

Shady Lane
Parent Handbook
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Shady Lane
100 North Braddock Ave.
Pittsburgh, PA 15208
412-243-4040
www.shadylane.org

Shady Lane School Parent Handbook*

In preparing this Parent Handbook, Shady Lane has attempted to create a comprehensive, clear and helpful resource for all parents and guardians who choose to send their children to Shady Lane School. We encourage all Shady Lane parents and guardians, new and old, to read this document thoroughly; bring any questions or concerns to the attention of the School Director or Administrative Director; and keep it available for reference throughout the year.

Shady Lane is a diverse learning community committed to programs of excellence for children, their families, and educators that embody best practices of early childhood education and promote collaborations that help all children realize their full potential.

–Shady Lane Mission Statement

Shady Lane School is regulated and complies with the standards set by a variety of government and private entities. The School is licensed by the Pennsylvania Department of Public Welfare (DPW), and complies with the Department of Public Welfare's regulations governing child care agencies. The School is also accredited through the National Association for the Education of Young Children (NAEYC). NAEYC accreditation is the hallmark of high-quality early childhood programming, and Shady Lane has met these standards since accreditation was first available in 1987. Finally, the School holds Star 4 status under Pennsylvania's Keystone STARS quality initiative. Like NAEYC accreditation, Star 4 status marks the highest quality programs for young children in the Commonwealth.

However, the School is only one component of Shady Lane's work. In the early childhood education community, Shady Lane serves as a model for developmentally appropriate practice in early childhood programs. The School is a professional development site for practicum students and early child care professionals. Our professionals, both administrators and educators, further contribute to the field through participation in professional organizations.

Shady Lane also impacts the early childhood profession by conducting professional development workshops, collaborating with other agencies on program development, assuming leadership roles in professional organizations, and providing consultation services to other non-profit organizations.

The goal of this work in the broader community is to make Shady Lane a cohesive community without boundaries. Shady Lane seeks a "person-first" culture that recognizes each person's uniqueness, and gives to all the opportunity to become his

* Please be aware that all policies and procedures described in this Handbook apply equally to parents and legal guardians of students attending Shady Lane School. Where possible, the language used will indicate applicability to parents and/or legal guardians; however, clarity sometimes prevents reference to all the possible responsible adults in a student's life, and in these cases we limit the language to the generic term "parent." No limitation or offense is intended or implied.

or her “best self” through self-respect—for one’s own attributes and experiences—and mutual respect—from all others, for all others. Through community outreach, Shady Lane works to share these benefits as broadly as possible through our day-to-day work and in collaboration with a variety of other organizations in this region and beyond.

I. SHADY LANE SCHOOL PHILOSOPHY

Shady Lane’s mission and the profession’s understanding of how children develop guide the educational goals and classroom environment of the School.

Children’s Development

Shady Lane School has always focused on “best practices,” facilitating children’s development as both individuals and members of a community. Partnering, problem solving, conflict resolution, team building and other social elements are the fundamental building blocks of developmentally appropriate practice. This practice focuses on the value, attributes, and individuality of each child and serves as the basis for all learning and the growth of complete, well-rounded people.

- Development is both general and individual. There are definitive stages, but each child is unique, and unfolds differently.
- Development is a lifelong process. As children strive to master new skills and refine old ones, their growth will sometimes include periods of staying still; periods of moving backward; and other periods where growth occurs in one domain but not others (e.g., marked growth in physical development at the same time as regression in language development).
- Development is influenced by the people, relationships, circumstances and events in the child’s world.
- Development takes place within and across emotional, social, cognitive and physical domains.
- A child’s stage of development is reflected in his or her behavior.

Educational Goals

Our curriculum is developed for each age level to help children achieve the following goals:

- Establish warm relationships with adults and children.
- Adjust comfortably to routines.
- Develop positive play skills.
- Meet new challenges and explore new activities.
- Develop age-appropriate levels of independence and self-discipline.
- Foster creative expression and aesthetic sensitivity.
- Heighten curiosity about the world through questioning and experimenting.
- Judge and take appropriate risks.

- Apply cooperation and problem-solving skills to all areas of learning.
- Plan actions with an understanding of cause and effect.
- Increase perceptual skill, and small and large motor coordination.
- Develop basic math and pre-reading concepts.
- Encourage cognitive development.
- Build confidence and self-esteem, and experience joy in creating, learning and growing.

Classroom Environments

One consistent component of Shady Lane's educational philosophy rests on the importance of the physical environment in which learning occurs. For this reason, Shady Lane strives to ensure that the environment in each classroom and in common areas of the School:

- Are safe and nurturing.
- Encourage family involvement.
- Reflect an understanding of cultural influences on development.
- Support play as an avenue of learning.
- Foster the incorporation of the arts in all learning, with a focus on process and creativity and not on outcome or product.
- Encourage independence.
- Respond to and stimulate children's curiosity.
- Contribute to the interaction of children, ideas and materials on learning.
- Inspire creativity and foster originality.
- Promote and value diversity.
- Provide for individual as well as group needs.
- Employ staff trained in principles of child development, on which classroom philosophy is based.
- Promote the continuing education of all staff members.

Statement of Child Assessment Process; Responsibilities of Parents and the School

A primary area of focus for educators and parents involves the assessment of each child's development. This section is designed to describe the range of responsibilities owed to every child attending Shady Lane by his/her parent(s), the Educators in the classroom, and the Administrators and Family/Child Advocate in implementing a comprehensive child assessment process that benefits each individual child and every classroom in the School.

Every Child, Every Parent, Every Classroom Team

An important initial note: one critical element ensuring the success of a comprehensive child assessment process is that it applies to every child in the program. ***Assessment is not only for children with identified or emerging special needs!*** It is critical to the success of every child individually, and the development of successful classroom groups. For this reason, the basic responsibilities outlined below are owed to every child by every parent, educator and administrator.

We urge every parent of every child attending Shady Lane to read this policy and understand the importance we place on the responsibilities outlined here, both for our professionals and for you as parents.

Why Child Assessment?

Child assessment is the process of observing, recording, and documenting what children do and how they do it as a basis for a variety of educational decisions that affect teaching approaches as well as curriculum development and implementation. Child assessment involves the multiple steps and methods of collecting information on children's abilities and skills and then compiling that information so results can be incorporated into planning that meets the needs of not only individual children but also the whole group.¹

A comprehensive and consistently applied system of child assessment is critical to achieving our goal—our responsibility—of working with each child and family to enable children to grow and develop to their greatest potential. Although observation and documentation of children's growth, identifying both strengths and challenges, is a longstanding part of the work of early childhood educators, comprehensive assessment ensures that “the information [Educators] gather is actually used to improve services for individual children and to improve the program overall.”²

Comprehensive Child Assessment at Shady Lane

How do we balance these complex bits of information to best serve every individual and also each classroom group as a whole? In order to do this, we must first expressly state what Shady Lane is, and what it is not.

¹ Assessment of Child Progress: A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria. National Association for the Education of Young Children, Washington, DC (2005). p. 10.

² Ibid., at p. 9.

Shady Lane is:

- an inclusive environment that welcomes all children whose needs we can meet;
- a community of professionals with education and experience in early education, knowledgeable about typical child/human development, including specific professional education in identifying “red flags” of possible exceptionalities in the five primary domains of child development (Physical/Sensory, Language, Adaptive, Cognitive, and Emotional/Social); and
- a program that is committed to working collaboratively with parents and other professionals to best meet the needs of all children.

Shady Lane is NOT:

- a setting that specializes in special education;
- a setting with professionals authorized to diagnose or treat children with special needs; or
- the best setting for every child.

This final point is not one that anyone likes to admit, but is an important acknowledgment of any and every early childhood program. It is also recognized as consistent with the core principles of the NAEYC Code of Ethical Conduct, central to our ethical responsibilities to children:

We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. *If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success.*³

When considering the best outcome of this process, perhaps it's best to think in terms of the information shared and discussed as the basis for understanding the conditions that are necessary to make each child's experience, individually and collectively, as successful as possible.

In short, our child assessment process seeks to inform each person involved with the child about his/her developmental history and progress; provide information to individualize the program to each child's needs; and enable the classroom team to create an environment that benefits all children in the class, and facilitates mutual learning and positive relationships among children and adults alike.

³ Code of Ethical Conduct & Statement of Commitment, National Association for the Education of Young Children, Washington, DC (2005), p. 5 (emphasis added).

**Basic Responsibilities of Parents, Educators, Administrators
and the Family/Child Advocate**

<u>Shady Lane's Responsibilities</u>	<u>Parents' Responsibilities</u>
<ul style="list-style-type: none"> • Observe: Each classroom team, led by the Lead Educator, is responsible for <i>continuously observing each child</i> in all five developmental domains, in a full range of situations. 	<ul style="list-style-type: none"> • Observe: Each parent should be <i>aware of and responsive to their child's growth, development and behavior</i>, at home, in School and within the broader community.
<ul style="list-style-type: none"> • Assess: Throughout the year, Lead Educators, along with their team, will <i>assess the progress & development of each child</i>, using informal tools (work samples, narratives, photographs, anecdotal notes, etc.) and formal tools (the Ounce or Work Sampling* systems) for analysis and assessment. 	<ul style="list-style-type: none"> • Communicate: Parents and Educators can best work together for the child's benefit when there is open communication. <ul style="list-style-type: none"> ○ Parents must <i>provide a complete, detailed <u>Developmental History</u></i> at enrollment. ○ Parents are responsible for <i>sharing information with Educators</i>, including anything that might impact the child's experience or behavior. These can be simple things, knowledge of which can support a successful school experience: <ul style="list-style-type: none"> ○ <u>Changes in routine:</u> sleeping patterns, household routines, etc. ○ <u>Big events:</u> weddings, job change, move, new household member ○ <u>Bad news:</u> Separation/divorce, major illness, death in the family ○ <u>Other home or neighborhood issues:</u> violence, crime, substance abuse
<ul style="list-style-type: none"> • Maintain Confidentiality: Shady Lane has strict policies on confidentiality regarding family and child information. We have a <i>strict "need to know" limitation</i> on all personal information, and every employee signs a <i>Confidentiality Agreement</i> that details the limits and importance of this issue. Further details are in the Parent Handbook. 	<ul style="list-style-type: none"> • Participate & Listen: When given a written assessment, it is critical that parents <i>read the assessment and consider the information along with what they know</i> of their child's current progress and experience. Equally important is that parents <i>attend all Parent Conferences and actively engage the Lead Educator</i> in discussion.
<ul style="list-style-type: none"> • Report & Listen: Three times a year, Lead Educators will <i>provide a formal written assessment of each child to his/her parent(s)</i>, and arrange for a <i>Parent Conference to review and discuss</i> the assessment with the parent(s). 	

* The Ounce and Work Sampling assessment tools are mandated by the state Keystone STARS program.

Forms and Reporting

Be aware that our educators use a variety of tools, forms and checklists to document your child's progress. When you review these assessment documents during Parent Conferences, please remember that regulatory requirement for licensing and participation in Keystone STARS (as well as accreditation criteria) require us to obtain your signature, indicating that you were provided with our assessment and were given the opportunity to review it with your child's Educator.

Community Involvement

Shady Lane is extremely proud of the volunteer spirit that is present among families, staff, alumni, and the community at large. You are encouraged to give a bit of your time and energy and get involved.

Many parents choose to volunteer for Partners for Children (PFC). PFC is a collaboration between parents and educators, working together for the benefit of the entire Shady Lane community. Events that are typically hosted by PFC, including the Book Fair, Family Fun Night, Dialogue Night and our annual Spring Fair, are led by the parents and educators who make up PFC. All parents and staff are encouraged to volunteer and participate in all Shady Lane events. Sign up for PFC usually begins in the fall, but parents are invited to join at any time. In addition, many opportunities to participate in the community, including Dialogue Nights, discussion groups, and other gatherings occur throughout the year.

Other volunteer opportunities include:

- **Board of Trustees:** The formal governing body for Shady Lane, responsible for setting the broad direction of the organization, overseeing the financial operations of the agency and the work of the Administrative Director. The Board is also charged with ensuring that the organization's work effectively furthers Shady Lane's mission.
- **Board of Advisors:** A new role created by the Board of Trustees in 2009, Shady Lane seeks out talented individuals within and outside the agency to provide specialized advice and expertise in a variety of areas (development, marketing, program development, community relations, etc.). Participation on the Board of Advisors is more limited than that of Trustees, and focuses on one or two discrete projects or goals each year.
- **Classroom Participation:** Our Educators encourage participation by parents in the daily classroom experience, whether sharing their family's traditions and customs to enhance the diverse experience of all, reading a story, chaperoning during a field trip, or in other ways. Please consult with your child's Lead Educator(s) regarding ways you can help.
- **Donations:** Shady Lane is a charitable nonprofit organization. Many families volunteer to help raise funds to support the School. In addition, donations of funds, goods and services are always welcome.

II. COMMUNICATION

Annual Orientation Events:

Fall Open House: Held each year prior to the first day of School, this daylight event is designed to let parents and children meet their new Educators and become familiar with their new classroom space.

Parent Orientation: This meeting, for parents/guardians only, is held during the first week of School. This meeting is important because it provides an opportunity to meet other parents, learn about basic policies and procedures, and ask questions regarding administrative and programming issues.

Parent Night: This meeting, for parents/guardians only, is held in early October. This is a chance to connect with teachers, see your child's classroom, and learn more about the coming year.

Classroom/Staff Mailboxes

Each classroom has mailboxes above the cubbies for newsletters, notices, individual letters, etc. Please check them every day so that you will not miss valuable information. Staff mailboxes are located in the front office and are checked regularly.

Party invitations to selected individuals should not be placed in cubbies, unless *every child* in the classroom is invited. To avoid hurting children's feelings, we recommend you mail all party invitations to the child's home.

Email

Email has become an increasingly important means of communication between Shady Lane and the families we serve. When we have an active/accurate email address, you will be able to receive email from the School; our monthly newsletter, "Our Community"; and important surveys, emergency notices and other inquiries. Please let us know if you do not want to receive administrative and/or parent communications. Please know that, at any time, you may request to have your email address removed from this list. We will never sell your email address or give it to a third party; and a request to remove your address from this list will not prevent us from using it in an emergency, if necessary.

Daily Documentation

Daily documentation of classroom experiences and activities, posted outside each classroom door or distributed electronically, provide a few comments on daily classroom activities; they are helpful as cues to talk to your child about their day.

Calendar

A general calendar of School events and important dates is published annually. As the year progresses, additional important dates and reminders will be communicated through signs and notes in your child's cubby.

Newsletters

Our Community, our School-wide newsletter, is published several times a year and distributed primarily via email as an electronic document. This newsletter focuses on activities and upcoming events for current Shady Lane families. In addition, each classroom may choose to publish its own newsletter.

We are currently developing a comprehensive newsletter detailing Shady Lane's broader role in the early childhood community, aimed at other community stakeholders (such as former Shady Lane families, other early childhood providers, governmental and business leaders, funders, donors, and other interested parties). This newsletter will be shared with current families as well, and will be published once or twice each year.

Website

Shady Lane maintains a website at www.shadylane.org. Completely redesigned in April 2008, the site includes details of our history and philosophy, information on our classroom teams and routines, tuition rates, newsletters, forms, events, and contact information. The site is periodically updated to reflect new information and upgraded to include new features, and includes a place for time-sensitive bulletins (such as weather-related emergency information) on the home page. Please be sure to check out the site regularly and to refer friends or colleagues to the site when asked about the program.

Documentation & Portfolios

Shady Lane believes in affirming the importance of children's work through documentation. Documentation sometimes takes the form of photo panels that map out not only the results of a project, but the important processes involved in creating. The child's own words about his or her work become an invaluable component to a child's art. Your child will have his/her own portfolio of work available for you to take home in at the end of the school year or when the child moves on to a new classroom or program.

Library

Shady Lane maintains a library of materials for staff, children and parents. The collection of books, magazines, and videos covers a wide variety of topics including child development, parenting skills, classroom activities, music, art and science. Items may be borrowed for a two-week period.

Limited English Proficiency

Shady Lane wants to ensure that all persons with Limited English Proficiency have meaningful and equal access to all communications. Shady Lane is fortunate to have families, staff, and friends who may be called to assist with communications for families who need language assistance.

If you have Limited English Proficiency, please notify the School Director.

III. POLICIES AND PROCEDURES

A summary of all forms, including descriptions and other pertinent information, is attached as Appendix A to this Parent Handbook.

Application

Families interested in attending Shady Lane must submit a completed Waitlist Form, along with a \$25 non-refundable Waitlist Fee.

The fall enrollment process begins in the spring, although children from the Waitlist may be invited throughout the year if openings arise.

Invitations to Shady Lane are made based on the date of the Waitlist application, space availability within each age group and your desired schedule. Initial invitations are extended by phone and email, if an email address is provided on the Waitlist Form. Parents have three (3) business days following the initial invitation to accept or decline the spot.

<u>When an invitation is accepted:</u>	<u>When an invitation is declined:</u>
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<ul style="list-style-type: none"> • Shady Lane will immediately send a written confirmation and Enrollment Form; • In order to secure the offered placement, the Enrollment Form must be returned, along with a Tuition Deposit, by the date specified in the confirmation letter; • The Tuition Deposit will be credited against the child’s September tuition; • Tuition Deposits are refundable only under specific circumstances; details are provided in the confirmation letter 	<ul style="list-style-type: none"> • Invitees who decline an invitation will be removed from the Waitlist unless Shady Lane receives a written request to remain on the Waitlist; • If the Enrollment Form and Tuition Deposit are not returned on time, Shady Lane will assume the invitee is no longer interested in Shady Lane and the child’s name will be removed from the Waitlist
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Enrollment

Upon receipt of a completed Enrollment Form and Tuition Deposit, additional forms, designed to provide Shady Lane with basic information, will be sent to parents. These additional required forms must be completed and returned prior to the child’s first day of attendance.

Parents are required to visit the school with their child before their child’s first day. Parents are also encouraged to stay for a portion of their child’s first day, if possible.

All students must pay an annual Registration Fee to cover the cost of updating and maintaining student files. New students pay a Registration Fee of \$100. The

Registration Fee for returning students is \$50. Registration Fees are non-refundable and due in September, or at the time of enrollment for children who begin mid-year.

Attendance

In order for a child to gain the full benefit Shady Lane's program, attendance and timeliness are important. To grow cognitively and build solid social relationships, continuity and regularity are basic needs of a child at school as well as at home.

Please do the following:

- **Be punctual.** Arrive on time to help your child get off to a smooth start. We ask this to ensure that your child is getting the most from his early education experience at the School. Pick up your child on time. Children get anxious, staff may need to move on to another assignment, or the classroom may be needed for another group. If you will be later than your scheduled pick-up time, please call.
- **Call** after 9:00 a.m. if your child will be absent.
- **Inform your child's classroom team and the front office** if you will be away on vacation or for any other extended leave.

Drop-off and Pick-up

Children develop a feeling of security and trust when parents and caregivers communicate in a positive manner in the child's presence; therefore, seeing positive interactions between you and your child's Educators is an important part of your child's day. Upon arrival each day, parents should: (i) take their child(ren) to the classroom (2's classrooms) or the gym; and (ii) communicate any important information regarding the child's health, disposition, and changes in schedules, etc. This ensures that educators have current, important information about your child each day.

On a related note: we know that in this busy culture it's hard to pull away from other distractions, such as cell phone conversations, text messages and even siblings vying for attention. Please remember that the relationship and communication between you and your child's classroom team is really important to your child's experience at Shady Lane. It's worth taking the time to take a deep breath, hang up the phone, and focus on your child and his/her educator when you're in the building!

In addition, we recommend a set routine for arrival; please seek the advice of your child's educators as you find the best routine for you and your child.

Please be aware that, for the safety and security of everyone in our program, we have an electronic keypad at each entrance to the building. Parents receive a four-digit entry code that enables them to access the School during regular hours. To help ensure that this is an effective security measure, please do not let strangers follow you into the building unless there is a person at the reception desk who can verify who the person is and direct them to the appropriate person in our building. When entering the building, it is also important that you (i) lock your vehicle; (ii) do not leave valuables in plain sight; and (iii) above all, NEVER leave any child unattended in the parking lot.

Upon the arrival of each child's parent, guardian or other release person at pick-up time, Educators are no longer responsible for supervising your child. Please supervise your child at all times, and, most important, DO NOT allow your child to leave the building ahead of you. Finally, for safety reasons, playground gates are locked at all times and cannot be used as pick-up or drop-off points, even if your child's class is playing outside at the time of pick-up or drop-off.

Alternate pick-up

- All persons who will be dropping off or picking up on a regular basis MUST be listed on your child's [Emergency Contact Form](#).
- If someone other than the persons listed will be picking up your child, you MUST fill out an Alternate Pick-up Form when you bring your child to school. Please fill out a form even if another Shady Lane parent will be picking up your child.
- If you have an emergency that requires you to make last minute alternative pick-up arrangements, please call the school and notify staff. For security reasons you will receive a call back from a staff person that same day to verify by phone that the alternative has been requested by an authorized parent or guardian.

While Shady Lane staff do not wish to offend anyone who comes to pick up your child, they are trained in procedures to protect each child in the program and are required to confirm the identity of any unfamiliar person before releasing a child. Staff will always request photo identification of unfamiliar persons seeking to pick up children.

Staff will **NEVER** release your child to any person who is impaired or in any way may endanger your child.

Staff will only release a child to a person 16 years or older.

UNDER NO CIRCUMSTANCES WILL A CHILD BE RELEASED TO A SHADY LANE STAFF PERSON. SHADY LANE EMPLOYEES ARE STRICTLY PROHIBITED FROM TRANSPORTING CHILDREN ENROLLED AT SHADY LANE IN THEIR PERSONAL VEHICLES.

Schedule Changes

Any schedule change requests, either temporary or permanent, must be handled in the appropriate manner. For temporary changes, a [Request for Additional Child Care Services](#) Form must be completed in the front office *in advance* and approved by the School Director.

For permanent schedule changes, a [Request for Schedule Change](#) Form must be completed and approved by the School Director. Please allow two weeks' notice for permanent schedule changes, and be aware that a change will only be made effective on the first of the month.

Lunch

We strive to make lunch a calm time for conversation and socialization. We support and encourage your child to eat nutritious and healthy foods for a well-balanced diet.

- Children bring their own lunch, which should include a balanced selection of foods and a beverage. Make sure your child's name is clearly written on the outside of the lunch container.
- All lunch items must be labeled with the child's name and the date.
- If your child's lunch contains an item that needs to be refrigerated, such as meat or dairy products, we ask that you label the item and place it in your child's classroom refrigerator.
- Staff do not heat lunch items. If you would like to pack a hot item, you may heat it and place it in an insulated container.
- Please include a variety of foods that your child likes or has eaten in the past. Only include as much as your child regularly eats, not what you think they should eat. In order to help you decide how much food to pack, uneaten portions are returned in the original lunch containers.
- Parents or guardians must cut foods into small bite-size pieces.

Snack

The school provides a morning and afternoon snack. Snacks consist of a variety of fruits, vegetables, cheeses, crackers, cereal and beverages. A monthly menu of snacks is posted at the front desk in the lobby. Shady Lane strives to provide nutritious and interesting snacks for your child.

Classes will occasionally cook a special snack. In addition, for special occasions, classrooms may have healthy treats provided by parents.

Special Health Care Needs

Our program protects children with food allergies from contact with the problem food. For each child with special health care needs, food allergies, or special nutrition needs, we ask that parents inform us about the details of the child's needs, both in writing via the [Emergency Contact Form](#) and verbally to the child's Educators. We will make this information available in a confidential manner in the food preparation area and in the areas of the facility the child uses as a reminder to all those who interact with the child during the program day.

Clothing

Your child's attire should be comfortable and clothes should allow the child to use the toilet independently. Each child needs to have an extra (season appropriate) complete set of clothes at school at all times. Please label all clothing with your child's name to avoid loss or confusion. *Shoes should be safe for climbing and running.* Shady Lane highly discourages parents from sending children to School in sandals, flip-flops, "jelly shoes" and "cros" for safety reasons. *If your child is not wearing safe shoes, they will be restricted to certain non-climbing equipment while on the playground or in the gym.*

Rest Time

Children will have a regular daily rest or naptime. Each child will be provided with their own mat and sheet. The sheet will be laundered weekly. Please provide a small blanket; you may also bring a comfort item, if necessary. To help us comply with accreditation and licensing requirements, please take these items home to wash when soiled, or at least monthly.

Toys from Home

Each classroom has its own approach to toys and other belonging brought from home, depending on the developmental level of the children in the classroom and other factors. Please consult with your child’s Lead Educator regarding the practices followed in his/her room. In general, it is best to limit personal belongings to books and security items (e.g. blanket or stuffed animal); other personal items will be placed in your child’s cubby. Please keep in mind that small items such as coins, balloons, small toys, and hard candies can be choking hazards and should not be brought into the School for any reason.

Teacher-Child Ratios

NAEYC and the Commonwealth of Pennsylvania have established minimum child care staff-to-children ratios for each child care age group. Shady Lane meets or exceeds these ratios in all of our classrooms. The following shows NAEYC's and the Commonwealth's minimum staff-to-children ratios for each age group. Ratios double during rest times.

AGE OF CHILDREN	NAEYC	DPW
Two year olds	1:6	1:6
Three year olds	1:7	1:10
Four and five year olds	1:8	1:10

Educators supervise toddlers (two-year-olds) by sight and sound at all times.

Educators are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with other children who are awake.

Educators supervise preschool children (three years and older) primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently or who are napping).

Outdoor Play

Outdoor activity is very important for young children and is a regularly planned *daily* activity. In general, a child who is well enough to be at the School is well enough to play outdoors. This provides the fresh air and movement needed for your child's general well-being and healthy development. You can help your child enjoy outdoor activities by making sure that s/he is properly dressed for the weather. In winter, this includes boots, warm coat, sweater, snow pants, mittens and hat.

Children will play outdoors daily when weather and air quality conditions do not pose a significant health risk.

Weather that poses a significant health risk include wind chill at or below 15°F and heat index at or above 90°F, as identified by the National Weather Service. Air quality conditions that pose a significant health risk will be identified by reference to AirNow.gov. Under such air quality conditions, children will remain indoors where air conditioners ventilate indoor air to the outdoors. Children with respiratory health problems such as asthma will not play outdoors when air quality is approaching unhealthy levels.

Children will be protected from the sun by using shade, sun-protective clothing, and sunscreen that the parent has provided. We ask that parents provide UVB-ray and UVA-ray protection of SPF-15 or higher. In cold weather, children's clothing should be layered and dry. Staff will check children's extremities for maintenance of normal color and warmth at least every 15 minutes when children are outdoors in cold weather.

Parking

Please help keep children safe by following good parking practices.

- Please proceed one-way, counter-clockwise around the parking spaces in the lot, as indicated by the painted arrows.
- NEVER leave any child unattended in a parked car!
- Please park in marked spots only. Parking lots become a hazardous and stressful environment for small children when cars are not parked in appropriate spots.
- DO NOT park in the two handicap spots located nearest to the School entrance unless you have an appropriate handicap placard or license plate AND at least one of the vehicle's occupants requires use of the spot to more easily access the School entrance. Vehicles parked illegally in either handicap spot will be ticketed.
- DO NOT park in the fire lane along the edge of the playground on the Meade Street side of the building. Vehicles parked in this area will be towed.
- On-street parking is also available on the School side of Meade Street. If necessary, there is additional parking in our staff/tenant parking lot between Peppi's and Shady Lane. The lane leading to that lot is Cygnet Way, behind the Family Dollar Store.
- Please be patient when people are parking and pulling out. Safety first, especially when it comes to children.

Snow Alert

If Shady Lane School must close or delay opening due to severe weather or other extreme conditions, necessary information will be broadcast on the following outlets (watch or listen for “Shady Lane School”):

- KDKA Radio, 1020 AM
- KDKA-TV, Channel 2
- www.kdka.com
- WPXI-TV Channel 11
- www.wpxi.com

Suggested Procedures for Parents with Classroom Concerns

The staff and administration understand that parents sometimes have questions or concerns about the School program and policies. Consequently, the following set of procedures have been established to quickly and effectively address any such concerns parents or guardians may have. Following the process outlined below will best serve your interests and those of the School.

Parents should first communicate their questions or concerns about School policies or programs to the child’s teacher. If necessary, please call the office and leave a message for the teacher to return a call or to arrange a conference. The parent or teacher may request the presence of the School Director at any parent-teacher conference.

If, after a conversation with the teacher, a parent feels issues raised have not been resolved and/or questions remain, please contact the School Director.

If, after discussion with the School Director, there are further concerns, a meeting with the Administrative Director should be requested. The Administrative Director will review the issue(s) and make a final determination. That decision will be communicated directly to parents.

We discourage discussions of sensitive issues in the child's presence. Educators will discuss concerns or information, but request that these sensitive issues be addressed in a private conversation. This also applies to any sensitive conversations between educators and parents. If a discussion is needed, please arrange a time and place away from children to address the issue. The School Director’s office, Professional Development Room or the Family/Child Advocate’s office on the third floor are available alternatives. Caring for children is a team effort and problems will be handled in an atmosphere of mutual cooperation with the goal of finding mutually satisfactory solutions. Children need to see adults working as a team and in agreement. This fosters their comfort and security.

Confidentiality

A limited number of individuals have immediate access to children's files. These individuals may include the child's parents or legal guardian, program administrators, teaching staff who are directly responsible for the care of that child (unless otherwise indicated in the file), the Family/Child Advocate and regulatory

authorities, on request, depending on the nature of the information. The Department of Welfare assigns a licensing specialist to the program, who verifies compliance in regards to child files, and therefore will have access to child files annually. Otherwise, child files, and the information therein, are strictly confidential, and are stored in a secure location. Each piece of information is maintained based on a strict “need-to-know” basis. Each member of Shady Lane’s staff signs a Confidentiality Agreement at the onset of employment. In addition, all staff receive training in NAEYC’s Code of Ethical Conduct which, among other issues, addresses the appropriate handling of confidential information.

Challenging Play/Behaviors

Educators monitor play constantly to attend to the developmental needs of the group. Educators will foster the coping tools of cognitive, social and language skills that will assist children in monitoring their own behaviors.

When a child’s behavior/play becomes hurtful to self, others or property, educators will take a proactive stance by facilitating solutions to the undesirable behavior, including use of positive guidance, re-direction, and setting clear-cut limits that foster the child’s ability to become self-disciplined. These strategies include:

- Using the opportunity to listen to children’s words to increase understanding of children’s thoughts, feelings and issues;
- Problem solving with the children involved or using creative redirection techniques;
- Working to involve families in the process of helping children with developmental and growth needs;
- Offering opportunities for dialogue between staff and parents;
- Providing information, support and knowledge to parents; and
- When necessary, recommending community programs that may be available as additional resources, including family resource specialists and play therapists.

We restrict toys that represent violence and have been found to encourage violent play in the group environment. We ask parents to please leave toy weapons and any toys that have projectiles at home.

Responsibilities When Developmental “Red Flags” Arise

All children face challenges; however, 80% to 85% of all children are able to cope & adapt given the skills, environment and support they already have available. The other 15% to 20% of children need additional support to master these challenges. Shady Lane does not specialize in special education; however, its Lead Educators, School Director and Family/Child Advocate have extensive education and experience in typical development across the five domains (Physical/Sensory, Language, Adaptive, Cognitive, and Emotional/Social) and will document and report when “red flags” arise that suggest one or more areas of atypical development. The responsibilities outlined below apply (i) when Shady Lane identifies a possible special need; or (ii) as part of the assessment process for children with existing special needs.

<u>Shady Lane’s Responsibilities</u>	<u>Parents’ Responsibilities</u>
<ul style="list-style-type: none"> • Report: The Lead Educator, along with the School Director and/or the Family/Child Advocate, will <i>provide the child’s parent(s) with a written assessment detailing the team’s daily observations and perceived areas of atypical development.</i> 	<ul style="list-style-type: none"> • Participate & Listen: In these circumstances, the parent has a <i>special responsibility to review the information presented and consider the assessment as objectively as possible, also considering their knowledge of their child and family.</i>
<ul style="list-style-type: none"> • Assessment & Recommendations: After reviewing the written assessment with the parent, the Lead Educator will: <ul style="list-style-type: none"> o <i>Provide the parent with an “Ages & Stages” assessment tool* to complete based on their home observations;</i> o <i>Complete a similar “Ages & Stages” tool based on classroom observations.</i> This tool gathers data about the child in both environments to provide insight into his/her development. <p>At the same time, the School Director or Family/Child Advocate <i>may also make a recommendation that the parent seek an evaluation with an independent professional or agency regarding a specific area of development (e.g. speech, motor development, behavior, etc.).</i> Shady Lane will make every effort to help parents find appropriate agencies or professionals based on the specific concern, place of residence, available insurance, and other factors.</p> 	<ul style="list-style-type: none"> • Actively Participate in Evaluation Process: The child’s parent has unique ability and insight to observe their child and the sole authority to seek an evaluation or find support services. In these situations, parents have significant responsibilities, including: <ul style="list-style-type: none"> o <i>Promptly completing the home element of the “Ages & Stages” assessment tool, providing a copy to Shady Lane within one week;</i> o <i>Making immediate contact with any/all agencies/professionals referred by Shady Lane and notifying the School of appointment dates and cancellations; and</i> o <i>Sharing any/all evaluation reports with the School (within one week of receipt).</i> <p>The Family/Child Advocate is available to help make contacts, provide information, and help in any way.</p>

* The Ages & Stages Assessment Tool is mandated by the state Keystone STARS program.

<ul style="list-style-type: none">• Follow-up: Upon completion of the child's evaluation, the <i>Lead Educator and the School Director and/or Family/Child Advocate will meet with the parents and representatives of any agencies involved in providing on-site support</i> to the child and family, in order to:<ul style="list-style-type: none">o <i>Coordinate the classroom team's work</i> with that of any in-school support services; ando <i>Initiate open communication</i> regarding the child's progress among all involved.	<ul style="list-style-type: none">• Communicate and Follow Through: When independent professionals have identified an area where the child's successful development is dependent on additional support, <i>the parent is responsible for making necessary arrangements to begin as soon as possible.</i><ul style="list-style-type: none">o Once services are in place, <i>parents are responsible for enabling communication</i> among all involved by authorizing shared information.
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Support Services

In 2008, Shady Lane established a new position of Family/Child Advocate. This person's role is to provide support, referrals and education to parents, educators and administrators to best serve family's needs when children require support services. (Please see the section on "Responsibilities When Developmental 'Red Flags' Arise", above, for more details.) While Shady Lane School does not provide speech or occupational therapy directly, Shady Lane does partner with the Pittsburgh Public School district to provide services within a child's classroom. Students at Shady Lane may be eligible for these services. Parents can get information from the Family/Child Advocate or School Director.

Dual Household Families

It is the School's policy to provide the custodial parent(s) with information about the student. Given special situations, the School will respond to each family on an individual basis. The School cannot legally deny a parent or guardian access to a child unless there is an active restraining order on file or a specific schedule of court-mandated visitation.

Possession and Use of Tobacco, Illegal Drugs and Alcohol

Tobacco use is prohibited at all times inside the building. Smoking will be permitted only outside the building, at least 25 feet away from any entrance.

Consumption of alcohol is prohibited on the premises during regular school hours and other times when children are present in the School (e.g. during family-friendly events). Consumption of alcohol will only be permitted during social events sponsored by Shady Lane that are (i) attended only by adults above the age of 21; and (ii) with prior permission of the Administrative Director or School Director.

Possession or use of illegal drugs is prohibited on the premises of the facility at all times.

Discretion in Adult Dress and Use of Language

We ask all adults on site at Shady Lane, whether parent, guardian, staff person, other early childhood professional, vendor, or other visitor, to use their discretion in their dress and use of potentially objectionable language. Please remember that the Shady Lane community includes families and staff from a wide array of backgrounds, and dress or language that is acceptable or even comfortable for some is not acceptable to others. We try to respect the sensibilities of all who make up our community, and ask that others use their best judgment in showing the same respect for others.

Pets

Visiting pets must be in good health and show no evidence of carrying any disease, be fully immunized, and be maintained on a flea, tick, and worm control program. Visiting pets must have a current (time-specified) certificate from a veterinarian stating that the specific pet meets these conditions.

All contact between animals and children will be supervised by a caregiver who is close enough to remove the child immediately if the animal shows signs of distress or the child shows signs of treating the animal inappropriately. The educators will instruct children on safe procedures to follow when in close proximity to these animals.

Babysitting or other employment of Shady Lane staff

Please be aware that employment of Shady Lane staff as babysitters by Shady Lane families poses a variety of professional issues and liability risks to Shady Lane. For this reason, Shady Lane's Personnel Policy Manual prohibits employees "from accepting any employment from any client of Shady Lane, including babysitting, unless the relationship between the employee and the client was established outside of Shady Lane (e.g. employee and client are neighbors, relatives, etc.)." We ask that you help us to enforce this policy by only hiring Shady Lane employees for babysitting or other similar jobs if you have a pre-existing, outside relationship with the relevant employee.

Non-Discrimination Statement

Admissions, the provision of services, and referrals of clients shall be made without regard to race, color, religious creed, disability, ancestry, national origin (including limited English proficiency), age, or sex.

Program services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available. These methods include, but are not limited to, equipment redesign, the provision of aides, and the use of alternative service delivery locations. Structural modifications shall be considered only as a last resort among available methods.

Any student (and/or their parent or guardian) who believes they have been discriminated against may file a complaint of discrimination with any of the following:

<p>Shady Lane 100 North Braddock Avenue Pittsburgh, PA 15208</p>	<p>Department of Public Welfare Bureau of Equal Opportunity Room 223, Health & Welfare Building PO Box 2675 Harrisburg, PA 17105</p>
<p>PA Human Relations Commission Eleventh Floor Pittsburgh State Office Building 300 Liberty Avenue Pittsburgh, PA 15222</p>	<p>US Department of Health & Human Services Office for Civil Rights Suite 372, Public Ledger Building 150 South Independence Mall West Philadelphia, PA 19106-9111</p>
<p>Pennsylvania Department of Public Welfare Western Regional Office Room 702, Pittsburgh State Office Building 300 Liberty Avenue Pittsburgh, PA 15222</p>	

Child Abuse

All Shady Lane employees are mandated child abuse reporters. Employees are required by law to report known or suspected child abuse or neglect to the appropriate local child protective services agency.

IV. MEDICAL ISSUES

In 2008, Shady Lane established a position of Family/Child Advocate (F/CA). Katie O'Neill currently serves in the role of Family/Child Advocate at Shady Lane. In this position, Katie brings her extensive professional experience as a health professional and educator in supplementing the work of Shady Lane's administrators and educators. In addition to the supporting function described above (see sections on "Responsibilities When Developmental 'Red Flags' Arise" and "Support Services", above). Katie provides guidance, advice and professional practice in areas relating to health and safety. When Katie is on site, she is our primary contact when illness or injuries arise; but because the F/CA role is a part-time position, in Katie's absence these issues are referred to the front office.

Health Procedures

Parents are required to provide a [Child Health Report](#), dated no more than 1 year prior to the child's first day of attendance, for each child enrolled within 30 days of enrollment. This Report must include a complete immunization history. *Parents must have each child's Child Health Report updated annually.* If your child's Child Health Report is not current, you may be asked to remove your child from the program until a current Child Health Report is obtained and you provide the program with the appropriate documentation. *According to state regulations, a child may not remain in care without a current Child Health Report.*

"Exemption from immunization for religious belief or strong personal objection equated to a religious belief shall be documented by a written, signed and dated statement from the child's parent or guardian. Exemption from immunization for reasons of medical need shall be documented by a written, signed and dated statement from the child's health care provider." Pennsylvania Child Care Regulations, 55 Pa. Code § 3270.131a. A child will be excluded from the School immediately upon an outbreak of any vaccine-preventable disease to which the child is susceptible due to his/her under-immunization for that disease due to religious or personal objection or medical need. See NAEYC Accreditation Criteria 5.A.01.

Illness

Parents and staff need to work together to help all of the children in our care stay as healthy as possible. It is important that you consider your child's well-being, the health of other children, and the health of staff when you decide whether or not to keep your child at home due to illness. While it is often difficult to find last-minute arrangements for a substitute caregiver or to cancel work plans or appointments, it is more disruptive for everyone if an ill child is brought to school, risking the spread of contagious illnesses, requiring additional attention and care, and ultimately leading to a call for you to pick up your child early.

If you choose to bring your child to Shady Lane with a known skin rash, please bring your child to the front office before going to his/her classroom so the rash can be evaluated and you can share any potentially relevant information (e.g. new foods eaten recently, contact with plants, presence of similar rash on other family members, etc.) before entering the program.

Inclusion/Exclusion/Dismissal of Children for Health Reasons

The parent, legal guardian, or other person the parent authorizes will be notified immediately when a child has any sign or symptom that requires exclusion from the facility. A child will be observed and kept comfortable in the front office or the Family/Child Advocate's office while waiting to be picked up. (The child's location will be provided to the parent or emergency contact person when called.) Shady Lane may ask the parents to consult with the child's health care provider. We ask that parents inform us of the advice received from the health care provider, especially if a contagious illness is diagnosed. The advice of the child's health care provider will be followed by the Shady Lane Staff.

Shady Lane will only take children's temperatures under the arm (a/k/a axillary).

If it is determined that a child should be temporarily excluded from the program due to an illness that arises during the school day, a written Illness Report will be completed, indicating symptoms, time of onset, and other details. The Illness Report will be signed by the School Director or his/her designee, the senior Educator in the child's classroom (if appropriate), and the parent, guardian or other responsible adult who picks up the child.

Shady Lane will temporarily exclude a child or send the child home if one or more of the following conditions exist:

a) The illness prevents the child from participating comfortably in activities as determined by the child's educator and/or the School Director.

b) The illness results in a greater need for care than our staff can provide without compromising the health and safety of the other children; or

c) The child has one or more of the following conditions:

1) A fever of 100°f or higher (axillary reading). ***The child must be fever free, without medication for fever reduction, for 24 hours before returning to school.***

2) Symptoms and signs of possible severe illness, until a medical professional evaluates and finds the child able to be included at the facility. Symptoms and signs of possible severe illness include:

- lethargy that is more than expected tiredness;
- uncontrolled coughing;
- inexplicable irritability or persistent crying;
- difficult breathing;
- wheezing; or
- other unusual behavior for the child.

3) Diarrhea, defined as watery stools, decreased form of stool that is not associated with changes of diet, and increased frequency of passing stool that is not contained by the child's ability to use the toilet. ***The child must be free of symptoms of diarrhea for 24 hours before returning to school.***

- 4) Blood in stools not explainable by dietary change, medication, or hard stools.
- 5) Vomiting (two or more episodes of vomiting in the previous 24 hours), until vomiting resolves or until a health care provider determines that the cause of the vomiting is not contagious and the child is not in danger of dehydration. ***The child must be free of symptoms of vomiting for 24 hours before returning to school.***
- 6) Persistent abdominal pain that continues for more than 2 hours, or intermittent abdominal pain associated with fever or other symptoms.
- 7) Mouth sores with drooling, unless a health care provider or health department official determines that the child is noninfectious.
- 8) Rash with fever or behavior change, until a physician determines that these symptoms do not indicate a communicable disease.
- 9) Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge), until after treatment has been initiated.
- 10) Pediculosis (head lice) until after the first treatment.

Other contagious conditions diagnosed by a physician, such as Scabies, Tuberculosis, Impetigo, Strep Throat, Chickenpox, Pertussis, Mumps, Hepatitis A (viral), Measles, Rubella, and Shingles, among others, will be cause to exclude him/her from the program until a health care provider determines that the child is no longer contagious.

We advise parents not to rush a child's return to school following an illness. Please keep in mind that if we send your child home because of fever, vomiting or diarrhea, the child will not be admitted the next day because the 24-hour period will not have elapsed. In addition, if the child's physician prescribes a course of antibiotics for any reason, the child may not return to the School until a full 24 hours have passed since the first dose of antibiotic was administered.

Shady Lane reserves the right to require a doctor's statement before the child can return.

Source: *Caring For Our Children*, a collaborative project of the American Academy of Pediatrics, The American Public Health Association and the National Resource Center for Health and Safety in Child Care (2002). For an online version of this publication refer to: <http://nrc.uchsc.edu/CFOC/HTMLVersion/Title.html>.

Administering Medications

If it is necessary for us to administer medications to your child, including prescription and non-prescription medications, you must complete a [Dispensing Medication Form](#). This form MUST include dosage, time of administration, prescription information (if applicable) and other information needed to safely and effectively administer the medication. (For topical creams or ointments, please complete a [Permission to Use Topical Ointments Form](#).)

Any prescribed medication brought into the facility by a parent, legal guardian, or other responsible adult must be dated, and must be kept in the original container. The container must be labeled by a pharmacist with:

- The child's first and last names;
- The date the prescription was filled;
- The name of the health care provider who wrote the prescription;
- The medication's expiration date;
- The name and strength of the medication; and
- The manufacturer's instructions or prescription label with specific, legible instructions for administration, storage, and disposal;

Over-the-counter medications must be kept in the original container as sold by the manufacturer, labeled by the parent with the child's name and specific instructions given by the child's health professional for administration. All medications, whether prescription or non-prescription, must be stored in bottles with child-resistant caps. Medication will not be used beyond the date of expiration.

Rescue Medications, Medical Devices, Special Foods & Other Aids

If your child has a condition that requires “rescue” medications (e.g. an asthma inhaler, epi-pen, etc.), a medical device (e.g. an orthopedic brace), special diet/foods (e.g. gluten-free) or other medical aid (e.g. prescription glasses), parents must ensure that the needed medication, device and/or aid is available at Shady Lane at all times when the child is in attendance. Please see the Family/Child Advocate if you need information or assistance gaining access or finding programs that help with medical supports.

Peanut-Free Classrooms

As is true in many programs, Shady Lane has seen an increase in the incidence of extreme peanut allergies in recent years. As a result, Shady Lane never provides snacks containing peanuts, peanut butter or peanut oils. In addition, we may ask parents to refrain from providing peanut butter, peanuts or other nuts or other peanut-derived products in their child’s lunch if there is a child in the same classroom with a peanut allergy.

Accidents/Emergencies

We make every effort to avoid mishaps. In the event of an injury or medical emergency, the staff will follow the following procedures.

MINOR INJURIES

- Tend to the injury (clean, apply ice, etc.);
- Complete an Incident Report (with a copy to parent or guardian, including the signature of the parent, guardian or other responsible adult that picks up the child to acknowledge receipt); and
- Make sure appropriate staff are aware of the incident so parents can be given a verbal description at pick-up.

MAJOR INJURIES

In the event a child is injured badly enough to require medical attention the following steps will be taken:

- The Educator will move the child to the office ONLY IF IT IS SAFE TO DO SO. (In the event of a head/neck/back injury it is *not safe* to move the child).
- The Lead Educator or senior Educator at the scene will remain with the injured child, and will document relevant information on an Incident Report Form.
- The Assistant Educator or other Educator or Shady Lane Staff person will remain to supervise other children, removing them from the scene of the accident if necessary.
- The Family/Child Advocate, School Director, Administrative Director or his/her designee will notify the child's parent or guardian by phone and (where available) email, and will give them the name and contact information of the person at Shady Lane who will be coordinating care and communication.
- The Family/Child Advocate, School Director, Administrative Director or his/her designee will determine whether emergency services should be contacted, and decide, in consultation with the parent or guardian and emergency services, whether to remove the child to a medical facility or wait for arrival of the parent or guardian.
- In the event a child is transported by an emergency vehicle, an Educator of that child's group, or the Family/Child Advocate, School Director, Administrative Director or his/her designee, shall accompany the child. The child's blue [Emergency Contact Form](#) will be removed from the classroom notebook, and a copy of the child's insurance card will be pulled from the child's file. Both will be taken by the staff person accompanying the child and kept with the child at all times.
- The staff person accompanying the child will remain with the child at all times until the parent, guardian or other responsible adult arrives to assume responsibility for the child.
- If a child incurs an injury at Shady Lane that results in an emergency room visit, Shady Lane is required under state regulations to report the incident to the Pennsylvania Department of Public Welfare. Please be aware that, under these circumstances, you may receive a follow-up call or other contact from DPW regarding the incident.

Parents must keep every [Emergency Contact Form](#) up-to-date. Please submit updates promptly in writing to the office staff. Regulations require that every Emergency Contact Form be updated at least every six months, even if there are no changes.

V. FINANCES

Financial Agreement

A Financial Agreement signed by the parent(s)/guardian(s) and Administrative Director *must* be on file for each student. This agreement details the student's class, hours of attendance, and tuition, including any details of subsidies or scholarships received. *When withdrawing from Shady Lane, thirty (30) days' written notice is required. Tuition will be charged through the 30th day after written notice is given or the last day attending, whichever is later.*

Students with outside funding are governed not only by the payment policies of the funding institution, but also by the policies set forth in their Financial Agreement. DPW Regulations require that the Financial Agreement be updated whenever there is a change or every six months, whichever is earlier.

Payment of regular tuition for private-pay families is due the first of the month (e.g. September 1 for enrollment in September). Families receiving subsidy are assigned a weekly co-pay which is due each Monday. Shady Lane accepts checks, money orders and cash. Please write your child's full name in the memo line of your check or money order and place these forms of payment in the black drop box located just inside the doorway to the front office. Cash payments should NOT be dropped in this box, but must be handed to a front office staff person, who will give you a receipt and ensure safe delivery of the cash to our accounting office.

Daily Schedules

Shady Lane School offers three options for parents to choose from when enrolling their child: Half Day (8:45 a.m. to 12:30 p.m.); Full Day (8:45 a.m. to 3:00 p.m.); and Extended Day (7:30 a.m. to 6:00 p.m.). All schedules allow students to participate in lunch, with parents providing a box lunch each day.

All children enrolled at Shady Lane are welcome to arrive as early as 7:30 a.m. to participate in early morning activities. Between 8:30 and 8:45 a.m. each day, each class comes together in their classrooms to start the school day.

Fees and Deposits

- **Wait List Fee:** A non-refundable \$25 Wait List Fee is required for each child seeking enrollment at Shady Lane School, in order to be placed on the Wait List.
- **Re-Enrollment Form:** Parents who wish to have their child return to Shady Lane must complete and return a Re-Enrollment Form each spring, along with the annual Tuition Deposit (see below), in order to secure their child's spot.
- **Annual Tuition Deposit:** New and returning students are required to pay a \$250 Tuition Deposit to secure their enrollment with a new classroom in September, with the exception of students who receive outside subsidy to support their tuition. The Tuition Deposit is applied toward September tuition.
- **Annual Registration Fee:** New students must pay a Registration Fee of \$100. The Registration Fee for returning students is \$50. Registration Fees are non-refundable and due in September.

- **Contractual Change Fee:** If you request a change in your child's schedule, tuition charges will be adjusted, and you will need to sign a new [Financial Agreement](#). A \$20 Contractual Change Fee will be added to your child's account.
- **[Additional Child Care Services](#):** Additional Child Care Services are available by prior arrangement only, with the approval of the School Director. The following flat rates apply for Additional Child Care Services:
 - Half Day child staying for Full Day schedule (as late as 3:00): \$18.00
 - Half Day child staying for Extended Day schedule (as late as 6:00): \$36.00
 - Full Day child staying for Extended Day schedule (as late as 6:00): \$18.00
- **[Late Pick-Up Fee](#):** Your child's schedule will be noted on his/her Financial Agreement. If a child is picked up later than the ending time of his/her scheduled day without making prior arrangement using the Additional Child Care Services Form, \$1.00 will be charged to your account for each minute after scheduled pick-up time.
- **NSF Fee:** A \$40.00 charge will be assessed for each check or auto-debit returned unpaid due to non-sufficient funds.
- **Fee Waivers:** The Annual Tuition Deposit and Annual Registration Fee are waived for students receiving subsidy or scholarship support.
- **[Automatic Tuition Payment Program](#):** Families paying monthly can arrange to have their monthly tuition payment deducted directly from their checking account through our Automatic Tuition Payment Plan (auto-debit). Monthly auto-debits are processed on the 3rd day of each month. Request forms to sign up for our Automatic Tuition Payment Plan in the front office. Auto-debit is not available in July, August or September; during these months, tuition payment must be made by check, money order or cash only.

Shady Lane Parent Handbook

Appendix A

Summary of Forms

Each of the regularly used forms that Shady Lane parents may be asked to complete is listed here. These descriptions include: Name of form; places the form is referenced in the Parent Handbook; why we need the information on the form; requirements for frequency of completion and updates; and where you can get and return the form.

Emergency Contact Form—(see pp [12](#), [13](#), & [26](#)) Please fill this form out **completely** and make sure it is signed and dated on the back. All persons who will be dropping off or picking up on a regular basis **MUST** be listed on your child's Emergency Contact Form. This form is required by the state to be updated every six months or any time the information changes and is distributed to all Emergency Books at the School. If you wish to make changes to your current form, please see someone at the front desk or office. Additional blank forms are available at the front desk and from the office. ***Your child may not attend Shady Lane until this completed form is on file.***

Child Health Report— (see p. [22](#)) State regulations require that every child enrolled in the program have a current Child Health Report, including a full immunization history, dated no more than 1 year prior to the child's first day of attendance. The initial form must be given to Shady Lane no later than 60 days after enrollment. Parents are responsible for submitting a complete Child Health Report each year that includes a full immunization history and is signed and dated by the child's physician. We will remind parents close to the time that an updated Child Health Report is due. Blank Child Health Report forms are available at the front desk, from the office, and on our website.

Developmental History—(see p. [6](#)) This form is an important way for your child's educators to better serve your child and family. These forms are distributed to each new family at enrollment and at the beginning of every new school year to returning families. Once we receive them, they are distributed to your child's teacher.

Financial Agreement--(see pp. [27](#) & [28](#)) State licensing requires that a Financial Agreement signed by the parent(s)/guardian(s) and Administrative Director *must* be on file for each student. The Financial Agreement must be updated every 6 months or any time that tuition changes. This agreement details the student's class, hours of attendance, and tuition, including any details of subsidies or scholarships received.

Re-Enrollment Form—(p. [27](#)) Parents who wish to have their child return to Shady Lane must complete and return a Re-Enrollment Form each spring, along with the annual Tuition Deposit (see below), in order to secure their child's spot. The information on this form enables us to determine which classrooms have spaces available for new families in the coming School year. These forms are distributed to families in February.

Dispensing Medication Form—(see p. [24](#)) This form provides important information including dosage, time of administration, prescription information (if applicable) and other information needed to safely and effectively administer the medication, and provides the parents' legal permission to administer medication. State regulations prohibit us from dispensing any medication without a completed, signed and dated Dispensing Medication Form.

Shady Lane Parent Handbook
Appendix A
Summary of Forms

Permission to Use Topical Ointments Form—(see p. [24](#)) This form provides a parent’s legal permission for application of routine topical ointments, like diaper cream or sunscreen. State regulations prohibit us from applying any topical ointments without a completed, signed and dated Permission to Use Topical Ointments Form.

Request for Additional Child Care— (see pp. [12](#), [28](#) and [Appendix A](#)) This form gives us all the information we need to efficiently consider a request by families with Half Day and Full Day schedules to extend their child’s day on a one-time basis only (i.e. not a permanent schedule change). Note that such a request must be submitted in advance and is always subject to approval by the School Director based on space and staffing needs. These forms are available on request from the front office.

Schedule Change Request—(see p. [12](#)) This form must be completed if you wish to permanently change your child’s schedule (e.g. from Full Day to Extended Day). It is available from the front office and subject to approval by the School Director. We must have at least two week’s notice of schedule changes. Changes will take effect at the beginning of the month following the request.

Late Pick-Up Form—(see p. [28](#)) Generated when a child is picked up later than the ending time of his/her scheduled day without prior arrangement using the [Request for Additional Child Care Services](#) form. A copy of this form will be put in your box and a copy sent to Accounting.

Automatic Tuition Payment Plan Form—(see p. [28](#)) This form is used by parents who wish to have their regular monthly tuition deducted directly from their checking account on the 3rd of each month. This option is only available between October and June; it is not applicable in July, August & September. The form is available in the front office or from the Accounting Coordinator, whose office is on the second floor.

Monthly Statements—Each month (around the 15th) we generate a statement of each child’s account for parents to reference. This statement typically includes tuition and other charges incurred (e.g. Additional Child Care fees, Registration Fee, etc.) and payments and credits made on the account over the past six weeks, plus tuition charges for the coming month. They are distributed in a sealed envelope through each child’s cubbie, unless other arrangements are made.

