turning the pages carefully as you read your book, I feel so happy I want to give you a high five.”   
shimTo extinguish disruptive behavior, adapt the template as follows: “Tara, when I see you hit Mary, I get so sad that I am going to keep you with me until I think you understand about touching people gently.”   
shim**Empathic understanding**. Empathy is the ability to identify with someone else’s feelings. As early childhood educators, we are responsible for nurturing the development of emotional intelligence in young children. We need to reinforce behavior that is sensitive to the emotional needs of others.   
shimAn example of when to use this skill is when children are tattling. Children tattle as a passive-aggressive way to solicit adult attention. Assume, for example, that Takesha complains, “Johnny hit me.” A developmentally appropriate response would be “You didn’t like that, did you?”   
shimThis type of response does three things: 1) The focus remains on the child’s feelings, rather than on the actions of another child. 2) It models words that help a child express what she is feeling. 3) It encourages the child to talk about how she feels, which helps her develop enhanced awareness of her feelings and pro-social ways to express them.   
shim**Attentive listening.** Children need to feel they are being listened to. To communicate that you are paying attention to a child, maintain eye contact, smile attentively, and use appropriate, gentle touch to convey that you have unconditional positive regard for the child. Use the same communication skills with children that you want others to use with you.  
shimCommon listening errors that adults make when interacting with young children are analyzing the child’s words rather than focusing on the child’s feelings, rushing the child through the expression of feelings, and interrupting the child’s expressing of feelings. A teacher displaying impatience, for example, can stifle language development and discourage a child from sharing feelings. But a teacher who listens attentively helps children develop emotional intelligence.

**Be consistent**  
A critical factor for successfully implementing developmentally appropriate child guidance is consistency. You need to enforce rules consistently, even when it may be easier to look the other way.   
shimChildren need to know what is expected of them. They have difficulty adjusting to unexpected change. When they display disruptive behavior, keep in mind that it may have been conditioned into them since toddlerhood. It’s unrealistic to assume that it will be extinguished in just one day. Behavior reinforced prior to the child’s being exposed to your classroom will take time to reshape. Don’t expect an overnight change.   
shimYou can change disruptive behavior by using a consistent, systematic process, such as the 12 levels of intervention explained in pages 6-7.  
shimDeveloping self-control is a process. Throughout the process early childhood educators must demonstrate considerable patience and be consistent in reinforcing productive, socially competent behavior.

**References**  
pixelblk Adams, S.K. 2005. *Promoting Positive Behavior: Guidance Strategies for Early Childhood Settings.* Columbus, Ohio: Pearson/Merrill/Prentice Hall.  
pixelblk American Academy of Pediatrics. 2007. Discipline for Young Children. Retrieved April 23, 2007, from American Academy of Pediatrics Web site, [www.aap.org](http://www.aap.org/).   
pixelblk Bredekamp, S. and C. Copple (Eds.). 2009. *Developmentally Appropriate Practice in Early Childhood Programs, 3rd Edition*. Washington, D.C.: National Association for the Education of Young Children (NAEYC).  
pixelblk Cangelosi, J.S. 2000. *Classroom Management Strategies: Gaining and Maintaining Students’ Cooperation, 4th Edition.* New York: John Wiley & Sons, Inc.  
pixelblk DiGiulio, R. 2000. *Positive Classroom Management, 2nd Edition.* Thousand Oaks, Calif.: Corwin Press, Inc.  
pixelblk Essa, E. 1999. *A Practical Guide to Solving Preschool Behavior Problems, 4th Edition.* New York: Delmar Publishers.  
pixelblk Feeney, S. and N.K. Freeman. 1999. *Ethics and the Early Childhood Educator: Using the NAEYC Code.* Washington, D.C: NAEYC.  
pixelblk Ferris-Miller, Darla. 2007. *Positive Child Guidance, 5th Edition.* Clifton Park, N.Y.: Thomson Delmar Learning.  
pixelblk Gartrell, D. 2004. *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms.* Washington, D.C.: NAEYC.  
pixelblk Menke-Paciorek, K. 2002. *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education.* Guilford, Conn.: McGraw-Hill.   
pixelblk NAEYC, Division of Early Childhood of the Council for Exceptional Children, and National Board for Professional Teaching Standards. 1996. *Guidelines for Preparation of Early Childhood Professionals.* Washington, D.C.: NAEYC.  
pixelblk Mosier, W. (Ed.). 2005. *Exploring Emotional Intelligence with Young Children: An Annotated Bibliography of Books About Feelings.* Dayton, Ohio: Dayton Association for Young Children.  
pixelblk NAEYC. 1999. *NAEYC Position Statements.* Washington, D.C.: NAEYC.  
pixelblk NAEYC. 1998. *Accreditation Criteria and Procedures.* Washington, D.C.: NAEYC.  
pixelblk NAEYC. 1998. *Early Childhood Teacher Education Guidelines.* Washington, D.C.: NAEYC.  
pixelblk NAEYC.1999. *The NAEYC Code of Ethical Conduct.* Washington, D.C.: NAEYC.   
pixelblk Rand, M.K. 2000. *Giving It Some Thought: Cases for Early Childhood Practice.* Washington, D.C.: NAEYC.

**About the author**  
Will Mosier, Ed.D., is an associate professor in teacher education at Wright State University in Dayton, Ohio. He is a licensed independent marriage and family therapist in Dayton.

##### Clothing

Children must be sent in their uniform all week and the items on supply list.

Label your child’s name on their belongings such as clothing, supplies, diaper bag, bibs, bottles, cups, etc.

Send a complete change of clothing to stay in the PLCC Montessori Bilingual Institute in case of any accidents.

Please provide comfortable clothing that is easy for the child to manage. The child will be playing outside and participating in art activities.

The following items are required:

* + Shorts, pants, shirt, dress, briefs, panties, tennis shoes for outside.

For sanitary reason, all children must wear socks and underwear to school. For safety, no boots or sandals are allowed. Please send your child in closed-toe shoes only. Play clothes that can be fastened and unfastened quickly are more comfortable and appropriate for children. All preschool children must have an extra set of clothing, including: underwear, socks, shirt and pants. Please label all personal belongings.

##### Absences

Parents will plan to bring to the PLCC Montessori Bilingual Institute early each morning as young children function best with routines that are dependable. It is important that your child attends the PLCC Montessori Bilingual Institute regularly unless ill or on vacation. Absences make it difficult for the children to benefit from the program.

If your child is not going to be at the PLCC Montessori Bilingual Institute, parents should call the Center early in the morning.

After the fifth absence, both private children and children from the Child Care Services (CCS) may be discontinued for care.

## Parent Conferences

Organized conferences and workshops for Parents and staff with themes regarding the developmental growth of children will be held in convenient schedules for attendance.

We will maintain communication with parents about the educational progress of the child through reports, conference, interview, etc.

Parents should support the developmental growth of their children through activities at home, participation in special events, attending to interviews, conferences, as well as a consistent attendance of your child.

Conferences are regularly held during the fall and spring semesters to discuss your child’s progress. Parents or teachers may request additional conferences any time there is a special concern.

##### Parents Committee

All parents are cordially invited to participate in our Parent Committee. The committee is made for the parents to participate and give any ideas or suggestions on the development of the children. Staff as well as parents work unified to give the children a solid foundation for the future.

##### Parent’s General Information

We accept children for enrollment between two months to thirteen years old.

Parents should establish in writing the date and time your child will be at PLCC Montessori Bilingual Institute.

Parents must also respect the dates and times that have been established by CCS.

Parents must also go by the schedule that is given to the Director (i.e. nap time, feedings, special activities, interviews, payments, etc.)

Parents should become acquainted and accept the curriculum which this PLCC Montessori Bilingual Institute gives as well as the system which will benefit the child.

\*Parents are invited to visit their child at any time without prior announcement or arrangements.

\*Parents are welcome to review the Minimum Standards located in the office of the PLCC Montessori Bilingual Institute most recent Licensing report that is posted in the lobby at the entrance of the PLCC Montessori Bilingual Institute facility.

\*Parents may contact our local Licensing office 2520 N Closner, Edinburg, Texas 78539 (956) 316-8275

PRS Child Abuse Hotmail

1-800-252-5400

[www.dfps.state.tx.us](http://www.dfps.state.tx.us)

If an emergency call 911

Please make sure your child does not bring any toys, candies, money, or anything of value to the PLCC Montessori Bilingual Institute. We will notify you when your child may bring toys and candies to the center. We will not be responsible for toys or items brought from home.

You may choose to bring a snack or cake on special occasions (i.e. birthdays, anniversaries, holidays, etc.)

The Director will inform you of any of these holidays. Time for these special events will be scheduled after 2:00 pm

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](https://www.ascr.usda.gov/how-file-program-discrimination-complaint) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

USDA is an equal opportunity provider, employer, and lender.

**For Breastfeeding Mothers:**

A compilation of breastfeeding education and support resources in the community is provided to parents upon request.

You have the right to breastfeed or provide milk for your child. A comfortable chair in the infant room is available for your convenience.

**Infant Safe Sleep Policy**

All staff, substitute staff, and volunteers at will follow these safe sleep recommendations of the American Academy of Pediatrics (AAP) and the Consumer Product Safety Commission (CPSC) for infants to reduce the risk of Sudden Infant Death Syndrome/Sudden Unexpected Infant Death Syndrome (SIDS/SUIDS):

• Always put infants to sleep on their backs unless you provide an Infant Sleep Exception form 2710 signed by the infant's health care professional [§746.2427 and §747.2327].

• Place infants on a firm mattress, with a tight fitting sheet, in a crib that meets the CPSC federal requirements for full size cribs and for non-full size cribs [§746.2409 and §747.2309].

• For infants who are younger than 12 months of age, cribs should be bare except for a tight fitting sheet and a mattress cover or protector. Items that should not be placed in a crib include: soft or loose bedding, such as blankets, quilts, or comforters; pillows; stuffed toys/animals; soft objects; bumper pads; liners; or sleep positioning devices [§746.2415 and §747.2315]. Also, infants must not have their heads, faces, or cribs covered at any time by items such as blankets, linens, or clothing [§746.2429 and §747.2329].

• Do not use sleep positioning devices, such as wedges or infant positioners. The AAP has found no evidence that these devices are safe. Their use may increase the risk of suffocation [§746.2415 and §747.2315].

• Ensure that sleeping areas are ventilated and at a temperature that is comfortable for a lightly clothed adult [§746.3407(10) and §747.3203(10)].

• If an infant needs extra warmth, use sleep clothing (insert type of sleep clothing that will be used, such as sleepers or footed pajamas) as an alternative to blankets [§746.2415 and §747.2315]. • Place only one infant in a crib to sleep [§746.2405 and §747.2305].

• Infants may use a pacifier during sleep. But the pacifier must not be attached to a stuffed animal or the infant’s clothing by a string, cord, or other attaching mechanism that might be a suffocation or strangulation risk [§746.2415 and §747.2315].

• If the infant falls asleep in a restrictive device other than a crib (such as a bouncy chair or swing, or arrives to care asleep in a car seat), move the infant to a crib immediately, unless you provide an Infant Sleep Exception form 2710 signed by the infant's health care professional [§746.2426 and §747.2326].

• Our child care program is smoke-free. Smoking is not allowed in Texas child care operations (this includes ecigarettes and any type of vaporizers) [§746.3703(d) and §747.3503(d)].

• Actively observe sleeping infants by sight and sound [§746.2403 and §747.2303].

• If an infant is able to roll back and forth from front to back, place the infant on the infant's back for sleep and allow the infant to assume a preferred sleep position [§746.2427 and §747.2327].

• Awake infants will have supervised “tummy time” several times daily. This will help them strengthen their muscles and develop normally [§746.2427 and §747.2327].

• Do not swaddle an infant for sleep or rest unless you provide an Infant Sleep Exception form 2710 signed by the infant’s health care professional [§746.2428 and §747.2328].

Parents can review information on safe sleep and reducing the risk of Sudden Infant Death Syndrome/Sudden Unexpected Infant Death Syndrome (SIDS/SUIDS) at: http://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/A-Parents-Guide-to-Safe-Sleep.aspx

**Well Checks**

Health checks are conducted to identify potential concerns about a child’s health, such as signs or symptoms of illness and injury, in response to changes in the child’s behavior since the last date of attendance. A visual well/health check will be performed for each child by the child’s teacher upon arrival to the school in your child’s classroom.

**Parent Participation/Volunteer**

We believe that having the best Facilities possible for children directly involves our parents. We are a team working for the same goal providing our children with the best care. We implement many programs, long and short term, family promotion as well as community involvement. This takes a lot of manpower and is well worth every bit in our opinion. We need your help and encourage each parent to become involved in any way they are able. Please inquire at the office.

1. Gang Free Zone Policy: PLCC Montessori is a gang free zone. The purpose of gang-free zones is to deter certain types of criminal activity in areas where children gather by enforcing penalties. This means that certain gang-free related activity or engaging in organized criminal activity within 1000 feet of a Child Care Facility is a violation of this law and is therefore subject to increased penalty under state law.

The Texas Department of Protective and Regulatory Services website is: www.tdprs.state.tx.us

Preventing and Responding to Abuse and Neglect: We take great care at PLCC to protect our children. We want our Caregivers and Parents to be educated and informed about preventing and responding to the abuse and neglect of children. The latest posters and flyers from the Texas Department of Family Protective Services are posted at our Parent Information Board. PLCC will work closely with local authorities and community organizations to keep our children safe.

All staff of PLCC is required to complete one hour of annual training on Reporting Suspected Abuse or Neglect of a Child.  
Link for Training: www.dfps.state.tx.us/training/Reporting/default.asp

Link for information on learning the signs of abuse and neglect:

http://www.dfps.state.tx.us/itsuptoyou/recognize.asp

To report suspected abuse call 1-800-252-5400 or visit www.dfps.state.tx.us If you are a victim of abuse and need help call 1-800-252-5400

**Emergency/Disaster Preparedness Plan PLCC Montessori Bilingual Institute**

Our Program’s Address Is: 824 E Expressway 83 La Joya, TX 78560

Our Nearest Cross-Streets Are: Expressway 83

Our Program’s Phone Number Is: (956) 585-5993

Our Out-Of-Area Contact Is: Luis Montemayor Phone Number: (956) 735-6212

Center’s Planned Evacuation Sites

Off Site – Hernandez Funerals

Ph# 956-638-0140

On Site – Room B inside our building.

In the event of an emergency, PLCC LLC will communicate with the local authorities, parents, and licensing via the Director’s cell phone. The Director and each Lead teacher will take their prepared Grab-N-Go Bags which contains all necessary documentation in the event of an emergency, and follow the directions of the Emergency Preparedness Plan. PLCC LLC’S DETAILED EMERGENCY PREPAREDNESS PLAN IS POSTED AT OUR INFORMATION STATION LOCATED IN THE DIRECTOR’S OFFICE FOR YOUR REVIEW.

In the event of a fire, PLCC LLC students and staff will evacuate the premises immediately and gather on the playground. Fire drills will be practiced and documented monthly so the children are familiar with what to do. The fire department may be invited to monitor the monthly drills, and advise on other fire safety procedures. If severe weather arises and a tornado warning is issued, we will proceed to the center of the building (dining room), where the children will crouch and cover their heads. This procedure is practiced and documented monthly.

If a child is lost at the center, the center will go into immediate "lock down mode." All exits will be locked and manned by staff members to ensure that no one enters or exits the center until the child is found. All remaining staff members will conduct a thorough search of the entire building. The playground and the surrounding exterior areas will be searched. If the child is not located within five minutes, emergency personal (police) will be contacted and the child's parents or guardian will be notified.

In the event of a flood, all children will be evacuated to the playground. All parents or emergency contacts will be notified to pick up their children immediately. In the event of a hurricane all staff and children will proceed to a room within the building that is safe from blowing glass and debris. Ideally the room would be in the center of the building with little to no windows. If a hurricane warning is issued before the center opens for the day it is up to the Owner(s) or Director to close the facility until the storm passes.

If the building experiences an extended loss of power, heat or water service, parents or emergency contacts will be notified to pick up their children. The temperature must be at least 67 degrees F, and no more than 80 degrees F. The center will remain closed until power, heat or water is restored. In the event of a terrorist attack, the children will be kept safe by whatever means is deemed necessary and appropriate, based on the threat at hand. If the threat is to the building the children will be evacuated to the playground while the authorities are contacted. If the threat pertains to the exterior of the building and the children are safest in the building, the building will be "locked down" while the authorities are contacted.

During any emergency procedure, teachers will keep their attendance forms and child emergency cards with them at all times so that accurate head counts can be made. The director is responsible for checking the room and giving the "all clear" signal. If the director is absent, the assistant director is responsible for these activities.

An Emergency Contact List will be posted in each classroom. This contact list will have the telephone numbers for ambulance, local police, fire, poison control, health department, licensing, child protective services, as well as acting directors who reside within minutes travel time of the center.

Each classroom at PLCC LLC center has its own exit to the outside.

This exit to be utilized in the case of the above occurrences.

**FOR YOUR SAFETY/ Drop off and Pick up Children**

Parents must not park in the parking lot or on the street to observe their children enter or eat by themselves.

Parents may not park in a way that is interfering in the way of the other cars.

Parents need to bring and pick up children personally and hand the child over to staff.

There is an electronic system located at the front desk.  The parent or guardian must clock their child in and out every day.  In the event that you forget to sign your child in or out please see the Administration to have it manually entered into the system.

Children cannot be released to any unauthorized person. A picture ID will be required the first time an adult other that you pick up our child.

When you pick your child at the end of the day, tell your children’s teacher you are ready to leave the building or playground. Any information concerning your child may be shared at this time.

Remember, you need to sign all the papers as follows: IN/OUT sheet, health check, comments, incident report, and medication form.

**AFTER SCHOOL TRANSPORTATION**

1. Safety is our primary concern and the PLCC LLC requires that all children adhere to the following:
   * •  Wear their seat belt securely at all time while in the vehicle.
   * •  Remain seated at all times
   * •  Speak quietly so that the driver may concentrate on their driving.
   * •  Behave in an orderly manner.
   * •  Keep their hands and arms inside the vehicle.
   * •  No objects can be thrown out of the vehicle while it is moving.

Should your child receive three warnings regarding any of these rules he or she will be suspended for three days from the bus and continual rule breaking will lead to permanent termination.

Children should be at the designated pick up area at their school promptly. Our driver can wait no longer than five (5) minutes and is unable to leave the van to look for your child. Please notify the childcare center should your child not need to be picked up from school.

**TRANSPORTATION POLICY**

In addition to meeting the general staff background check standards, training hours, CPR & First Aid Certification any driver or transportation staff member who transports children for any purpose will have to do all the following as specified or determined by the Director/ Administrator and Minimum Standards:

1. Must take Annual 2 Hour Transportation Training §746.1316

2. Must receive a demonstration on the proper procedures of doing transportation of children prior to doing transportation. §746.5605 & §746.5621

3. Must have a valid driver’s license that authorizes the driver to operate the type of vehicle being driven. §746.1316 (9) & §746.1316 (b)

4. In case of an emergency be sure to contact PLCC Montessori Bilingual Institute immediately before making any decisions as this ensures that proper actions are being taken and the safety of the child is top priority. If emergency help must be contacted, please make sure to do so immediately. §746.5619

5. No use of alcohol, tobacco, drugs, or any substance that could impair abilities before or while driving.

6. Must always verify that keys are in hand or in pocket before exiting the van.

7. Driver must go to the back of the van, verify all seats and under as well that no children are left behind. §746.5605

8. Driver must make sure that all doors are unlocked when exiting the van.

9. To prevent any distractions the use of cellphone is not permitted unless an emergency arises but should be available in the vehicle. §746.5621 (1)

10. Staff will verify that a visual reminder such as a sticker, keychain or a hangtag that helps you do the walkthrough is always being displayed. §746.5605

11. Must demonstrate competency, good judgement, and self-control in the presence of children and when performing assigned responsibilities. §746.1201

12. Verify that children are being transported properly with a seat belt, car seat or booster seat according to regulations. Parents may be required to supply a booster or car seat as needed for their child and will verify that all seats are up to code based on the safety seat system and are not expired. Staff will be sure that car seats, booster seats and seat belts are always being used properly before setting the vehicle in motion. Staff will assist with releasing children from their transportation safety restraints, when needed. All adults in the vehicle will use proper restraining devices according to the vehicle manufacturer’s recommendations. §746.5607, §746.5609 & §746.5611

13. Driver and any staff member that is in the vehicle must always be properly restrained by a safety belt before starting the vehicle and when the vehicle is in motion. §746.5609

14. Only one person can be placed in each safety belt. §746.5613

15. A child may ride in a safety belt with a shoulder harness if the shoulder harness goes across the child’s chest and not across the child’s face or neck. The lap belt should fit low across the child’s thighs or top of the legs and not across the child’s stomach area. Never put a shoulder belt under the child’s arm or behind the child’s back. If the lap belt and shoulder harness do not fit properly, a booster seat must be used. §746.5615

16. A child 12 years old or younger must not ride in the front seat of a vehicle. §746.5607

17. The number of passengers in the vehicle will not exceed the manufacturer’s stated capacity for the vehicle.

18. Be prepared to handle transportation emergencies. You must ensure that you have received clear instructions in handling emergency breakdowns and accidents, including vehicle evacuation procedures, supervision of the children, and contacting emergency help. The director or designee in charge of the child-care center must know what action to take in responding to a transportation emergency call. §746.5619

19. Children will never be left unattended in a vehicle, even for brief periods. All children must always be accompanied by an adult to/ from the vehicle to ensure safety and be vigilant. §746.5605

20. All children will be accounted for before leaving the facility, during and again before returning to the institute. Date and time must be on all forms where the authorized parent/ guardian or emergency contacts must sign when picking up or dropping off a child whether its at the home or to/ from school. This also includes all transportation logs. §746.5605

21. Verify that the following are in each vehicle you use to transport children: a list of the children being transported, emergency medical transport & treatment authorization forms for each child being transported, the child-care center’s name and telephone number must be clearly visible either in the glove compartment or on the vehicle, parent’s names and telephone numbers and emergency telephone numbers for each child being transported, a fire extinguisher approved by the local or state fire marshal and a first aid kit. §746.5617

22. The following safety precautions must be taken when loading and unloading children from the vehicle: You must load and unload children at the curbside of the vehicle or in a protected parking area or driveway. You must not allow a child to cross a street unless the child is accompanied by an adult any time before entering or after leaving a vehicle. You must account for all children exiting before leaving the vehicle unattended. You must never leave a child unattended in a vehicle. §746.5605

23. Communication requirements for the vehicle: When transporting children in the vehicle must have a communication device such as a cellular phone or two-way radio or a caregiver at the child-care center must know the routine arrival and departure times of the vehicle and take action if the vehicle does not return to the child-care center at a scheduled time. The driver must travel a known fixed route within an approximate timeframe. §746.5621

**AFTER SCHOOL**

Children should be dressed for active indoor and outdoor play. A change of clothes is recommended. Items brought to the program by your child must be labeled. We expect children to be responsible for their personal belongings. The PLCC LLC cannot credit or compensate for lost or damaged items.

PLCC LLC’s policy on homework is to provide assistance with homework, and to remind and encourage, but not force children to do homework in the after school program. Homework assistance is provided Monday – Thursday for no more than one (1) hour after your child arrives and has snack. On days that enrichment activities are offered, the time for homework will be reduced.

**SUMMER CAMP**

During Summer the school aged children have the opportunity to attend field trips that are offered during the Summer. Parents need to be current on their weekly tuition in order for the children to be able to attend the trips.

**FIELD TRIPS**

When a field trip is planned, a permission slip is sent out in advance stating the location of the trip, the time of departure and the return time. The parent then chooses whether they give the child permission to attend the trip or not. Children not attending will be moved to an alternate classroom.

**Physical Activity**

The children are taken outside daily (except in cases of inclement weather) for fresh air and exercise. Physical Activity Standards a) Caregivers will interact with children in daily physical activities that encourage active exploration of the childrens’ environment. b) Children will engage in at least 60 minutes of structured/unstructured physical activity daily. Structured physical activity time will utilize evidence-based curriculum, such as “Color Me Healthy” and others, on a regular basis. c) Withholding physical activity time will not be used as a form of disclipline. d) Children will not be sedentary for more than 60 minutes at a time except when sleeping.

Infants and Toddlers will not go outside if there is precipitation or if the temperature is 35 degrees or below with the wind chill factored in. Preschoolers will not go outsides if there is precipitation but may go outside for limited amounts of time when the temperature is 30 or above with the wind chill factored in. When going outside on cold days, teacher will assure that coats are zipped and caps (or hoods) and mittens are on. Please check your child’s seasonal clothing to make sure gloves, boots, hat and coat are provided for cold weather outdoor play (including snow).

Infants and Toddlers may go outside if the temperature is 90 degrees or below with the heat index factored in. They may also go outside if the temperature is 90-95 if they are in complete water play, again with the heat index factored in. Preschoolers may go outside if the temperature is 95 degrees or below with the heat index factored in. They may also go outside if the temperature is 95-100 if they are in complete water play, again with the heat index factored in. When we do go out on hot days, we will be mindful of the effect of heat on the children. We will provide opportunities for shade, plenty of water and limit the amount of time the children are outdoors.

**Screen Time Limitations**

a) Children younger than 2 years will not have any screen time (TV viewing, video games, computer time, etc.). b) Children over the age of 2 years will be limited to no more than 2 hours per day of screen time (TV viewing, video games, computer time, etc.). Programs will be educational in nature or actively engage the child(ren) in movement.

Activities using TV/video, computer, or video games are prohibited for children under the age of two years.

(b) TV/video, computer, or video games may be used to supplement, but may not be used to replace, the activities for children ages two years and older provided as described in §746.2507 of this title (relating to What activities must I provide for toddlers?); §746.2607 of this title (relating to What activities must I provide for pre-kindergarten-age children?); and §746.2707 of this title (relating to What activities must I provide for school-age children?).

(c) If you use TV/video, computer or video games as an activity for children, you must ensure that they: (1) Are related to the planned activities; (2) Are age-appropriate; and (3) Do not exceed two hours per day. •

The American Academy of Pediatrics (AAP) recommends, for children two years and older, limiting children’s total media time to not more than one to two hours of quality programming per 24-hour period • For children under the age of two no media time is recommended since during the first two years of life children’s brains and bodies are going through critical periods of growth and development. It is important that very young children have positive social interactions with their parents and caregivers instead of through media time that takes away from these vital interactions. • Studies have shown a relationship between television viewing and increased risk for obesity in children.

**PARENT COMPLAINT PROCEDURE**

If you believe that you have been discriminated against in any department activity, service, or program, you should immediately contact the Civil Rights Office, 701 W. 51st Street, Austin, Texas 78751-9030, M.C. W-206, (521) 438-4313 voice mail, (512) 438-4748 fax.

You may direct suggestions, concerns and/or complaints to the immediate Caregiver and the Child Director.

Plan of Action for Concerns or Complaints

Step 1 --- Notify immediate Caregiver of parent concerns/complaint. If caregiver is unable to satisfy parent, proceed to step 2.

Step 2 --- Caregiver refers parent to Childcare Director with verbal/written information.

Step 3 --- Childcare Director or Administration contacts the parent to address concern/complaint by the end of the day. If complaint warrants, TDHS Licensing representative will be notified and contact will be made with the parents immediately by the Childcare Director.

Step 4 --- The Childcare Director/Administration will investigate concern or complaint as soon as feasibly possible, or no later than 48 hours.

Step 5 --- Childcare Director/Administration takes the necessary steps to rectify the problem and then contacts the parent with results within 24 hours of investigative determination.

If the parent is unsatisfied with results, they are referred to the e Director for immediate handling.

##### Separation Procedure

Termination - Failure to Support and /or Follow Policies and Procedures

PLCC reserves the right to terminate enrollment if a parent/guardian does not follow or fails to reasonably support the policies and procedures of PLCC Montessori. Written notice one week prior to termination of a child’s enrollment will be given UNLESS immediate termination is deemed to be in the best interest of the child. PLCC Director has the discretion to make this decision.

Withdrawing your child from the PLCC Montessori before your contract expires requires completion of a cancellation form (available at the front desk) one week prior to the child’s last day enrolled. Failure to provide such notice will result in billing of an amount equal to one week’s tuition

##### Confidentiality

All information received by Play, Learn, Construct & Conserve PLCC Montessori Bilingual Institute is held in confidence and will not be released unless authorized. An exception will be made in the event of suspected child abuse. Any suspicion of abuse will be reported to the Director for immediate investigation and action if necessary.

##### By Law

Both, father and mother written in the birth certificate as the law allows the rights of both parents may pick up the child. If the custodial rights of the minor are in process, we need proof of who has the custody rights. No custodial visitation area allowed at this facility for security.

We must report any negligence or abuse to the Texas Department of Human Services.

## Conflicts of Interest

PLCC Montessori Bilingual Institute will not allow any officer, agent, consultant, contractor or other employee of our organization to:

* + Rent or lease from a firm in which any officer, agent, consultant or employee (or relative) has an interesting; or
  + Solicit or accept gratuities, favor, or anything of monetary value form contractors, potential contractors, or parties to subcontractors.

PLCC Montessori Bilingual Institute’s Receipt of Policies & Rates

\*SIGN & RETURN BEFORE START DATE

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have received a PLCC LLC Parent Handbook. I have read and agree to all of PLCC’s policies and procedures. I have received all information on how to contact the local licensing office, PRS abuse hotline, and PRS website. My signature also verifies I have read and received a copy of PLCC’s Discipline and Guidance Policy.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ am aware that I can access the PLCC Montessori Bilingual Institute Emergency and Disaster Plan on the website at [www.plccmontessori.com](http://www.plccmontessori.com) or in person at the facility where a copy can be furnished to me.

Parent’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ understand that I have been advised of PLCC’s play clothes agreement/ soiled clothing policy and will send my child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to school wearing play clothes.

I also understand that Friday’s are cubby clean out day and I must take all clothing and linens home to launder.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ acknowledge receipt of the Health, Illness & Exclusion Policy. My signature verifies that I have read the policy and will not request the staff regarding my child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, being excluded from attendance, due to illness. I agree to provide a doctor’s note to the PLCC staff per request and/or in compliance with the Health, Illness & Exclusion Policy, due to my child being ill. I agree to keep my child from attending per request of the Staff and in accordance to the PLCC Health, Illness & Exclusion Policy. I agree that if I am called to pick my child up from due to illness, I will do so within one hour from the time that I am contacted by staff.

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Diaper Rash Ointment Omission Form:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do / do not give PLCC LLC permission to apply diaper ointment to my child as they feel necessary.

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teething Ointment Omission Form:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do / do not give PLCC permission to apply teething ointment to my child as they feel necessary.

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Insect Repellant**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do, do not give PLCC permission to apply insect repellant when my child goes outside and on or during field trips.

**Sun Screen**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do/ do not give PLCC permission to apply sunscreen while my child is in care for outdoor play and or field trips.

♦♦♦♦♦♦♦♦♦♦♦♦

**Transportation & Medical Release Form**

I hereby give permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ child care program to use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my home \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_my business as an emergency relocation site for staff, teachers and children.

This agreement will remain in effect until \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date). The agreement may be terminated before this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date) by either party, but only with written notification.

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

Printed Name Date

Home Address City State Zip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number Alternative Phone Number

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Proposed Site Address (If same as home, do not fill out)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Proposed Site Phone Number Proposed Site Alternative Phone Number

Is site accessible at all times the child care program is open? \_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_ No

Describe how to access: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special considerations (i.e. storage of emergency supplies, reimbursement, limitations, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Relocation Site Representative Signature Date

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

Child Care Representative Signature Date

|  |
| --- |
| http://www.plccmontessori.com |
| SCHOOL PHOTO/VIDEO RELEASE FORM  PLCC LLC may occasionally want to use photograph’s taken of students on the school website or in school advertisements. PLCC LLC will only use a student’s first name and age if anything at all is attached to a particular image.  Please review the photograph/video consent options below and chooses ONE box that best represents your request regarding the use of photographs/videos at PLCC LLC.  \_\_\_\_\_\_ PUBLIC DISPLAY APPROVED. By selecting this box you approve of internal and external use of photos/videos for PLCC LLC promotional purposes such as print advertisement, school website, newspaper articles, or newsletters.  \_\_\_\_\_\_ MEDIA RESTRICTIONS. By selecting this box you do not approve of external use of photos/videos for PLCC LLC promotional purposes such as print advertisement, newspaper articles, newsletters, or the school website.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed by Parent/Legal Guardian  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date  \*\*\*\*\*\*\* This Form will be kept on file and referenced until otherwise noted\*\*\*\*\*\*\* |

\*\*DO NOT SIGN THIS PAGE UNTIL YOU HAVE READ THIS ENTIRE POLICY HANDBOOK. WE WILL STRICTLY ENFORCE ALL RULES AND POLICIES PRESENTED

I have read and understand the PLCC LLC Policy Handbook, Especially and specifically the sections regarding: Attendance; Medications and Illnesses;

Discipline; Tuition and Fees; NSF Checks, Late Payment Fees, Late Pick Up Fees; Misc. Fees; Teachers and Holidays. I understand that by signing this contract I am bound by its’ contents. I agree to abide by these policies and pay my fees in a timely fashion. In the event that I do not abide by these policies, I understand that my child(ren) will not be able to attend this school and will be asked to leave. I understand that these policies and fees are subject to change at the owners’ discretion, although the owners will do their best to announce any changes at least 10 days prior to the implementation of them.

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents Social Security # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents Drivers License # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child (rens) Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child Identification Card

(To be placed out-of-sight on each child, such as clipped on the inside of the child’s shirt or folder and placed in ankle part of child’s sock, during an evacuation. Ensure this form is filed in Tool Kit or Evacuation Backpack)

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

Child's Name

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

Parent/Guardian Name #1

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

Parent/Guardian Name #2

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

Street Address City State Zip Code

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

Home Phone Number

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

Parent/Guardian Name #1 Day Phone Number

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

Parent/Guardian Name #2 Day Phone Number

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

Neighbor/Friend and Phone

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

Contact Outside of area and Phone

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

Family Child Care Program Name and Phone

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

Child’s Release Form\*

Use this form for reunification or to join children with their families

Date \_\_\_\_\_\_\_\_\_\_\_\_  
Child (ren’s) Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Family Child Care Provider

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Requested by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Proof of I.D. Name on Emergency Card (Yes or No)

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

\*To be filled out by requester at release

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Requester Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Destination

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Time

\*This form is to be used when actions have been taken to mitigate a disaster or emergency and children have been relocated to an evacuation site, have been secured on campus, are sheltered and in place, or the child care program is in reverse evacuation or lockdown mode.

PLCC MONTESSORI BILINGUAL INSTITUTE DISASTER PLAN PACKAGE

**Sample Emergency Relocation Shelter Agreement**

Name of Relocation Site Facility

Gives permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Child Care Center

To use the site facility as an emergency relocation shelter for child care staff, children and their families.  
This agreement is effective from the date signed by both parties until\_\_\_\_\_\_\_\_\_.

Date this agreement may be terminated, in writing, before this date by either party.

Name of Child Care Center

Address

Phone

Name of Relocation Site

Address

Licensed Capacity

Hours of Operation

City State Zip

Number of Staff

Hours of Operation

City State Zip

Phone(s)   
describe how to access site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special considerations (storage of emergency supplies, security, liability, etc.):

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

Relocation Site Representative Signature Date

Child Care Center Representative Signature Date

Space Capacity

**Sample Evacuation Form**

|  |  |
| --- | --- |
| Child Care Center Name |  |
| Address |  |
| Contact Person (Director/Owner) |  |
| Cell Phone Number of Contact Person |  |
| Number of Children in Attendance |  |
| Number of Staff in Attendance |  |
| Vehicles Required to Evacuate Children and Staff |  |
| Relocation Site Facility (Letter of Agreement on file) |  |
| Address of Relocation Facility |  |
| Phone Number of Relocation Facility |  |
| Contact Person at Relocation Facility |  |
| Alternative Transportation Provider and Contact Information |  |
| To Be Completed During Evacuation |  |
| Number of Children Transported to Relocation Facility |  |
| Number of Staff Transported to Relocation Facility |  |
| Number of Vehicles Dispatched to Relocation Facility |  |
| Time that Vehicles were Dispatched |  |
| Number of Children and Staff Assembled at Relocation Facility |  |

**Remember to practice Evacuation to your Relocation Site!**

**Incident Command System (ICS) Guidance: Hazard Specific Checklist for EARTHQUAKE**

The following are some of the primary concerns after an earthquake:

* Injuries and deaths
* Aftershocks, which can cause further damage and injuries
* Structural damage
* Non-structural damage (broken windows, fallen ceilings, etc.)
* Gas leaks
* Fires
* Hazardous material spills
* Loss of utilities (water, electric, etc.)
* Loss of communications (telephone, television, radio)
* Damage to planned evacuation sites/areas
* Lack of support from Emergency Response

Following is a checklist that may be useful to document response:

Call 911 (only if necessary)   
Activate Incident Command System per your plan.  
Decide to evacuate immediately if damage is severe and follow your plan. If you choose to stay, move children and staff to safe areas of the building.

Be aware that it may be unsafe to evacuate due to damage and/or weather outside.

If First Responders arrive, activate your staff as requested. Note that you may be on your own for a long period of time. Emergency Responders may be delayed due to the incident.

Prepare for long term care of children and staff. Know what supplies will be needed and assign staff to gather and pass out supplies.

Release children to parents/guardians that may arrive, documenting each release (see Child Release Form on page 17). Recruit parents to stay and help.

You are housed in a Community Shelter facility, and the facility is undamaged, prepare for arrival of shelter personnel and victims.

Plan for recovery after damage has passed and incident is over.

**Incident Command System (ICS) Guidance: Hazard Specific Checklist for TORNADO or SEVERE WIND**

The following are some of the primary concerns after an earthquake:

* Injuries and deaths
* Structural damage
* Non-structural damage (broken windows, fallen ceilings, etc.)
* Fires and possible hazardous material spills
* Blocked exits
* Blocked roads
* Loss of communications (telephone, television, radio)
* Damage to planned evacuation sites/areas
* Power outages

If a TORNADO WARNING is received direct children and staff to basement, lower floors, interior of building (called “Areas of Refuge” in the ICS).

Call 911 (only if necessary).  
Activate Incident Command System per your plan.  
Evacuate building if unsafe. Remember that evacuation may not be

Appropriate due to damage and/or weather outside.

**Hazard Specific Checklist for FIRE**

Evacuate building.  
Call 911 to confirm if Fire Department has been notified  
Activate Incident Command system per your plan.  
Account for children and staff,   
Assess weather conditions outside and consider moving to evacuation site if necessary.  
Release children to parents/guardians that may arrive, documenting each release (see Child Release Form on page 17). Recruit parents to stay and help Plan for recovery after damage has passed and incident is over

**Hazard Specific Checklist for HAZARDOUS MATERIAL**

Activate Incident Command System as per your plan.  
Initiate Shelter in Place procedures if evacuation is not immediate. Prepare for evacuation if necessary.  
Stay in communication with local emergency officials.  
Plan for arrival of parents in case they have to shelter/evacuate with you.

**Bomb Threat Procedures**

You may be thinking, *“This only happens in schools, not child care centers.”* We wish that were true. Unfortunately, the reality is that this has happened in at least one child care center in New Hampshire. This type of threat is carried out typically for one of the following reasons:

* A person has a grudge against the program or against an individual at the program and intends to get revenge.
* A person intends to disrupt the daily function of a program, for some reason.
* A person is aware of an explosive device and in an effort to save lives wants to evacuate the program.

It is important to note that a bomb threat may be received by telephone, mail, written note or in person. For any bomb threat, consider the following procedures and practice them with staff:

* 1. For a telephone threat, after the caller hangs up dial 9 or wait for a dial tone and dial \*57 to enable a trace of the call.
  2. Stay on the line to check the success of the trace.
  3. Notify the designated individual (per your plan) immediately after

the trace (during the call if possible).

* 1. For a threat delivered any other way, notify the designated

individual as per your plan and proceed as follows.

* 1. The designated individual notifies police.
  2. Assess the threat with police and follow their instructions, as well as

your plan.

* 1. Document all details of the threat. (See “Bomb Threat Report

Form” on next page).

**Bomb Threat Report Form**

Telephone Threats

**DO NOT HANG UP FIRST.**

Questions to ask that help assess the threat:

1. When will the bomb explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Where are you calling from?
8. What is your name?

Any information that you can provide to police will be extremely helpful. The police may ask you to describe the caller’s voice and any background noises during the call. Below is a form that will help document this information.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date of Threat | Time of Threat | Length of Call | Call taken by | Call received on phone # | Call traced to phone # | Caller’s voice | Language | Background Noise |
|  |  |  |  |  |  |  |  |  |

Exact wording of threat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Description of person if delivered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RECORD OF DISASTER DRILLS**

FIRE DRILLS

Date Held

Time

Time Needed to Vacate Building

Alarm Signal Used

Fire Drill Observation Scheduled/Filed

OTHER DRILLS (Rotate practicing Evacuation, Lockdown, etc.)

Date Held

Time

Type of Drill   
(See page 15 for types of responses)

Alarm Signal Used

Drill Observation Scheduled/Filed

Sept Oct Nov Dec Jan

Feb Mar Apr

May June July Aug

Sept Oct Nov Dec Jan

Feb Mar Apr

May June July Aug

Child Care Center Program

Year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Director/Owner

**Location of Important Records and Documents**

*Keep one or more duplicate copies of the following records (if applicable), on flash drive, CD-ROM, and/or paper in secure container   
(one copy at a nearby location and one out-of-the-area):*

|  |  |  |
| --- | --- | --- |
|  | **Nearby Location** | **Distant Location** |
| **Children’s records** |  |  |
| **Employees’ records** |  |  |
| **Child and Adult Food Program records** |  |  |
| **Accounts Receivable (fees, child care scholarship etc.)** |  |  |
| **Building/floor plans** |  |  |
| **Insurance policies** |  |  |
| **Rental agreements** |  |  |
| **Bank records** |  |  |
| **Credit Card information** |  |  |
| **Service agreements** |  |  |
| **Supplier agreements** |  |  |
| **Inventory** |  |  |
| **Tax records** |  |  |
| **Other** |  |  |
| **Other** |  |  |
| **Other** |  |  |
| **Other** |  |  |

**Insurance Discussion Form**

(Adapted from the Insurance Discussion Form at *www.ready.gov)*

Child care programs can use this form to discuss their insurance coverage with their insurance providers. Having adequate coverage will help programs recover more rapidly from catastrophes.

Programs should keep a copy of this form on the child care premises and at an off-site location.

Insurance Agent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Insurance Policy Information** | | | | |
| Type of Insurance | Policy No. | Deductibles | Policy Limits | Coverage (General Description) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Do I need flood insurance? Yes

No

Do I need earthquake insurance?  
Do I need business income and extra-expense insurance? Yes No

**Other disaster-related insurance questions:**

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

Yes

No

**Computer Inventory Form**

(Adapted from the Computer Inventory Form at *www.ready.gov)*

Use this form to:

* Log computer hardware serial and model numbers. Attach a copy of the

Vendor documentation to this document.

* Record the name of the company from which the equipment was leased or

purchased and the contact name to notify for computer repairs.

* Record the name of the company that repairs and supports the computer hardware.

Keep one copy of this list in a secure place on the premises and another in an off-site location.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hardware (CPU, Monitor, Printer, Scanner, Keyboard, Mouse)** | **Hardware Size, RAM & CPU Capacity** | **Model Purchased** | **Serial Number** | **Date Purchased** | **Cost** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Emergency Preparedness and Coping Strategies Resources**

**Publications:**

***“Disaster Preparedness for Families of Children with Special Needs”***

Florida Institute for Family Involvement: www.fifionline.org

***“Emergency Management Guide for Business and Industry  
Are You Ready? An in-depth Guide to Citizen Preparedness”*** (IS-22) Federal Emergency Management Agency; www.fema.gov

***“Evacuation and Sheltering, and Post-disaster Safety”***

Talking about Disaster: Guide for Standard Messages  
National Disaster Education Coalition, Washington, D.C.; www.disastereducation.org

Disaster Relief and Trauma Resources; Zero to Three

http://www.zerotothree.org/

***“Nurturing Children after Natural Disasters: A Booklet for Child Care Providers”***

National Association of Child Care Resource and Referral Agencies; www.naccrra.org

***“Reassuring Your Child after the Storm”***

Florida State University for Prevention and Early Intervention Policy, 2004

http://www.cpeip.fsu.edu/project.cfm?projectID=28

***“When Disaster Strikes: Helping Young Children Cope”*** and other disaster coping resources; National Association for the Education of Young Children; http://naeychq.naeyc.org/texis.search/?query=disaster&btnG=Search&pr=naeyc

***“Disaster Planning Self-Assessment Guide for Child Care Centers and Family Child Care Homes”***California Department of Social Services Community Care Licensing Division; http://ccl.dss.cahwnet.gov/PG496.htm

**Websites:**

American Red Cross: www.redcross.org

Child Care Aware: www.childcareaware.org

Federal Alliance for Safe Homes: www.flash.org

National Mental Health Information Center: www.mentalhealth.samhsa.gov

The National Child Traumatic Stress Network:

http://www.nctsnet.org/nccts/nav.do?pid=typ nd

Ready NH, the emergency preparedness website for New Hampshire

http://www.nh.gov/readynh/

U.S. Department of Health & Human Services; Administration for Children & Families; National Child Care Information Center: http://nccic.acf.hhs.gov/poptopics/disasters.html