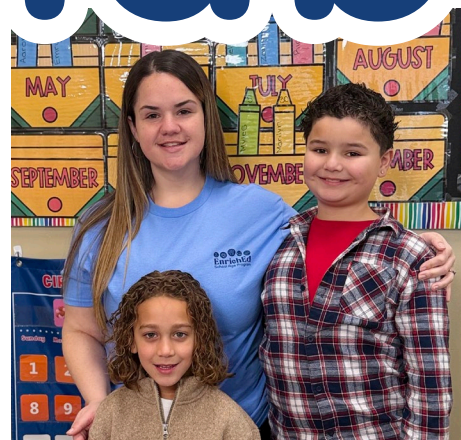




Family Handbook



Connect with us:

(401) 475-7707

(401) 723-2277

www.nurturedelc.com

www.enrichedri.com



Updated 6/10/26

located at www.nurturedelc.com/handbook
and www.enrichedri.com/handbook



Table of Contents

About Us

NurturEd	4
EnrichEd	4
EdCentral and program management	4
Our teachers	5
Professional development	5
Hours of operation	5
Our program philosophy	6
Equal Opportunity and Non-Discrimination	6

Your child's first day

The enrollment process	7
------------------------	---

Educational Programs

Infant	8
Toddler	8
Preschool and Pre-K	9
School Age	10
Transitioning to a new classroom	11
Assessing children's progress	11
Parent teacher conferences	11

Daily Routines

Arrival and departure	12
Healthy meals	12
Outside food and drinks celebrations	12
Infant feeding	13
Clothing	14
Toys, personal belongings, cell phones	14
Diapering	14
Toileting plan	14
Rest time / nap time	15
Outdoor Play Philosophy	16
Outdoor Weather	16
Infant Daily Schedule	17
Toddler Daily Schedule	18
Preschool / Pre-K Daily Schedule	19
School Age Schedule - Before & After School	20
School Age Schedule - School Vacation & Summer Vacation	21

Program Enhancements

National accreditation	22
Enrichment Programs at EnrichEd	23
Enriching curriculum at NurturEd	23
Conscious Discipline	24
EnhancEd	24

Health & Safety

Cleaning, sanitizing, and disinfecting	25
Handwashing and gloves	25
Illness	26
Medication	27

Immunization/health exam records	28
Allergies	28
Sunscreen	28
Supervision	29
Staff to child ratios	29
Release of children	29
Child abuse - prevention & identification	30
Video surveillance technology	30
Children's records	30
Medical emergencies	31
Drug-free workplace	31
Biting	31
Discipline	31
Pets	31

Tuition & Operational Policies

Tuition payment	32
Non-payment of tuition	32
Late pick ups	32
Late fees	32
Returned checks	32
Schedule changes	32
Vacation credits - absences, sick days, & vacations	32
Extended absences	32
Emergency closing procedures	32
Holiday closures and early dismissals	33
Transportation	33
Field trips	33
Termination/suspension of child/family	33
Leaving the program	33

Families' Rights

Children's rights	34
Child and Adult Care Food Program	34
Conflict resolution	34
Confidentiality	34

Family & Community

Open Door Policy: Parent Involvement & Parent Visitation	35
Communication	35
Refer a friend	35
Volunteers	36
Research activities	36
Parent evaluations	36
Community partnerships	37
Connect with us	37

Welcome!

We strive every day to address the needs of the children and families in our care. Our main goal is to ensure excellent programs, dedicated educators, and classrooms that demonstrate high quality. We invite you to learn more about our programs and to become part of our family.

New beginnings are exciting for children, their parents, and teachers. At NurturEd and EnrichEd, we are committed to helping you and your child make an easy, comfortable transition into our program by clearly communicating our policies, procedures, and philosophies. We hope these guidelines help with your initial orientation to the center and serve as a handy reference throughout your child's enrollment.



Our History

Our organization was founded by Dr. Mary Ann Shallcross Smith, known to most as "Dr. Day Care." She started her early childhood career in 1972 as a home-based day care in Lincoln when her son was born. Over her career, she has owned over 30 child care facilities and received her Doctorate degree (Ed.D.) in Education, Leadership, and Human Development Studies. After a successful start as a home day care owner, Dr. Mary Ann expanded her child care business. In 1987 she co-founded Kids Klub, a 501(c)3 non-profit child care organization. She continued to expand, and went on to co-found Child Care Connection. In 2005 Dr. Mary Ann decided to start a new child care company, based off of her nickname - Dr. Day Care's Child Development Center. In 2006, Child Care Consultants & Facilities Management was founded to provide guidance and management to our programs. Therapeutic Child Care Services began in 2007, a Kids Connect program that provides the foundation for children to learn, socialize, and play alongside their typically developing peers. Therapeutic Child Care Services are available to child care centers across the state, including NurturEd and EnrichEd programs.

As we've grown, so has our mission. This growth has led us to bring programs together under one unified vision: **EdCentral**. In 2026, we announced new company names. **EnhancEd**, **EnrichEd**, and **NurturEd** are our full family of services. **NurturEd** will continue to serve as our nationally accredited early learning centers, offering full-day programs for infants through school-aged children. **EnrichEd** will continue its legacy as our nationally accredited non-profit before and after school program, supporting students as they learn, grow, and explore. **EnhancEd** provides specialized support and inclusive services to help every child succeed and reach their full potential.

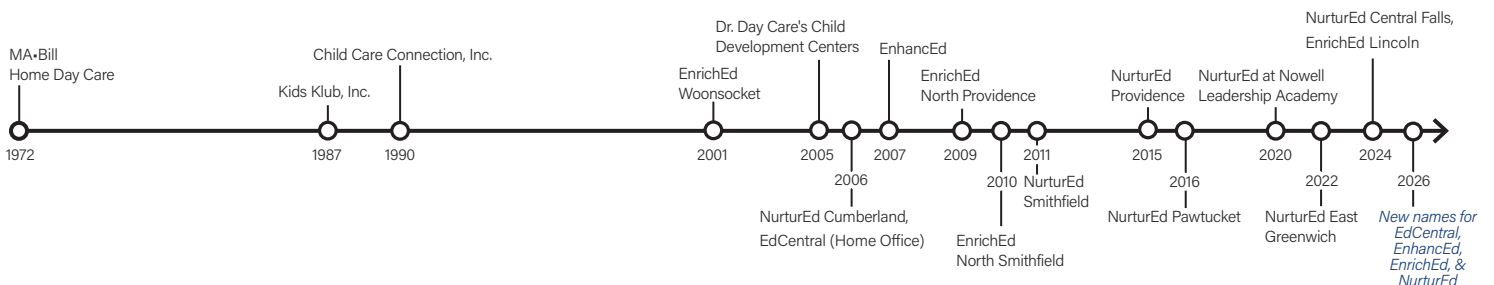
Our organization is at heart a family business. Families in our communities know that they can count on us for quality programs. Dr. Mary Ann's family is continuing her legacy. Her daughter, Amy Vogel, has taken on the leadership role of our organization as the CEO, her sons Keith Shallcross and Chris Smith are in the centers every day ensuring the facilities are clean and well maintained. Family is important to us and we know it is important to you. We are excited to have you join our family.

About this Handbook

As you read through this handbook, we hope that many of your questions are answered. We hope you are as excited as we are about your child starting in our program. We have an exciting curriculum and new experiences for your child and your family to look forward to. The learning that occurs while children are in our care will be exceptional. We look forward to several years of learning with you and your family!

For further details or clarification on any of the information presented in this handbook, please contact your Administrator for details or to view the most up-to-date information. Every attempt is made to update this handbook in a timely matter, but in the case of discrepancies between information in this book and a policy document, the terms of the actual policy document will govern in all cases.

Please take time to review the policies contained in this handbook. We hope that you find this information useful. If at any time you find that you have questions, feel free to contact your Administrator or our Home Office. Please reach out to us any time with questions or feedback.



About Us

NurturEd

Our early learning centers care for children ages 6 weeks through 12 years old in our Infant, Toddler, Preschool/Pre-K, and School Age programs. NurturEd sites are licensed by the Department of Human Services (DHS) and are nationally accredited by the National Early Childhood Program Accreditation (NECPA).

Our mascot is Edgar the elephant. Edgar's name is derived from our educational guarantee! Elephants are often associated with wisdom, intelligence, loyalty, and strength. These are traits that we value at NurturEd. Elephants are a symbol of teamwork, and at NurturEd we work together as a team to provide the best care and education for your child. Keep an eye out for Edgar – he is even featured in his own book about graduation, called [Edgar Graduates!](#)



EnrichEd

EnrichEd is a non profit 501(c)3 with sites that are licensed by the Department of Human Services (DHS) and are nationally accredited by Council On Accreditation (COA).

Founded in 1987, EnrichEd provides quality care and education for children in kindergarten through 12 years old. EnrichEd operates before and after school programs and full time programs during school vacations, summer break, and when school is not in session.

EnrichEd provides an engaging learning environment. Even when school is not in session, children need to be actively engaged in a stimulating learning environment. We offer a safe, structured environment that balances learning and fun. Our Before and After School Programs offer enrichment opportunities, field trips, engaging learning centers, and opportunities to extend learning beyond the school day. From completing homework to fun physical activities, this program builds independent learners while promoting youth voice.

During school vacations or summer months, EnrichEd programs offer a wide variety of STEAM curriculum, hands-on learning experiences, field trips, site visitors, and service learning. Summer learning is a great way for children to not only make lifelong friends but to also mitigate summer learning loss!

Program Management

NurturEd and EnrichEd centers are managed by an early education / site director, referred to as an Administrator, as well as an Assistant Administrator.

EnrichEd's Executive Director oversees program management and all aspects of the EnrichEd program.

EnrichEd's supervising staff oversee the curriculum, enrichment activities, educational field trips, events, and site operations.

Our special needs program, EnhanceEd, provides support to our classrooms through professional development and hands-on assistance from the Special Needs Program Director, licensed Clinicians, and behavior specialists. EnhanceEd classrooms also have an additional staff member in the classroom, a Therapeutic Intervention Specialist (TIS).

All early learning centers have a Nurse Consultant to provide assessment and monitoring of the health status of children within centers as well as monitor children's records and update health exams, immunizations, and lead screenings.

Each program also has a Mentor to offer guidance and support. Outside support staff are scheduled for health screenings and consultations throughout the year.

NurturEd and EnrichEd are supported by our Home Office team – EdCentral. This team provides support to each of our centers in education and curriculum, daily operations, finance, marketing, human resources, and more. Contact our Home Office any time, we are always available to answer parent questions or concerns. This team approach for each center ensures quality care and education for the children and families in their facilities.



About Us (continued)

Our teachers

We have carefully selected our team, not only because of their knowledge and experience in the field of education, but also because their personal educational philosophy and teaching style is compatible with our approach. Each staff member meets or exceeds the qualifications set by state laws and completes a full orientation program when they begin their career with us. Ongoing training is required each year and is documented in each employee's file. Each staff member undergoes a background and criminal check that they need to pass per state regulations.

At NurturEd, each classroom has Teacher Assistants and a Lead Teacher who is responsible for lesson planning, curriculum, assessments, parent-teacher conferences, and creating a safe, healthy, structured and nurturing environment. Classroom curriculum is overseen by the Education Coordinator who supports teachers in developing, implementing, and coordinating developmentally appropriate lesson plans.

At EnrichEd, our sites are managed by a school age director, referred to as an Administrator, as well as an Assistant Administrator, who are responsible for lesson planning, curriculum, and creating a safe, healthy, structured and nurturing environment. Teacher Assistants in each classroom help to supervise and interact with children to facilitate their play and learning.

Children thrive when their teachers are deeply interested and committed to them. Our teachers enjoy working with children and parents to create a warm and consistent environment. The teachers act as facilitators of learning, and respect the idea that each child participates in the process of learning in their own unique way.

Professional development

We recognize that learning is a life-long process for adults, as well as children. Our teachers are offered frequent opportunities throughout their employment to further their education and improve their teaching skills. We offer in-service training at each center, company wide workshops, seminars, and tuition reimbursement for continuing education.

Ongoing professional development requirements include first aid and CPR. These trainings help us meet state licensing requirements and help our teachers to better assist you and your child.

Hours of operation

Hours can vary at each location, please ask the Administrator about specific hours for your center.

	NurturEd	EnrichEd (varies by district)
Monday	7:00AM - 5:30PM	6:30AM or 7:00AM - SCHOOL BEGINS AFTER SCHOOL - 6:00PM
Tuesday	7:00AM - 5:30PM	6:30AM or 7:00AM - SCHOOL BEGINS AFTER SCHOOL - 6:00PM
Wednesday	7:00AM - 5:30PM	6:30AM or 7:00AM - SCHOOL BEGINS AFTER SCHOOL - 6:00PM
Thursday	7:00AM - 5:30PM	6:30AM or 7:00AM - SCHOOL BEGINS AFTER SCHOOL - 6:00PM
Friday	7:00AM - 5:30PM	6:30AM or 7:00AM - SCHOOL BEGINS AFTER SCHOOL - 6:00PM



So kind, patient, and loving

"The director and teachers are truly amazing -- so kind, patient, and loving with my son. He feels safe, happy, and excited to come every day, and that means the world to me. I'm grateful for how much he has grown here. Truly one of the best places to trust with your child."

-Kumba J.

About Us (continued)

Our program philosophy

We believe that children learn best through play. As children move through their day, there are many teachable moments in which children develop socially, emotionally, physically, and cognitively as they explore their environment. We encourage child-directed, as well as teacher-facilitated, play with many purposes in mind. These approaches allow children to actively participate in their learning experiences, having hands-on opportunities to explore. The classroom daily schedule allows for substantial portions of the day to be allocated to free play/choice times in learning centers so that children have a substantial portion of the day for play. The schedule also outlines two distinct outdoor times for each age group to enjoy outdoor play.

In addition, we recognize the value of including young children with special needs in programs with their typically developing peers. All children can benefit from participating in an inclusion program because its design inherently includes the following aspects: access to all learning opportunities, activities, and experiences, participation in meaningfully daily routines, and supports that are in place to engage families and teachers in promoting inclusion.

We recognize that typically developing children benefit from having an opportunity to develop relationships with children who experience disabling conditions. We believe in the importance of children learning to live in society and accepting individual differences at an early age. Typically developing young children will have a positive experience when interacting with a child with disabilities.

In addition to typically developing children and their families, our organization is dedicated to providing children with disabilities, as well as their families, the opportunity for a high-quality educational inclusion child care and school age program. Children and their families are welcomed by the Administrator, teachers and often times the Special Needs Director and/or a clinician to learn more about the program during a tour and intake. Children and their families are supported through the transition into our program through meetings with family members, discussion of concerns and strategies to best assist the child.

These conversations may include outside agencies, such as Early Intervention, Child Outreach, Bradley, Providence Center, etc. who may be part of the process of supporting the child and family. During team meetings, attended by teachers, administrators, support staff and family members accommodations, strategies and interventions are planned and discussed, based on the child's needs. Teachers and Administrators are available to attend these under the

direction of our Special Needs Department, Administrators and teachers are trained to use specific modifications to help each child successfully navigate through the classroom with their peers.

Equal Opportunity and Non-Discrimination

NurturEd and EnrichEd provide quality educational services to children from infants through school age. We are firmly committed to the concepts and practices of equal opportunity and non-discrimination. We administer our programs for children and our employment practices without regard to race, color, national origin, cultural heritage, religion, sex, age, political beliefs, marital status, sexual orientation, disability, or any other characteristic protected by Federal, State or Local law.

Supporting equal opportunity goes beyond our obligation to the law. We strive for the cooperation of everyone to achieve a constructive learning and working environment for all. Discrimination or harassment in any form will not be tolerated. We are responsible for upholding this policy, which simply stated, requires that we treat each other with respect at all times. Children will also not be discriminated against in any way, including their toilet training status or being toilet trained.



Your child's first day

We are very excited that you have selected NurturEd and EnrichEd for your child's care and education. Prior to your child's first day, we look forward to you and your child visiting their new center. If it seems that extra time and help in making the transition are needed, we can create a plan that is in the best interest of your child.

Children react differently to new situations. On your child's first day, they may react in various ways. NurturEd and EnrichEd staff are trained and experienced in helping children have a smooth transition.

NurturEd students can bring in a familiar object from home to help the child with this transition time.

Whether a child is starting child care for the first time or is familiar with a child care center environment, parents are welcome and encouraged to spend time with their children in their new classroom. Parents are also welcome to call during the day to check in on their child.

The enrollment process

The choice you make about your child's care and education is one of the most important decisions you will ever make. Our enrollment process is designed to allow parents/guardians time to visit, to ask questions, to observe their child at play in their prospective classroom, and to assess if placement is a good fit.

After you make your decision, a completed Enrollment Packet must be completed prior to your child's start date. Please be sure to notify us when your child's information changes. Your family's records must be updated annually regarding emergency contact information, changes of address and telephone number, etc.

If your child has an identified special need, the Administrator may request that you provide additional information from the school district, Early Intervention Program or health service provider that has already worked with your child to assist our staff in best meeting your child's needs. The Administrator will then meet with you to review the information and identify any necessary program accommodations, such as modifications to group size, child/staff ratios or special equipment. Upon enrolling your child in the center, our team will work with your family and any other service providers involved to develop an individualized plan that incorporates the center's services.

Suggestions to prepare your child for this new experience:

- Talk about school/child care and new friends
- Drive by the center and playground to familiarize your child to the surroundings
- Work together to organize items they will bring to child care (i.e. favorite backpack, rest item, etc.)
- Display positive feelings about the upcoming experience

Be sure to establish a good-bye routine to help your child enter child care with confidence and enthusiasm.

With this in mind, we are confident the first day will be happy and smooth for the children, parents, and teachers.



"My twins get so excited everyday at drop off. The infant teachers are some of their favorite people, they reach out and giggle when they see them. The vacation policy and meals provided are wonderful as a parent looking to make sure kids are in quality care that is also affordable."

- Cassidee J.

Educational Programs

Infant

6 weeks – 18 months, 1:4 ratio

NurturEd provides a nurturing environment to care for your baby. Our teachers listen and communicate with parents to ensure both the child's and parents' needs are met. We are attentive to your baby as important milestones are reached, such as learning to roll over, crawl, walk, smile, babble, and wave hello! NurturEd teachers use the Teaching Strategies / Creative Curriculum to ensure your child is learning through educational concepts, social interactions, play, and new experiences. The Teaching Strategies authentic assessment tools guide teachers in documenting observations, ensuring all children are meeting developmentally appropriate milestones and introducing new activities for learning.

The infant classroom provides many opportunities for stimulating and nurturing young infants' minds, but also allows each child an opportunity to rest and recharge. Young infants determine their own schedules- there is no such thing as a "typical day" in an infant classroom! As your baby matures, we guide each child towards a more structured and organized schedule to provide consistent feeding and rest times.

- Social/Emotional
- Gross Motor
- Music & Movement
- Story Time
- Fine Motor
- Sensory Activities
- Outdoor Play
- Baby Sign Language



NurturEd & EnrichEd follow state licensing requirements for each age group. In Rhode Island, this is the DHS Child Care Center and School Age Program Regulations.

Toddler

18 months – 3 years, 1:6 ratio

NurturEd provides toddlers with opportunities to learn and explore. Dr. Day toddler classrooms are organized into learning centers to engage children in learning through play while building independence.

Our teachers communicate with parents to ensure we are working together on important milestones such as potty training and language development and also to ensure your child's daily needs are met. We utilize the Teaching Strategies / Creative Curriculum to guide your child's natural curiosity into meaningful learning experiences. Teachers utilize authentic assessment tools to document daily observations, develop new learning opportunities, and ensure the progression of development and learning.

The toddler classroom provides a structured daily schedule to help your young child learn. Each classroom provides opportunities for structured activities, story and circle time, music and movement, guided play, meal times, and a rest time.

Curriculum and Learning:

Our Monthly Curriculum Calendar gives parents a glimpse into each day's lessons. Daily Lesson Plans engage your toddler in the following areas:

- Group Story time
- Social Skills
- Gross Motor
- Fine Motor
- Language
- Sensory/Discovery
- Outdoor Play
- Math Concepts & Manipulatives
- Spanish
- Sign Language

"I cannot say enough good things!

Our daughter started going here when she was 4 months old and all of her teachers and the staff were nothing short of amazing. They worked with my husband and I with any questions and concerns we had (first time parents!), always provided updates, and have fun after daycare activities for us to attend as a family."

- Morgan G.

Educational Programs (continued)

Preschool and Pre-K

3 years – 5 years, minimum 1:10 ratio

NurturEd provides preschoolers with opportunities to develop a love of learning! Children are given more freedom to explore based on their interests as they are engaged in the classroom learning centers. Learning emerges through frequent exposure to concepts, interactions, purposeful play, and new experiences. Utilizing the Teaching Strategies / Creative Curriculum, our teachers complete daily observations and authentic assessment to guide lesson plans and activities while ensuring that each child is meeting developmentally appropriate skills. Children ages 4 and up attend quarterly field trips.

The preschool classroom provides a structured and nurturing environment that provides children with structured group activities, individualized learning opportunities, play, and numerous activities to encourage your child's development.

Curriculum and Learning:

Our Monthly Curriculum Calendar gives parents a glimpse into each day's lessons. Daily Lesson Plans engage your preschooler in the following areas:

- Circle Time/Large Group Activities
- Small Group Activities
- Creative/Process Art Activities
- Outdoor/Large Motor Activities
- Block Play
- Math & Manipulatives
- Writing/Language Arts
- Dramatic Play
- Sensory/Science
- Music & Movement
- Spanish
- Sign Language

State Pre-K Program

Select locations offer state funded RI Pre-K programs, see Administrator for details.

RI Pre-K is a tuition-free, inclusive high-quality standards-based classroom that serves all children who are 4 years of age by September 1st of the current year, prior to entering Kindergarten, who live in the community where the Pre-K is located.

RI Pre-K is a full day (6-hour), 180 days of high-quality education instructional program (the option of before and after school is available at an additional cost). Children are expected to be in attendance every day, unless sick and attendance is monitored by the program and RIDE.

Children are accepted into the RI Pre-K program through a lottery application process that occurs each spring and enrollment occurs after the lottery closed according to eligibility requirements that are verified. These include requirements for age, primary residence and income verification.

Children attending the State Pre-K program will have the opportunity to attend before & after school/wrap-around care in their Pre-K classroom, if needed.



Educational Programs (continued)

School Age

kindergarten – 12 years, 1:13 ratio

Before & After School Program

EnrichEd and NurturEd provide an engaging learning environment. Even when school is not in session, children need to be actively engaged in a stimulating learning environment.

EnrichEd is a nonprofit 501(c)3 DHS licensed, nationally accredited (Council on Accreditation), and BrightStars quality rated school age educational program. EnrichEd programs are located in directly in local elementary schools. Programs typically use the cafeteria, gymnasium, outdoor play space, and classrooms as applicable.

NurturEd has limited before and after school programs, it varies by location. The NuturEd School Age program is located in a classroom in the early learning center.

We offer a safe, structured environment that balances learning and fun. Our programs offer enrichment opportunities, field trips, engaging learning centers, and opportunities to extend learning beyond the school day. From completing homework to fun physical activities, this program builds independent learners while promoting youth voice.

Students are given the opportunity to choose activities based on their interests and engage in structured activities. Homework assistance is always available.

Curriculum and Learning:

Our Monthly Curriculum Calendar gives parents a glimpse into each day's lessons. Daily Lesson Plans engage your School Age student in the following areas:

- Anti-Bullying
- STEAM (Science, Technology, Engineering, Art, and Math)
- Vocabulary
- Spanish
- Literacy
- Community Building
- Exploration Days
- KWL Chart
- Gross Motor Activities

Every afternoon, students receive homework support and/or tutoring. During this time, students are given the opportunity to work with a EnrichEd teacher in a small group setting. The use of the Homework Tool allows classroom teachers to fill out and share information with EnrichEd Administrators about students that are enrolled in EnrichEd.

Full Day / Summer Programs

During school vacations, our programs offer a wide variety of STEAM curriculum, hands-on learning experiences, field trips, site visitors, and service learning. Children stay active and fit by participating in many activities both indoors and outdoors.

Full day and summer programs vary each year, contact your Administrator for details.



Educational Programs (continued)

Transitioning to a new classroom

We believe that it is essential for the well-being of children to have a gradual transition from one classroom to another. It is very important to ensure an easy transition for the child for appropriate developmental reasons which include decreasing anxiety, increasing successful social/peer development and becoming comfortable in a new classroom with different teachers and peers.

NurturEd teachers will assist and encourage parents in positive ways and assure the parents that growing up is a positive part of life. Transitions between classrooms typically occur over a two-to-four-week timeframe, resulting in the child being officially enrolled in the next classroom by their chronological age (i.e. a two-year-old would transition for two weeks into a preschool classroom, and would be enrolled in the Preschool classroom upon their third birthday).

To help ease the transition to Kindergarten, NurturEd teachers assess school readiness and developmental milestones, as well as local school expectations and requirements. NurturEd holds a Preschool graduation ceremony each year as a culminating event, to help families and children feel prepared for Kindergarten. We implement various activities to help children with the transition to Kindergarten.

A quality transition is one in which everyone works together as a team.

Assessing children's progress

NurturEd utilizes Teaching Strategies GOLD for assessment. Teaching Strategies GOLD is a valid and reliable assessment instrument that reflects best practice, based on current research, and allows teachers to assess children's progress and plan appropriately. We implement formative child assessment practices that include authentic methods to gather evidence and document children's growth and development that is aligned with the RIELDS and Teaching Strategies Gold. We also use a differentiated teaching and learning approach to assess each child's interests, strengths and learning styles. As a result, children have increased educational opportunities to succeed.

Developmental assessment of children's progress and achievement is used to plan curriculum, identify children with special needs, communicate with parents, and evaluate the program's effectiveness. Assessments are conducted for children from approximately 6 months of age until a child enters Kindergarten. Our assessment system is aligned with the learning goals from the Rhode Island Early Learning and Development Standards (RIELDS)

We believe that children grow and develop at different rates. Rather than using norm-referenced assessments, we collect

data from various sources. This information is contained in the individual children's portfolios.

Assessments are conducted four times a year, and are reviewed with the parents at least twice each year. The summary of developmental progress is reviewed along with the child's portfolio at the Parent Teacher Conference, allowing the parent and teacher to review their child's progress and discuss any concerns the parent or teacher may have. During these assessment reviews, parents are encouraged to help set goals and objectives for their children. Teachers also gather information from families to understand the children's goals, strengths and challenges and these are incorporated into planning on an ongoing basis. All children's records are confidential.

Parent teacher conferences

NurturEd teachers are constantly monitoring and assessing your child to track developmental progress. Parent Teacher Conferences are held twice a year at NurturEd to make it easier for teachers and families to develop a mutual understanding of your child's strengths and challenges, and to share expectations for your child's development and learning.



Daily Routines

Having a familiar routine can help children build confidence and create a sense of security. When children understand what happens next they are better able to develop relationships and gain a better sense of belonging. Whether it is time to play, time for lunch, time for rest, or time to get ready to go home, knowing what happens next provides security and emotional stability. By providing this trust and safety, children are able to focus on exploring, playing, and learning.

Research shows that routines support healthy social emotional development in early childhood. Children with regular routines have self-regulation skills, the building blocks of good mental health. When children learn to regulate feelings and behaviors, they are able to identify their feelings and have skills to manage those feelings so that they don't feel overwhelmed.

Our daily schedules are created with this in mind, to help children learn to anticipate changes in routines, and become more independent as they learn what each routine entails.

Arrival and departure

Each morning, at NurturEd and EnrichEd we are excited to welcome your child to our program! Our staff will help you transition your child into the daily routine.

Parents/guardians will drop off and pick up their child based on the hours agreed upon in their Parent Agreement Contract. Children will be signed in and out following the organization's procedure. Our staff will also sign children in and out for our records.

Please notify the center if your child will be absent due to illness or personal reason.

At pick up time, your child will be ready to share all they learned today!

Children may only leave the center with an authorized adult. If you are going to be late for pick up, please contact the center to discuss arrangements with regards to your emergency pick up person.

Please also see the Release of children section of this Handbook for further details.

“My daughter, who generally has a hard time with transitions, especially in new environments, is SO happy and adjusted super quick. Everybody is so warm and welcoming there, and the catering program is so impressive.”

- Becca

Healthy meals

We believe in serving nutritious foods that contribute to the wellness, healthy growth, and development of young children.

NurturEd centers serve breakfast, lunch, and an afternoon snack. Our goal is to serve your child nutritious food in proper serving sizes as outlined by the Child and Adult Care Food Program (CACFP). Meals include a variety of food groups—dairy, fruits, vegetables, bread and grains, and meat/meat alternative.

EnrichEd provides breakfast, lunch (during full day programs), and an afternoon snack. Menus vary at each school district.

A menu is distributed to families on a monthly basis.



Outside food and drinks celebrations

This policy is to provide safety for children with allergies or special medical circumstances as well as family choice regarding a child's nutrition.

Food or drink brought in for the classroom is not allowed (unless it is a center-sponsored event).

For center-wide celebrations that are on the Family Event Calendar or Curriculum Calendar, a food/drink sign up list of healthy foods will be displayed publicly (i.e. on classroom door) at least one week before the celebration occurs.

Celebrations that a parent/guardian would like for their child should not involve food or drinks.

If parent/guardian wants to celebrate a child's birthday or special time in their life, they can choose to do so with a non-food item, such as stickers or cards for the class.

Daily Routines (continued)

Infant feeding

Infants will be fed based on the child's age. It is always the policy of NurturEd to consult with parents concerning their children's feeding schedules. If a parent suggests a change in feeding schedule, it will be submitted in writing.

Select NurturEd locations participate in the Child and Adult Care Food Program (CACFP). The CACFP is a federal program that provides reimbursements for nutritious meals and at participating child care centers.

- If a center is on CACFP, formula and baby food is available at no cost. Parents can ask to use the formula supplied by the center or bring in their own formula or breast milk for their children. Parents can also choose to have their baby eat the baby food offered by the center, or to bring in their own on a daily basis.
- If a center is not on CACFP, parents will provide formula and baby food until the child begins eating food from the NurturEd Toddler Menu (at approximately 9 months old).

If parents are providing food, all baby food must be brought in unopened jars.

Infants must have their first feeding of the day and dinner feedings at home. We will provide afternoon snacks for children over the age of one, who are consuming most table foods.

Nursing mothers are welcome to visit their infants at any time of the day. If you are supplying breast milk in bottles, please indicate so on the bottle.

When your baby reaches approximately six or seven months of age, they may start with finger foods. This allows your child to gain independence and begins to develop fine motor control (finger/thumb). Once your child is ready for table food, please tell the Lead Teacher.

When your child reaches approximately 9-12 months of age, please talk to the Administrator or Infant Lead Teacher to discuss weaning your child from a bottle to a sippy cup. Before any food changes are made for children, it is recommended that you first consult your pediatrician.

Bottles:

Glass bottles are not allowed, due to safety concerns of the glass breaking.

Parents must bring in a minimum of 4 bottles per day.

Neither food (i.e. cereal) nor medications can be put in a bottle, unless authorized and signed off by the child's physician.

Liquid must first be tested on the teacher's wrist to ensure the contents are a suitable temperature. After feeding the child, the teacher will empty and rinse out the bottle regardless of the remaining contents, and return the bottle to the proper diaper bag. Bottles must never be reheated. At the end of each day, all items brought in will be returned for proper cleaning/sterilization.

The most desirable way of feeding a child should be appropriate to their developmental age. Babies who are unable to hold their own bottles will always be held by a caregiver while being fed.

Bibs:

NurturEd supplies bibs for children in our care. Parents are encouraged not to bring their own bibs into daycare, to save from loss and damage. Parents are welcome to donate bibs to the infant room. Bibs are cleaned after every use. Bibs must be removed before child is placed in a crib.

Baby Food/ Table Food:

If commercial baby food is provided by the parent, it should be in the unopened original container. If homemade baby food is provided by the parent, it should be in a single serving size container for that day. Any food remaining in the container after feeding will be discarded. No food or drinks will remain overnight in the center.



Daily Routines (continued)

Clothing

Each child must have an extra set of clothes in the event that a child needs to change. All the items must be clearly labeled by the parents with the child's full name. We are not responsible for lost or misplaced articles. During the summer, please also provide a bathing suit, towel, and water shoes for water play. During the winter, please also provide boots, mittens/gloves, and snow gear.

All children should wear comfortable clothes that do not inhibit physical activity or messy art projects. Children should wear sneakers or rubber soled shoes that are safe for climbing and running. All children need an extra set of clothes at school including: socks, shirt, underwear, pants, shorts, jacket or sweater.

Toys, personal belongings, cell phones

The program you have chosen will engage and excite your child. We will provide challenging and stimulating toys for your child to play with everyday. Please do not let your child bring toys or other belongings from home. Although a small "snuggly" for rest time is welcome in our toddler and preschool programs, we ask that children do not bring other toys from home. Please keep in mind that children's personal storage space is limited. Teachers may help children to be careful with their belongings, but they can not be responsible for damage.

Children are not allowed to use cell phones or other electronic devices while at NurturEd or EnrichEd. If a cell phone or other electronic device is brought in, it must be turned off during the time the child is at the center. Phones are available for emergency student use in the Administrator's Office. Parents who need to get a message to their child must go through the Administrator.

Diapering

Parents will provide diapers for their child.

Children wearing a diaper will have it changed as needed and throughout the day:

- Between 8:30-9:30 AM (after breakfast, before nap for infants; before or after breakfast for toddlers)
- Approximately 11:00 AM (before lunch)
- Between 1:00-2:30 PM (before/after nap)
- Before and after rest time
- Before going home

Diapers will also be changed as needed.

A child will NEVER be left unattended on the changing table.

When changing children's diapers, teachers must wear disposable gloves. Staff and children's hands must be washed before, after and in between each diapering (see "Handwashing and Gloves").

NurturEd allows cloth diapers that are referred to as pocket diapers or all-in-one-diapers that have liners with a waterproof outer cover. The liner is disposed of in the diaper bin and the diaper is sent home with the parent at the end of the day in a wet bag (a bag made out of non-permeable material) that is supplied by the parent. Staff are trained on the care and use of cloth diapers when appropriate.

Toileting plan

When a child begins to show interest, teachers will work collaboratively with you to make a plan for toilet training. We get parent/guardian permission before beginning toilet training.

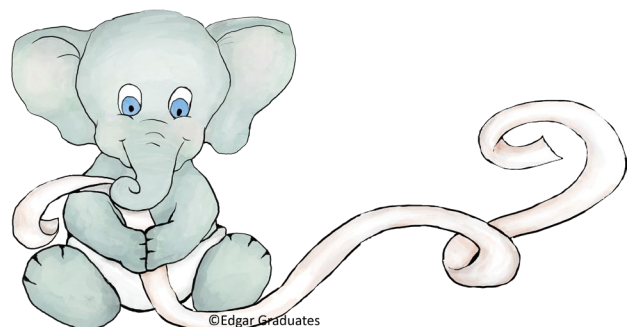
We suggest no diapers, pull ups, or training pants. We prefer you only use loose pants with no zippers or belt. Loose pants give your child a feeling of knowing there is no more diaper, thus training becomes easier.

Purchase new underwear **after** your child is trained. Why? Because diapers, pull ups, and training pants all give the same snug feelings as a diaper and the child's thought process will be that it is ok to go in their pants. We ask families to send at least 6 extra sets of clothes to school, including a pair of shoes and socks, EVERYDAY please! Loose clothing is easiest for children to pull up and down. No onesies, overalls, zippers, belts, snaps or pull-ups! Elastic waist pants are ideal.

Each child who is toilet training will be brought to the bathroom approximately every ½ hour to reinforce the process of toilet training. This will only be done in the first weeks of training.

Children are always supervised when using the bathroom.

Dr. Mary Ann Shallcross Smith has also created instructional videos on the Potty Training Process. This video series gives practical advice and tips on toilet training! Tips, videos, and resources can be found online at www.nurturedelc.com/pottytraining



Daily Routines (continued)

Rest time / nap time

Rest time in a child care center is a part of a child's day that is scheduled to provide a child with time to rest with the supervision of teachers. A typical day in an early childhood setting is from 6-10 hours. Children need rest time to develop and grow. Rest time is an essential part of the children's daily schedule.

As children progress from infancy through the preschool years, they typically need less and less sleep during the day. Some children do not sleep during naptime, but they still benefit from a quiet period of rest. We refer to it as "rest time" because it is not required that children sleep during this time.

An individual crib or cot is provided for each child. Infants sleep in a crib and transition to a cot before entering the toddler classroom. Toddlers and preschoolers sleep on a cot. All cribs have a firm, properly fitted mattress and meet Consumer Safety Product guidelines. Parents are responsible for bringing in their own sheet (for infants - the sheet must fit tightly on the mattress). Sheets are kept separate for each child.

Infants and toddlers are only allowed to have pacifiers (or any other rest time items) during rest time. Pacifiers are never clipped to the infant.

Infants are never allowed to sleep in any place except a crib (i.e. not a swing, car seat, high chair, etc.). If a child falls asleep in a swing or comes to the day care in a car seat while sleeping, the infant is immediately removed and placed in their crib.

Staff communicate rest time in the daily digital parent communication app.

Rest time procedures vary in each age group/classroom.



At NurturEd, we follow required and evidence-based safe sleep practices as recommended by the American Academy of Pediatrics and the Centers for Disease Control and Prevention:

- Infants up to one year of age will be placed for sleep in a supine position (wholly on their back) for every nap or sleep-time.
- Infants will be placed for sleep in a safe sleep environment which includes a firm mattress covered by a tightly-fitted sheet in a safety-approved crib.
- No other items will be placed in the crib occupied by the infant except for a pacifier.
- Infants may not sleep in a car seat, bouncy seat, infant seat, swing, or any other type of furniture/equipment that is not a safety-approved crib.
- Soft or loose bedding will be kept out of infant sleep environments. These include, but are not limited to pillows, sleep positioning devices, blankets, soft toys, bibs, etc.
- Infants will not be swaddled. Parent-provided one-piece sleepers may be used instead.

Safe Sleep recommendations from the Rhode Island Department of Health:

Sudden Unexpected Infant Death (SUID) is the sudden and unexplained death of a baby under one year of age. Evidence-based guidelines from the American Academy of Pediatrics and the Centers for Disease Control and Prevention state that placing a baby on their back to sleep may reduce the risk of Sudden Infant Death Syndrome (SIDS). If your baby is under the age of one and does not usually sleep on their back, please contact your pediatrician immediately to discuss best sleeping positions for your baby.

Other recommendations to decrease the risk of preventable infant death include always keeping baby's sleep space bare (fitted sheet only) to prevent suffocation. Do not use pillows, padded crib bumpers, quilts or comforters. Placing baby to sleep only in a product that is firm and flat, and intended for sleep. Transfer the baby to a crib, bassinet, play yard or bed-side sleeper if the baby falls asleep in a swing, bouncer, lounger or similar product.



Daily Routines (continued)

Outdoor Play Philosophy

Our outdoor play philosophy is play based, meaning that children learn as they play. Research demonstrates that play-based learning leads to greater social, emotional, and academic success.

When play has a purpose or adds value to a child it is referred to as purposeful play. Outdoor play is a unique opportunity for children to fully engage in purposeful play. This play is intrinsically motivated, freely chosen, pleasurable, and engaging to the children. Learning through play is children's natural response to the environment around them. Children will experience motor skills like running, jumping, catching, and skipping. Outdoor play can guide social skills and relationships and children will develop problem solving skills, team work, cooperation, confidence, and of course gross motor skills during this time.

Playing outdoors provides many health benefits, including physical activity that encourages the development of both gross motor and fine motor skills, as well as learning to notice elements in nature and the changes that occur on a continuing basis.

The benefits of physical activity reach far beyond just going outdoors on the playground. The outdoor environment offers children the freedom and space to run, climb, jump, skip, etc. These types of physical activity are also planned for and provided within the classroom on a daily basis.

All outside play can be beneficial for children, but to fully promote emerging skills, teachers need to facilitate a variety of learning opportunities. Teachers will plan outdoor lessons and activities (and document these in the weekly Lesson Plan) which will provide the children with exercise, relaxation, fun, and education. Outdoor play activities chosen will be based on the child's needs, which can be guided by the RIELDS or child assessments. The outdoor area will provide children with a variety of choices for activities outside and teachers will be actively involved in them.

The outdoor area is safe for all ages. Teachers and Administration ensure playground safety through daily inspections to record and address any areas of worn, missing, or damaged equipment or any other potential outdoor hazards.

We provide all children (including infants) with outdoor activities for gross motor development and choices for developmentally appropriate activities. All children will go outdoors every day, as allocated on the daily schedule, weather permitting.



Outdoor Weather

Outdoor times are allocated on the daily schedule twice per day (in the morning and the afternoon) for 30-60 minutes.

State licensing requires that children in licensed child care programs spend time outdoors every day, weather permitting.

Caring for Our Children further outlines this as: *“Children should play outdoors when the conditions do not pose any concerns health and safety such as a significant risk of frost-bite or heat-related illness. Caregivers/teachers must protect children from harm caused by adverse weather, ensuring that children wear appropriate clothing and/or appropriate shelter is provided for the weather conditions.”*

Weather that poses a significant health risk, as identified by the National Weather Service, shall include:

- Wind chill at or below 15°F
- or -
- Heat index at or above 90°F

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

If a child attends child care on a day when the children can participate in outdoor activities, they will go outdoors, even if a parent requests otherwise. If a parent requests that their child stay indoors for any reason, the employee should direct the parent to the center Administrator.

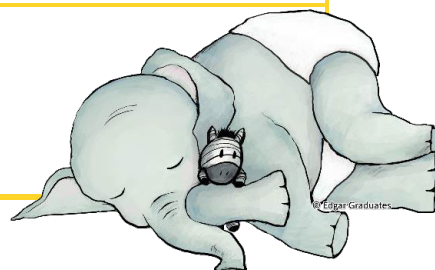
Children should always have weather appropriate changes of clothing.

If a child brings in outerwear (coat, jacket, sweater, hat, mittens/gloves) to the program, they must wear the item(s) outside, unless the parent signs off otherwise.

Daily Schedule Infant

(Infants ages 6 weeks – 5 months will typically follow their own individualized schedule)

Ages:	6 months- 14 months:	15 months - 18 months:
Early morning	<i>Reminder: first feeding is at home</i> Arrival & Greeting Ritual Meal Times (as appropriate, per child's schedule) * Teachers and children engaged in interactive play	
Approx. 8:30 AM	Diapering & Handwashing* Nutritious Morning Snack / Breakfast	
9:00 -11:00 AM	Rest Time	Educational Play <ul style="list-style-type: none"> • Tummy Time • Fine Motor • Gross Motor • Outdoor Activities • Music & Movement • Sensory/Discovery
		Morning Circle Time <ul style="list-style-type: none"> • Brain Smart Start • Wish Well / Welcome Back • Safekeeper Ritual
Approx. 11:00 AM	Diapering & Handwashing* Meal Time* / Nutritious Lunch	
12:00 - 2:00 PM	Educational Play <ul style="list-style-type: none"> • Tummy Time • Fine Motor • Gross Motor • Outdoor Activities • Music & Movement • Sensory/Discovery 	Rest Time
	Afternoon Circle Time <ul style="list-style-type: none"> • Brain Smart Start • Wish Well • Safekeeper Ritual Diapering & Handwashing* Bottle or Drink	
2:00 - 4:00 PM	Rest Time Nutritious Afternoon Snack *	Nutritious Afternoon Snack * Educational Play (as listed above)
Afternoon	Afternoon Circle Time <ul style="list-style-type: none"> • Brain Smart Start • Celebration center Diapering & Handwashing* Educational Play (as listed above) Goodbye Ritual	



* See Feeding Infants Policy for more information on meal time schedules. Diapers are changed every 2-3 hours and as needed.

This schedule is a general guideline. The individual needs of each child will also be considered.

Daily Schedule Toddler

Ages 18 months - 3 years:		
Early morning	Arrival & Greeting Ritual Educational Activities in Learning Centers: <ul style="list-style-type: none"> • Dramatic Play • Nutrition • Blocks • Science & Sensory • Math & Fine Motor • Library • Safe Place • Creative/Process Art • Music & Movement • We Care Center Toilet Training, Diapering, & Handwashing*	
Approx. 9:00 AM	Nutritious Morning Snack / Breakfast	
Morning	Morning Circle Time <ul style="list-style-type: none"> • Brain Smart Start • Wish Well / Welcome Back • Safekeeper Ritual 	Outdoor Activity / Gross Motor Play
	Learning Center Time <i>(as listed above)</i> Toilet Training, Diapering, & Handwashing	
Approx. 11:30 AM	Nutritious Lunch	
12:00 - 2:00 PM	Rest Time Bathroom Time / Toilet Training, Diapering, & Handwashing* Nutritious Snack	
Afternoon	Learning Center Time <i>(as listed above)</i>	Outdoor Activity / Gross Motor Play
	Afternoon Circle Time <ul style="list-style-type: none"> • Brain Smart Start • Class Meeting • Celebration Center 	
	Bathroom Time / Toilet Training, Diapering, & Handwashing* Learning Center Time <i>(as listed above)</i> Goodbye Ritual	



* Diapers are also changed every 2-3 hours and as needed. Toilet Training as needed throughout the day.

This schedule is a general guideline. The individual needs of each child will also be considered.

Daily Schedule Preschool / Pre-K

Ages 3 - 5 years:						
Early morning	Arrival & Greeting Ritual Educational Activities in Learning Centers: <ul style="list-style-type: none"> ♦ Dramatic Play ♦ Nutrition ♦ Blocks ♦ Science & Sensory ♦ Math & fine Motor ♦ Library ♦ Safe Place ♦ Creative/Process Art ♦ Music & Movement ♦ Writing ♦ Woodworking ♦ We Care Center Bathroom Time / Toilet Training (as needed) & Handwashing*					
Approx. 9:00 AM	Nutritious Morning Snack / Breakfast					
Morning	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Morning Circle Time <ul style="list-style-type: none"> ♦ Brain Smart Start ♦ Wish Well Board ♦ Safekeeper Ritual ♦ Absent Child Ritual </td> <td style="width: 50%; padding: 5px; vertical-align: middle;">Outdoor Activity / Gross Motor Play</td> </tr> <tr> <td style="padding: 5px;"> Learning Center Time <i>(as listed above)</i> Toilet Training & Handwashing* </td> <td></td> </tr> </table>	Morning Circle Time <ul style="list-style-type: none"> ♦ Brain Smart Start ♦ Wish Well Board ♦ Safekeeper Ritual ♦ Absent Child Ritual 	Outdoor Activity / Gross Motor Play	Learning Center Time <i>(as listed above)</i> Toilet Training & Handwashing*		
Morning Circle Time <ul style="list-style-type: none"> ♦ Brain Smart Start ♦ Wish Well Board ♦ Safekeeper Ritual ♦ Absent Child Ritual 	Outdoor Activity / Gross Motor Play					
Learning Center Time <i>(as listed above)</i> Toilet Training & Handwashing*						
Approx. 12:00 PM	Nutritious Lunch					
12:30 - 2:30 PM	Rest Time Bathroom Time / Toilet Training (as needed) & Handwashing* Nutritious Snack					
Afternoon	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Learning Center Time <i>(as listed above)</i> </td> <td rowspan="2" style="width: 50%; padding: 5px; vertical-align: middle;">Outdoor Activity / Gross Motor Play</td> </tr> <tr> <td style="padding: 5px;"> Afternoon Circle Time <ul style="list-style-type: none"> ♦ Brain Smart Start ♦ Class Meeting ♦ Celebration Center </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> Bathroom Time / Toilet Training, Diapering, & Handwashing* Learning Center Time <i>(as listed above)</i> Goodbye Ritual </td> </tr> </table>	Learning Center Time <i>(as listed above)</i>	Outdoor Activity / Gross Motor Play	Afternoon Circle Time <ul style="list-style-type: none"> ♦ Brain Smart Start ♦ Class Meeting ♦ Celebration Center 	Bathroom Time / Toilet Training, Diapering, & Handwashing* Learning Center Time <i>(as listed above)</i> Goodbye Ritual	
Learning Center Time <i>(as listed above)</i>	Outdoor Activity / Gross Motor Play					
Afternoon Circle Time <ul style="list-style-type: none"> ♦ Brain Smart Start ♦ Class Meeting ♦ Celebration Center 						
Bathroom Time / Toilet Training, Diapering, & Handwashing* Learning Center Time <i>(as listed above)</i> Goodbye Ritual						



*Toilet Training as needed throughout the day.

This schedule is a general guideline. The individual needs of each child will also be considered.

School Age Schedule - Before & After School Program

Time	Morning Program Activities		
open - 8:00 AM	Arrival & Greeting Ritual - Student/parent sign in & wash hands, attendance taken by Kids Klub	Cooperative Learning Groups - examples include writing, creative arts, reading, math, science, building, academic games, celebration center	
8:00 - 8:15 AM			
8:15 - 8:30 AM			Nutritious breakfast provided
8:30 - 8:45 AM		Morning Meeting: Brain Smart Start, Wish Well / Welcome Back, Safekeeper Ritual - Teachers engage the students in morning activities and discuss expectations for the day	
8:45 AM - start of school	Clean up and transition into school day		

Time	Afternoon Program Activities			
After School Dismissal	Arrival & Greeting Ritual – Students sign in & wash hands, attendance taken by Kids Klub			
3:15 - 3:30 PM	Afternoon Meeting: Brain Smart Start, Wish Well / Welcome Back, Safekeeper Ritual - Teachers review the students’ day and outline expectations and upcoming activities			
3:30 - 3:45 PM	Nutritious Snack Served			
3:45 - 4:00 PM	Homework Club & Tutoring	Journal Writing & Reading		Enrichment Programs - Examples include foreign language, technology, anti-bullying/self-defense, cooking, creative writing, art, painting, theater, STEAM, and more. Programs are chosen based on students’ interest
4:00 - 4:30 PM			Cooperative Learning Groups -	
4:30 - 5:00 PM	Curriculum Calendar Activities – see monthly calendar for details (activities include individual, small group, large group, or service learning projects)	Wellness & Fitness – outdoor activities, sports, & physical activities. Examples include basketball, jump roping, team sports, yoga, and more	examples include writing, creative arts, reading, math, science, building, academic games, celebration center	Homework Club & Tutoring
5:00 - 5:30 PM				
5:30 - 5:45 PM				
5:45 - 6:00 PM	Clean Up, Student Departure, Goodbye Ritual			

School Age Schedule – Full Day Program

School Vacations & Summer Vacations

Schedule may vary to accommodate weekly educational field trip, enrichment programs, special visitors, or the needs of the school community. More than one activity may be scheduled simultaneously, based on the needs of the program. **Curriculum Activities** will vary each day to include arts and humanities, character development, health and fitness, homework support, literacy, science and math, service learning and social competence, and conflict resolution, based on an age appropriate curriculum.

Time	Scheduled Activities		
Open – 7:30 AM	Arrival & Greeting Ritual - Student/parent sign in & wash hands, attendance taken by Kids Klub	Cooperative Learning Groups – examples include writing, creative arts, reading, math, science, building, academic games, celebration center	
7:30 – 8:30 AM		Nutritious breakfast provided	
8:30 – 9:00 AM			
9:00 – 9:30 AM	Morning Meeting: Brain Smart Start, Wish Well / Welcome Back, Safekeeper Ritual - Teachers engage the students in morning activities and discuss expectations for the day		
9:30 – 10:00 AM	Curriculum Activity 1 with Group A	Curriculum Activity 2 with Group B	Special Visitor / Enrichment Program Examples include live animals, theater, sports, live science shows, and more
10:00 – 10:30 AM			
10:30 – 11:00 AM	Transition & Bathroom Break		
11:00 – 11:30 AM	Curriculum Activity 2 with Group A	Curriculum Activity 1 with Group B	Wellness & Fitness indoor gym or outdoor activities
11:30 AM – 12:00 PM			Examples include basketball, jump roping, team sports, yoga, and more
12:00 – 12:30 PM	Nutritious lunch provided		
12:30 – 1:00 PM	Read & Reflect Time		Afternoon Meeting: Brain Smart Start, Safekeeper Ritual - Teachers review the students' day and outline expectations and upcoming activities
1:00 – 1:30 PM	Curriculum Activity 3 with Group A	Curriculum Activity 4 with Group B	Special Visitor / Enrichment Program Examples include live animals, theater, sports, live science shows, and more
1:30 – 2:00 PM			
2:00 – 2:30 PM	Transition & Bathroom Break		
2:30 – 3:00 PM	Curriculum Activity 4 with Group A	Curriculum Activity 3 with Group B	Special Visitor / Enrichment Program Examples include live animals, theater, sports, live science shows, and more
3:00 – 3:30 PM			
3:30 – 4:00 PM	Nutritious snack provided		
4:00 – 4:30 PM	Wellness & Fitness indoor gym or outdoor activities		Cooperative Learning Groups – examples include writing, creative arts, reading, math, science, building, academic games, celebration center
4:30 – 5:00 PM	Examples include basketball, jump roping, team sports, yoga, and more		
5:00 – 5:30 PM			
5:30 – 6:00 PM	Clean Up, Student Departure, Goodbye Ritual		

Program Enhancements

National accreditation

Each NurturEd and EnrichEd program is nationally accredited, or is in the process of becoming nationally accredited, which involves a self-assessment process and review of program policies and practices.

NurturEd pursues national accreditation from National Early Childhood Program Accreditation (NECPA).

EnrichEd programs pursue national accreditation from the Council on Accreditation (COA)

All of our programs are held to the same standard of quality, so even if one of our centers is not yet nationally accredited, they are held to the same high standard of care.

Our centers are nationally accredited because we strongly believe in the importance of quality. At a minimum, the child care center you choose should be state licensed. We believe in doing more than the minimum! We voluntarily choose to make improvements to meet higher standards.

To become nationally accredited, our programs are evaluated by a nationally-recognized outside agency. This official review process can take up to two years to achieve and each center is re-evaluated every three years to ensure ongoing quality.

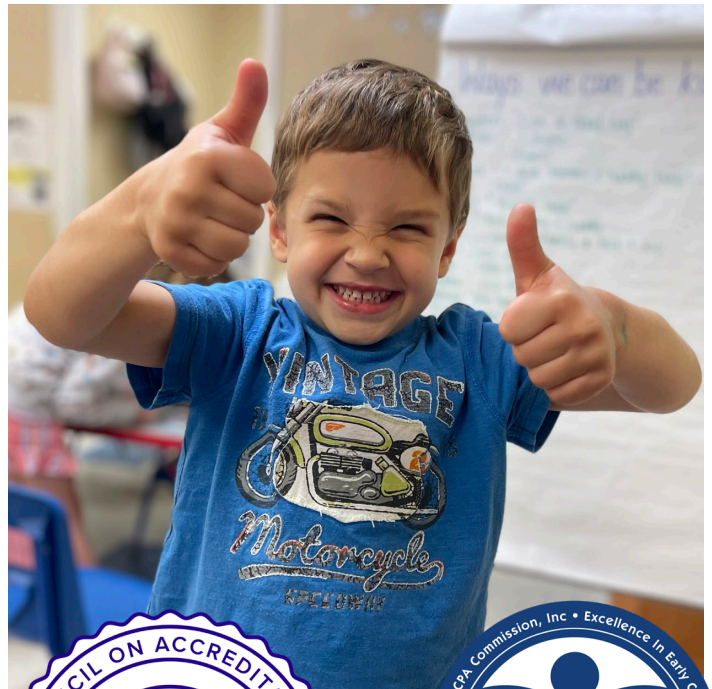
What does accreditation mean for you?

- Promotes best practices for children
- Offers an objective look at all aspects of the child care program
- Allows parents and teachers to find the finest, quality fit
- Clean, safe environments
- Professional, experienced, qualified teachers
- The best education and care for your child!

To earn national accreditation, each site completes an extensive self-study process, measuring the program and its services against the accreditation standards. These standards assess quality in the areas of adult and child interaction, staff qualifications, health and safety, physical environment, administration, and parent and community relationships.

Seeking national accreditation is a voluntary process for licensed childhood centers in Rhode Island.

National accreditation gives you the peace-of-mind knowing that teachers are creating engaging learning experiences for your child.



Programs that voluntarily seek out national accreditation show commitment to quality.

Program Enhancements (con't)

Enrichment Programs at EnrichEd

EnrichEd offers quality comprehensive after school Enrichment Programs that emphasize fun activity-based learning that reinforces the knowledge and skills needed for in-school success. EnrichEd's enrichment coordinator oversees the enrichment programs to ensure the programs reinforce what students are taught in school.

The EnrichEd Enrichment Programs are designed and led by EnrichEd staff and outside organizations to focus on enrichment, exploration, and educational fun. We encourage parents to register early, as spaces may be limited.

Sample Enrichment Programs offered:

- **Rhythm Room:** facilitates a music enrichment, where students learn the art of drums, percussion, and rhythm through this interactive hands-on program, where instruments are brought each week.
- **Audubon Society:** the Audubon Society of RI facilitates their six-week Explorer Program. Children discover what types of animals live in their neighborhood, investigate the outdoors, and do many hands-on activities and crafts focusing around nature. Live animals are also brought in for exploration.
- **Bwana Iguana Reptile Adventure:** this enrichment program is all about reptiles and amphibians. Live animals are brought in each week, with hands-on learning that will focus on adaptations, prey, natural history, conservation, and more.
- **Mad Science:** This hands-on program explores a broad world of science. Students learn all about animals in general as well as the ecosystem of the sea. They also explore how technology has changed our world in many ways. This is a program of hands-on activities, stunning demonstrations, and inquiry-based discussions.
- **Save the Bay:** Students explore the world of marine science, and experience what it is like to be a marine biologist in this enrichment program. They discover the different habitats that exist within Narragansett Bay and meet some of the animals that call the bay their home. Students learn through fun games, hands-on activities, and crafts.

Enriching curriculum at NurturEd

The early learning centers offer enriching curriculum activities for children in the toddler and preschool classrooms. These learning opportunities are offered 4 times a year and last for 6 weeks.

Each session will run for approximately 6 weeks.

Topics and time frames are:

- October – November = Foreign Language
- January – February = Gross Motor/Physical Activity
- April – May = The Environment
- July – August = STEAM

There will be no additional charge to parents.



the staff truly cares for their students

"As a vendor, we frequent the various locations across the state - they are wonderful to work with! It's clear the staff truly cares for their students and are always super helpful. They offer a FULL schedule of fun and engaging activities for their students year-round!"

- Carnival Party LLC

Program Enhancements (con't)

Conscious Discipline

At NurturEd and EnrichEd, we follow the Conscious Discipline approach. This is a social-emotional program, designed by Dr. Becky Bailey. Conscious Discipline teaches adults and children how to regulate and manage emotions.



Conscious Discipline provides a transformational, whole-school solution for social-emotional learning, discipline and self-regulation. Teachers spend less time policing behavior and more time teaching vital life skills. Conscious Discipline is a proven, comprehensive approach that empowers teachers with skills that create a safe, connected, problem-solving environment.

The focus of Conscious Discipline is on building connections, rather than punishment. By teaching adults to understand our feelings, we can then model behaviors for children. Being mindful of how we respond to stressful situations or feelings of upset, we can then be conscious as adults on what we are saying to children and the behaviors we are modeling.

Conscious Discipline creates a compassionate culture and facilitates an intentional shift in adult understanding of behavior. This highly effective approach is proven to increase self-regulation, sense of safety, connection, empathy and intrinsic motivation in both children and adults.



EnhancEd

The EnhancEd Support Services program is available at select NurturEd and EnrichEd locations. EnhancEd provides the foundation for children to learn, socialize, and play alongside their typically developing peers. Through an inclusive, integrated environment, EnhancEd offers services by trained professionals that meets the needs of all children. The EnhancEd program provides strategies and interventions to support children enrolled in the EnhancEd program.

EnhancEd is a Kids Connect program. Kids Connect was created by a group of professionals who were concerned about the number of children who were asked to leave their child care placement due to challenging behaviors and undiagnosed special needs.

Kids Connect provides specialized services at licensed childcare centers and after-school programs for children with special healthcare needs so that they can fully participate in classroom daily routines, activities, and learning opportunities. Through participation in Kids Connect, programs are able to provide an additional staff person in the classroom who has been trained to provide therapeutic services to support children with special health care needs.

To be eligible for this program, the child:

- is enrolled (or is in the process of enrolling) in a licensed child care facility in Rhode Island (toddler, preschool, or school age, ages 18 months-12 years old), which receives Kids Connect services
- has special health care needs, such as behavioral, developmental, emotional, or physical needs
- has active Medicaid health insurance or is enrolled in Katie Beckett
- has the ability to participate in an inclusion classroom (up to 25% of the children in an inclusion classroom can be enrolled in the EnhancEd program, this program does not meet the needs of children who require 1 on 1 services)

The family provides payment for the cost of the child care or after-school program. The childcare or after-school program is reimbursed by Medicaid for the additional staff time to provide the therapeutic services to support the child in their program.



Health & Safety

As children are introduced to a new environment, it is normal for them to experience increased illness. They are being exposed to new germs in a new setting. Parents sometimes have concerns about sending their child to day care and studies have shown that the benefits of attending child care far outweigh the concerns. It is a good thing when children are exposed to germs at a young age! It helps build up immunity to illnesses later on in life. Children who attend child care and are exposed to germs at a young age are less likely to battle them at an older age.

Common childhood illnesses have long been a part of growing up. There are germs everywhere! Children still deserve the chance to participate in an enriching child care experience. We are fully committed to providing a healthy and safe environment for your child, while also providing lifelong benefits!

Cleaning, sanitizing, and disinfecting

Employees ensure that all surfaces are clean and sanitized/disinfected to keep everyone healthy and safe.

Clean using soap and water with a paper towel.

Sanitize to kill most germs. Clean first, then sanitize. Sanitize items that have been in a child's mouth. Sanitize food preparation surfaces and tables used for eating before and after meals, according to ServSafe® guidelines.

Disinfect to kill all germs. Clean first, then disinfect. Disinfect bathrooms, diaper changing areas, or any area that came in contact with bodily fluids.

All products used for cleaning, sanitizing, and/or disinfecting are approved by the United States Environmental Protection Agency and are used and prepared in accordance with the manufacturer's instructions. All products are to be stored and kept away from children.



Handwashing and gloves

Hand hygiene is the most important measure to avoid the transmission of harmful germs and prevent infections.

Employees will **wash hands** with soap and water and assist children with proper handwashing, at the times outlined below.

Employees will **wear gloves** when changing diapers, toilet training children, when working with blood spills and injuries of any kind, when applying sunscreen, and when serving or preparing food.

The organization will not be held responsible for any virus transmitted.

Procedure for handwashing:

Moisten hands with water and liquid soap.

Rub hands together (away from running water) for 20 seconds (the time it typically takes to recite the alphabet).

Rinse hands free of soap under running water.

Dry hands with a clean, disposable paper towel.

Turn off faucet using paper towel.

Throw the used paper towel into a hands-free trash can.

Staff will wash hands (at a minimum) at these times:

- after handling body fluids of any kind
- before and after administering first aid (ie: cleaning cuts or a bloody nose)
- before and after administering medication
- after taking off gloves
- after cleaning spills
- before and after preparing and serving food
- before and after feeding a child
- when moving from one group to another into another room or outdoors
- before and after using the sensory table
- after handling garbage or cleaning
- between diaper changes
- before and after child's diaper is changed
- after toileting

Children will wash hands (at a minimum) at these times:

- upon entering the classroom
- after each diaper change and after toileting
- before & after all food/meals
- before & after playing in sensory table, including after playing in water table, or other shared water experience
- after handling dirt, sand, etc.

Gloves can become contaminated very easily- they must be changed often. They may only be used for one task and must be discarded if damaged or if the employee is interrupted during their task. A new set of gloves is to be used for each diaper change, toilet training incident, injury/blood spill, or for each application of sunscreen.

Gloves are kept at the changing tables, in the bathrooms, and in the kitchen prep area of each classroom. A pair of gloves is to be taken to the playground or outside when children play outdoors.

All-purpose non-latex gloves are worn for food preparation and serving of food. Medical-grade non-latex gloves are worn for diaper changes, toilet training, injuries, etc.

Health & Safety (continued)

Illness

A new social setting offers exposure to illnesses and germs. Although teachers take precautions to prevent the spread of illness, children entering a new child care setting may seem to be ill often. To ensure that our environment remains safe for all children, we ask that children remain home when they are sick.

Most children with mild contagious illness do not need to stay home from child care, and therefore, exclusion is not a good infection-control method for most germs. Usually the child has already exposed others before seeming sick. Other illnesses (i.e. conjunctivitis, impetigo, strep) stop being contagious shortly after treatment is started. Guidelines depend on the specific diagnosis or symptoms (see below). Therefore, there is no reason to exclude mildly ill children or those being treated.

Inclusion or exclusion of children with non-contagious conditions such as a disabling injury or illness, asthma, or failure to thrive must be determined by the program's capacity to provide proper care for the child's special needs. Each case must be considered individually, and the Mentor and/or Nurse should be consulted when necessary.

If a child attends child care, they will go outdoors.

Please note: sites or programs located in schools also follow school recommendations and guidelines.

If a child develops signs of illness at the center, Administrator will call a parent/guardian and ask them to pick up the child, if it follows the criteria for illness. Some signs include irritability, pulling on ears, rash without fever, loose stools, or acting differently. In some cases, the parent may not need to pick up the child, and the call is simply a courtesy (i.e. the child is acting differently than is usual but does not have a fever higher than 101.4, the parent may be called but does not need to pick up the child). When a parent is called, the circumstances are documented in the center's Illness Log.

If a child has experienced any of the following symptoms (see below) while at child care or in the previous 24 hours, we ask that the parent/guardian make other child care arrangements, or the Administrator/designee will call the parent/guardian and ask that the child be picked up. The decision of whether or not to send a child home will be made by the Administrator/designee with consultation with the Lead Teacher. If the Administrator/designee needs to call a parent/guardian due to symptoms that would exclude the child from remaining at the center, the child will be made comfortable on a cot in a designated area (typically the Administrator's Office) until a parent/guardian arrives. When a parent/guardian is called to pick up a child for illness reasons, it is recorded in the Child Illness Log and two teachers sign off.

When a child has been diagnosed with a communicable illness, we request that the parent/guardian submit a note

from the child's health care professional, stating what the illness is, and any specific instructions. This information will be noted on the Posting Contagious Illnesses sign in the foyer or near an entrance.

During seasonal illness times (i.e. influenza) an Administrator can post the notification with a verbal communication from the parent and consultation with the Mentor.

Reasons to exclude a child from child care:

- A fever above 101.4 – Children sent home with a fever cannot return to childcare until the fever is at or below 100 degrees, without Tylenol or other fever reducer. If a child is sent home 2 consecutive days, the child will need to fever-free for 24 hours prior to returning to the center.
- Diarrhea/loose stool- one instance of watery stool that is not contained in a diaper plus at least one of the following: blood, mucous or a fever or two or more instances of diarrhea.
- Vomiting – a courtesy call will be made after the first instance; the parent guardian will be asked to pick up the child from child care if there are 2 instances of vomiting
- Rash with fever or suspicious, undiagnosed rash
- Other illnesses that require exclusion are those in which the child should have been immunized. These include: Hepatitis A or B, HIB, Measles, Mumps and or Rubella (MMR), Meningococcus (Bacterial Meningitis), Pertussis/Whooping Cough (DTaP), and Varicella (Chickenpox) The Rhode Island Department of Health may also be notified in some of these instances.
- Conjunctivitis (Pink Eye), head lice, impetigo, ringworm, and scabies require that the parent/guardian pick the child up, and the child can return after treatment has started.
- Strep throat – exclude until 24 hours fever free and first dose of medication.

For some conditions, medical help should be sought immediately.

Hand, Foot and Mouth: Hand-foot-and-mouth disease is a mild, viral infection common in young children and is characterized by sores in the mouth and a rash on the hands and feet. Hand-foot-and-mouth disease is most commonly caused by a coxsackievirus.

There is no specific treatment for hand-foot-and-mouth disease. Frequent hand-washing and avoiding close contact with people who are infected with hand-foot-and-mouth disease may help reduce the risk of infection. There is no need to exclude unless the child has a fever.

(continues next page)

Health & Safety (continued)

Fever: Children who are older than 3 months of age and who have a fever, under 101.4, but do not seem sick or have a rash, may remain in child care. For children under 3 months of age, the parent/guardian will be called if the fever is 100.4 degrees or more, and the infant will be sent home. **Fever in young infants can be life threatening.**

If it becomes necessary to take a child's temperature, two people must be present to verify and record the temperature and document this information in the Illness Log. Two different thermometers will be used to ensure accuracy of the thermometer reading (i.e. infrared and temporal (forehead)). In the event that these both give different readings an axillary (under arm) temperature can be taken. A parent can request that the child's temperature is taken a second time upon picking up the child at the center. A parent can also fill out a standing order on the Medication Permission Form for a fever reducing medication (i.e. Tylenol).

Resources: Healthy Child America and American Academy of Pediatrics

Medication

All medication must be administered with signed parent/guardian permission, using a "Medication Permission Form," and as outlined in the procedure below.

All medication must be in original containers and labeled with the child's name, medication name, time to be given, and dosage. Over-the-counter medications must be in the original manufacturer's packaging. Each child needs their own medication, siblings may not share medication.

Medication must be handed to the Administrator, Asst. Administrator, or designee and not left in a child's lunchbox or backpack, except for school age children (parents can choose for children to self-carry and this will be noted on the Medication Permission Form). If child has an EpiPen, see "EpiPen" Policy. All medications are kept in the Administrator's office in a locked box. Medications that require refrigeration are kept in a locked box in the refrigerator (in Administrator's office or Kitchen refrigerator).

Parents must complete a Medication Permission Form including the child's name, medication name, start date, end date, expiration date, time to be given, age-appropriate dosage, strength of medication, health care provider (physician, Physician Assistant [PA] or Nurse Practitioner [NP]) and parent's signature must be filled in. No medications, except those with a prescription label, will be administered without a health care provider's signature. Any changes in medication or dosage require a new medication form.

Medication must be renewed annually at a minimum.

Parents must also supply a list of possible side effects for the medication. The side effect list will be written on or attached to the Medication Permission Form.

Parents are responsible for transporting any medications to/from EnrichEd site/summer camp. A new Medication Form must be completed each time.

Medications are usually given at lunch time and in the afternoon, unless otherwise noted on the Medication Permission Form. Medication is NOT to be given in a baby bottle and NEVER to be given to a sleeping child. Medications will not be administered contrary to the direction on the original container, unless so authorized by the child's licensed health care practitioner. If a medication is only administered one time per day, it should be given at home.

Medication is dispensed only by the Administrator, Asst. Administrator or designee. All dispensing of medication must be signed off by two employees; this is to ensure the safety of the children and that the correct child is receiving the correct medicine, at the correct time and with the correct dosage and route (oral, ears, eyes), noted on the medication permission form. If using a plastic measuring cup, place on a flat surface, at eye level to ensure accuracy. If medication is to be given in a dropper, the dropper should be held up-right to measure the correct dose.

Hands must be washed before and after administering medication.

If a parent wants their child to receive Tylenol or other fever reducer for a fever, a medication form must be filled out as a "STANDING ORDER" and have a written order or prescription from a physician, Physician Assistant (PA) or Nurse Practitioner (NP). If the child runs a fever, the parent must be called before Tylenol or other fever reducer can be given. When it becomes necessary to take a child's temperature, two people must be present to verify the temperature.

All unused, discontinued, or outdated medications will be returned to the parent and this will be documented in the child's file.

Examples of medications that are taken on a short-term basis are: antibiotics, eye or ear drops, fever or pain medication, ointments or creams, other over the counter medications.

Examples of medications that are taken on a regular basis for chronic health conditions are: asthma medications (including inhalers or nebulizers), ADD/ADHD medications, oral seizure medications.

Examples of medications that are taken in emergency situations: epi pen, seizure medication (nasal). All emergency medications must be accompanied with an approved action plan / physician's order that is authorized by a Medical Doctor, PA or Nurse Practitioner. For every Action Plan (other than allergy), it needs to be approved by the organization's Nurse and Special Needs Director.

Health & Safety (continued)

Immunization/health exam records

Each child upon entering the center must furnish evidence that the child has been immunized, or is being immunized according to schedule, against diphtheria, pertussis, tetanus, polio, measles, HIB, rubella, and mumps, hepatitis A, hepatitis B, varicella (chickenpox), pneumococcal disease, or has had the natural disease, and influenza (from August to April), per state licensing regulations.

Records are reviewed by the Administrator, Nurse and/or Child Care Health Consultant on a continual basis.

Allergies

All center staff will be made aware of a child's allergy. The child's Allergy Action Plan (form) outlines the procedures to follow regarding allergies.

Prior to enrolling, (or, for a child who is already enrolled, immediately after the diagnosis of an allergic condition), the parent/guardian will complete an Allergy Action Plan for management of the child's allergy.

A physician's order must be presented to confirm the allergy with suitable treatment(s), i.e. EpiPen or antihistamine (see also "EpiPen" and "Medication" policies).

Medication must be renewed annually at a minimum (if applicable, see Medication policy).

Children's allergies will be posted:

- in the child's classroom
- in the Administrator's Office
- in the Kitchen
- in the classroom Red Flag Binder
- in the Office Red Flag Binder
- in Procure

Allergy lists are updated as children enroll/disenroll, change classrooms, or as allergies change.

Sunscreen

Sunscreen will be applied to each child 30 minutes before each outside time. Extra caution is required when putting sunscreen on a child's face.

Sunscreen is applied during the months of May 1st to October 1st.

Parents have an option of supplying their own sunscreen, using the organization's sunscreen, or opting out of sunscreen use. Parents will sign the Sunscreen Permission Letter form to indicate this decision.

If a parent chooses to provide their own sunscreen, it is the parent's responsibility to maintain an adequate supply of the sunscreen. Each enrolled child must have their own sunscreen (children cannot share). Sunscreen must be the original sunscreen container with a clearly marked expiration date and clearly labeled with child's name.

Parents will be charged a fee for the use of the organization's sunscreen.

Aerosol/spray type sunscreens will not be allowed.

Sunscreen is typically not applied to children under the age of 6 months. If a parent chooses to have sunscreen applied to a child younger than 6 months, a doctor's note is required (this is a recommendation of the American Academy of Pediatrics due to young babies having very sensitive skin). The parent will sign on the permission slip that they have previously used this sunscreen on their infant.

Expiration dates must be checked. If sunscreen has expired, it will be disposed of and cannot be used.



Health & Safety (continued)

Supervision

Children will be supervised at all times to ensure the safety of children at all times through focused attention and intentional observation of children at all times.

Staff will position themselves so that they can observe all of the children: watching, counting, and listening at all times.

All employees will follow the licensing regulation requirements:

- Children are under the direct supervision of child care staff at all times. Staff must provide sight and sound supervision during all aspects of the program, including: indoor play, outdoor play, bathroom use, rest/sleep, meals and snacks and transitions, and will intervene when necessary.
- Furniture must not obstruct visual supervision of the children.
- Staff do not use cell phones or any other personal electronic devices while supervising children.
- Children will never be left unattended in any location that could result in a fall (i.e. changing table)

One-on-one interactions between staff and children are in public areas, visible by at least one other adult. For example, children who are exhibiting challenging behavior should not be brought out into the hallway alone with a staff member. It is acceptable for a staff member to be alone with a child during brief periods of transition (i.e., while escorting a child from the playground to the bathroom), as long as their whereabouts are communicated to other staff.

Staff to child ratios

Proper ratios set forth by DHS will be maintained at all times for the safety of the children.

Age group	Ages	Minimum Staff: Child Ratio	Maximum Group Size
Infant	6 weeks – 18 months of age	1:4	8
Toddler	18 months of age – 3 years of age	1:6	12
Preschool	3 years old OR 3 years old - 5 years old mixed age group	1:9	18
	4 years old OR 4 years old - 5 years old mixed age group	1:10	20
School Age	5 years old - 12 years old mixed age group	1:13	26

The Therapeutic ratio is 1:4 (DHS ratio plus 1) and the field trip ratio is 1:8.

Court order/custody

When parents enroll, they are informed of our policies concerning custody disputes. Unless a copy of a Court Order (i.e. restraining order) granting custody to only one parent is on file, we do not have the legal authority to refuse parental pick up. These matters will be referred to the Administrator. Documentation of Court Orders and Custody/Retraining situations are kept in the Administrator's Office.

Release of children

Children will only be released to an authorized adult, listed as an Emergency Contact in the Enrollment Packet. A picture ID must be presented by the person picking the child up. If a parent/guardian calls the center to release a child to someone other than the parent, the parent will be asked where he/she is calling from (home, work) and the Administrator will call the parent back to verify the release. Then, upon arriving at the center to pick up the child, photo identification is required. The child's file must be checked before releasing a child to anyone and this pickup person must be in the child's enrollment packet and in Procure.

If a parent or authorized person picks up a student and appears to be intoxicated or under the influence, the Administrator will make arrangements for someone else to be called to pick up the child. Police will be called if needed.



Health & Safety (continued)

Child abuse – prevention & identification

All persons in Rhode Island are required by law (RIGL 40-11-3) to report known or suspected cases of child abuse and/or neglect to within 24 hours of becoming aware of such abuse/neglect. All employees of our organization, volunteers, independent contractors and affiliates of those entities are mandated reporters and therefore the call must be made if abuse or neglect is suspected.

To report suspected child abuse, call 1-800-RI-CHILD (1-800-742-4453). It is the responsibility of the person who suspects abuse to make the report.

It is every employee's responsibility to ensure suspected abuse is reported.

For more information about investigation of child abuse and neglect please visit <https://dcyf.ri.gov/services/child-protective-services>

Child Abuse Prevention:

To promote child safety and security, it is important to reduce risk factors that put children at risk of abuse and neglect while also increasing protective factors that help shield children from maltreatment.

The following are put in place to help prevent the occurrence of child abuse:

- Thorough review and discussion of all child abuse policies often, as outlined above.
- Staff are encouraged to ask for help from their supervisor anytime they feel the need.
- A newly hired teacher will not be left alone to supervise children for the first six (6) weeks of their employment.
- Staff will ensure direct supervision of children at all times (see "Supervision" policy)
 - NO tents, forts, or enclosures of any kind are permitted.
 - For outside play equipment, staff will zone themselves on playground next to any enclosed play spaces (such as play houses) to be able to see inside these structures at all times.
- *For EnrichEd / NurturEd School Age ONLY:* Only one child at a time is permitted in the bathroom, see "Supervision Policy" for details.
- *For EnrichEd ONLY:* Staff will be scheduled at a ratio of 1 teacher to 10 children.
- *For EnhancEd classrooms:* A staff member trained as a Therapeutic Intervention Specialist (TIS) will ensure all children present who are enrolled in EnhancEd are supervised under a 1 adult to 4 children ratio, regardless of age group.

Video surveillance technology

A video surveillance system monitoring could be installed at centers to keep the children safe. Video surveillance technology is placed in areas of the facility so that children are monitored during play time, education, meals and nap time. Also, to prevent vandalism and theft, video surveillance technology could monitor the outdoor areas.

It is of the utmost importance to provide safety for your family. An informational sign informing the public that video surveillance is used will be placed at the main entrance to the child care center.

At no time can the video surveillance be released or given to parents, employees or the public due to maintaining privacy and safety of the children.

Children's records

Children's records are kept in a locked file cabinet. Information contained in a child's record is privileged and confidential. The organization will not release the information in a child's record without the written consent of the child's parents or guardians.

A parent may add, change, or update information in the file at any time. If the Administrator feels that the information a parent wants deleted needs to remain, they will meet with the family to discuss the issue. The parents will be given written instructions on the appeals process.

Parents are asked to update their files periodically throughout the year as to any pertinent changes in address, contact information, authorized people listed to pick up a child or other information that will assist the staff in working with the child.

Written requests for copies will be made using the Children's Records Request Form and will be given to the Administrator and forwarded to the Home Office. This request must include the specific dates needed for the documentation. Upon approval, copies may be provided within 7-10 business days of the written request. The first 15 pages of the record per child, are at no charge, any additional pages are subject to a 25 cent per copy fee. This fee is paid before the records are released.

Occasionally, an authorized government licensor will review the children's files to substantiate proper record keeping by the center. Confidentiality is always maintained.

For children enrolled in the EnhancEd program, a clinical summary will be provided upon request in writing.

Health & Safety (continued)

Medical emergencies

Keeping all children safe is a priority. Staff members are trained in First Aid and CPR for infants and children. Minor accidents, such as cuts and scrapes, will be treated with soap and water; bruises and bumps will be treated with ice.

All incidents and injuries will be reported on an "Incident or Injury Report."

In the case of a more serious injury, when medical attention could be needed, the center will call the child's designated contact. If necessary, we will call 911 and summon an ambulance. A staff member will accompany the child in the ambulance to a hospital and remain with the child. In the event of a serious injury or illness, a child will be transported to the hospital as designated in the child's enrollment packet (or the closest facility at the discretion of the rescue personnel).

In the event that a child becomes sick while at the center, parent/guardian will be called and be asked to pick up the child. The child will be separated from the group while we are waiting for an emergency pick up person to arrive. See "Illness - Child" policy for details.

For more information on how we handle an emergency situation, please see our "Emergency Planning Guide."

Drug-free workplace

The organization is committed to protecting the safety, health and well-being of all employees, children and other individuals in our workplace.

Our policy is to continue to promote a drug-free workplace that balances our respect for individuals with the need to maintain an alcohol and drug-free environment. A safe and productive drug-free workplace is achieved through cooperation and shared responsibilities of the employees and management.

Biting

The goal is to keep all the children in the classroom safe. Teachers will implement proactive strategies to prevent or lessen biting from occurring.

Each biting occurrence will be considered based on the individual child. A child may be hungry, tired, upset, sensory-overloaded, etc. Some children are still developing language skills or may have difficulty during transition times. These are all considered possible triggers and a unique solution should be provided.

If a child is bit or if a child bites, teachers will complete an "Incident or Injury Report" Form.

Discipline

The purpose of our discipline policy is to provide guidance on how to help children acquire coping skills and techniques to navigate throughout the day. Behavior guidance used by each caregiver will be constructive, positive, and suited to the age of the child at all times.

We believe in an educational quality care philosophy that is based on the premise that all children enrolled in child care centers should be safe. NurturEd/EnrichEd strive for an environment that gives children opportunities to explore and experiment and have age-appropriate and consistent limits. Staff will be fair, consistent, and nurturing towards each child. Discipline is developmentally appropriate and based on the individual child and circumstances. It is very important that there is consistent communication between parents/guardians and staff regarding their child. Our company requests that the staff is kept informed of any issues at home or school which may affect the child's behavior.

Discipline is about teaching; it is not the same as punishment.

Methods of Discipline:

- Discipline is always focused on teaching and should never be confused with punishment. Discipline means guiding behavior by teaching children coping skills and techniques to help them navigate successfully throughout the day.
- These social-emotional skills are part of our curriculum and are taught on a consistent basis to create a safe and secure environment.

Pets

Children can learn a lot from animals, and it's important to make sure they stay safe and healthy while they're learning.

To keep children healthy while providing extending learning opportunities, NurturEd & EnrichEd follow these recommendations from the CDC to keep young children healthy around animals:

- Always supervise children around animals.
- Never allow children to kiss animals or to put their hands or other objects into their mouths after handling animals.
- Always wash children's hands thoroughly with soap and water right after touching, feeding, or caring for animals or cleaning their habitats. Adults should supervise handwashing for young children.
- Keep children away from animals while they are eating to prevent the risk of bites or other injuries.

Parents will be notified before introducing the pet to the classroom.

Tuition & Operational Policies

In our efforts to provide the highest quality of care for your child, we are continually improving our program. Part of this process is to review tuition rates annually. Tuition rates are center-specific.

See your Parent Agreement Contract for details.

Tuition payment

Tuition must be made no later than 12:00 pm on the Friday before the week of child care service is provided. A non-refundable annual registration fee and an activity fee, if applicable, as specified on the Parent Agreement Contract, is required at your child's initial registration and for each subsequent year they are enrolled.

For security and compliance purposes, all credit card, debit card, and bank draft information must be entered exclusively via a secure payment link or via mobile app. The payment link will be sent when enrollment is confirmed. Under no circumstances will any representative of this organization collect, input, or handle any customer credit card or bank account information.

Non-payment of tuition

Non-payment or reoccurring late payment of fees can be sufficient cause for termination of service.

Late pick ups

Late departures after closing are subject to a one dollar per minute late fee, per child. A one-time waiver of the fee can be allowed.

Late fees

If tuition, or additional fees, are not collected by close of business on Friday, a late fee will be charged.

Returned checks

If a check is returned, we will charge a return check fee to be included in the replacement payment. We reserve the right to refuse any other payments by check.

Schedule changes

In order to provide appropriate child supervision and to appropriately schedule staff, families are asked to follow the schedule they choose for their child. If a schedule change (days and/or hours) becomes necessary, parents/guardians will complete a new Parent Agreement Contract with the revised schedule requested. We cannot guarantee that a space will be available for your child on the days you desire, see center Administrator for details.

If you have an emergency and need to alter your child's schedule, do not hesitate to contact your center Administrator.

Vacation credits - absences, sick days, & vacations

To uphold our high standard of quality, we budget for every-day costs related to our dedicated teachers and our educational resources. A limited number of vacation credits are permitted each year for absences.

Tuition is due and required to hold a child's space regardless of a child's absence from the program for any reason (including holidays or illness), or closure due to situations beyond the program's control (inclement weather, power outages, etc.). Tuition is due each week, as outlined on the Parent Agreement Contract.

2 weeks of a Vacation Credit are allowed per year (September – August) at half of the regular tuition rate. Children can attend half of their scheduled time in full day increments only.

Vacation Credits vary for children enrolled in a School Age Program. School Age students that attend a full day program will pay the full day/school vacation rate.

Extended absences

If any parent chooses to take their child out of the center for an extended period of time, they must notify the Administrator immediately. The parent can choose to hold the child's spot by paying the private pay weekly rate or daily rate depending on current schedule. If the parent does not want to pay the private pay weekly tuition or daily rate depending on current schedule, they may choose to temporarily term and then re-enroll, pending availability and pay the registration fee.

Emergency closing procedures

Our organization is committed to remain open as a convenience to families. In the event of severe weather, the center will open, and remain open, as long as conditions allow. If the weather or road conditions worsen during the day, parents may be asked to pick up children for early closing.

Announcements regarding closing or delays will be posted on local news channels or Rhode Island Broadcasters Association (RIBA), posted on social media, & push notifications and text (SMS) alerts via parent communication app.

All decisions to remain open or close will be based on the input of school personnel (sites located in schools only) as well as the CEO and Vice President.

For instructions to sign up for emergency alerts, please visit www.nurturedelc.com/enrolled-families/alerts/ or enrichedri.com/about/alerts

Tuition & Operational Policies (con't)

Holiday closures and early dismissals

Barring extreme weather or other unforeseen circumstances, our centers are open during normal operating hours on regularly scheduled days.

Most of our centers will be closed on the holidays listed below. **Because holidays vary, please see your Administrator for a list of holiday closings.**

- New Years Day
- Martin Luther King Day
- Good Friday - off-site staff Professional Day
- President's Day
- Memorial Day
- Juneteenth National Independence Day
- Independence Day
- Independence Day Recess
- Victory Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day
- Thanksgiving Recess
- Christmas Day

Early dismissal days are Christmas Eve and New Year's Eve.

Tuition is charged on a weekly basis, without credit for those days for which we are closed.

The center's hours and holiday schedules are set and posted annually, but may change at any time.

Transportation

Parents/guardians are responsible for providing transportation to and from the center on a daily basis.

In some School Age programs, NurturEd/EnrichEd will provide transportation to/from the child's school to the center via company vehicles.



Field trips

Field trips provide unparalleled opportunities for learning. They provide children with opportunities for hands-on experiences and background knowledge that they may not receive in a classroom. Field trips are both educational and fun! Field trips provide opportunities to expand and further enrich the curriculum. Students are immersed in sensory activities and build an appreciation and awareness of their community.

Field trip fees are posted on the Tuition Rate Sheet. All children who are age eligible are allowed to attend a field trip. Children will never be excluded from attending a field trip based on not having enough bus seats or for financial hardship.

If parents want to chaperone the field trip, they will pay the fee of admission. They can ride the bus if there is room. They will not be counted in staff to child ratios and will not have responsibility for supervision of any children.

Only children four years and older are allowed to attend an off site field trip. There are no exceptions to this rule. Proper staff/child ratios will be maintained at all times, including EnhancEd ratios. There will be a minimum of two staff present at all times.

On site field trips take place at the center at a designated time and place.

Termination/suspension of child/family

In order to maintain a high standard of service and provide a safe work environment and a safe child care center for children and families, we reserve the right to terminate services.

If a particular child or parent's behavior threatens the safety of — or becomes abusive toward — the other children, parents or center staff, we will take action and as a result, we may disenroll the child immediately.

We reserve the right to disenroll any child or terminate services as deemed necessary or appropriate at our sole discretion, with or without notice.

Leaving the program

If you choose to withdraw your child from our program, we require a one-week written notice.

Should you withdraw your child for any reason and re-enroll at a later date, a new registration fee will be applied.

Families' Rights

Children's rights

We believe that all children we service have the following rights:

- The right to be free from physical or mental abuse
- The right not to be subjected to abusive language or abusive punishment
- The right to be in the care of adults who shall meet their health, safety, and developmental needs.

Child and Adult Care Food Program

Select NurturEd and EnrichEd programs are members of the Child and Adult Care Food Program (CACFP). A Meal Benefit application is on file for every child in the center. A new application is required every year and/or when your family's income situation changes.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Administrator, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

In addition, in Rhode Island it is illegal to discriminate on the basis of religion or sexual orientation. To file a complaint of discrimination for these protected classes, contact: RI Department of Education, Administrator of Equity and Access, 255 Westminster Street, Providence, RI 02903-3400 or call (401) 222-4600.

Conflict resolution

NurturEd and EnrichEd hope that all issues with regards to childcare will be decided based on what is in the best developmental interest of the child. Occasionally conflicts will arise between parents and the caregivers.

If you, at any time, have complaints, concerns or questions with regards to the care your child is receiving, please see the Administrator immediately.

If you feel that your situation has not been addressed to your satisfaction after speaking with the Administrator, you may call our Home Office at 401-475-7707 or 401-723-2277. We welcome your feedback and input.

If you are still not satisfied, you may contact DHS.

Confidentiality

It is our intention to respect the privacy of children, families and staff, while ensuring high quality child care and education. Our goal is to ensure that all children, families, and staff will share information in confidence and this information will only be used to enhance the welfare of children. This information includes but is not limited to, paperwork in files, verbal conversations and meetings and correspondence, meetings, social media, cell phone usage and telephone conversations. Information contained in a child's or staff member's records shall be privileged and confidential.

We hope that all families will follow the same principles of confidentiality with respect to the children, families and staff.



Family & Community



We are always excited to welcome families and engage with our community at our centers! Communication and feedback is valued to help build strong relationships.

Open Door Policy: Parent Involvement & Parent Visitation

We have an open-door policy, where parents/guardians are welcome to visit the program at any time.

Parent involvement in the programs can be accommodated in a variety of ways such as:

- Assist in fundraising
- Attend special events
- Volunteer time
- Suggestions for programming
- Feedback of service

Communication

An integral and significant aspect of our philosophy is the importance of open communication between the center and family. The child's parent/guardian and family members are the most significant people in a child's life. Therefore, building a positive, communicative relationship with each family is of the utmost importance. Mutual respect and cooperation between the adults in a child's life is essential in order for him or her to develop trust in the world.

NurturEd utilizes a parent communication app. Each classroom has an iPad or tablet with the software specifically tailored for the child care industry to provide families with daily communication. It utilizes mobile technology to provide visibility and communication between parents and teachers. The app allows teachers to capture special moments, take photos and videos of each child in action, as well as send parents classroom information and updates about the day. This software also assists the teachers with curriculum development and implementation, as well as child assessment and portfolio documentation.

Whenever possible, accommodations to communicate with families and/or provide materials in their primary language will be made. All families are invited to engage in activities regarding their child's education, regardless of special needs and circumstances.

Families are encouraged to give input on the implementation of new ways to enhance the child's daily experience, help design future family engagement activities, and provide input on goals. This involvement in helping to make decisions is done through participation in quarterly Advisory Boards, Annual Surveys, and maintaining verbal communication on a daily basis.

NurturEd & EnrichEd use a variety of methods to engage families in active two-way communication on an ongoing basis. This communication includes, but is not limited to:

- Daily verbal interactions
- Digital daily reports
- Parent/teacher conferences, minimally twice a year regarding children's goals and development (early learning centers)
- Educational concepts board
- Edgar whiteboard (early learning centers)
- Ongoing Family Events throughout the year, such as Mother's Day Tea, Donuts with Dad, Anti-Bullying Night, Lights On! Afterschool, Preschool Graduation, and more
- Advisory Board that meets quarterly
- Chaperoning educational field trips
- Newsletters, Monthly Educational and Informational Emails
- Curriculum Calendars
- Opportunities for families to visit the classroom (i.e. read a book, share a recipe)
- Social media and websites

Refer a friend

You know the importance and the challenge of finding the best child care and educational choice for your child outside your home. We're asking you to help us spread the news about how well we meet the needs of families. Our family referral program is designed to encourage you to share your satisfaction with others. And to show our appreciation, you will receive a tuition credit if the family you refer enrolls in any one of our locations. Ask your Administrator for details!



Family & Community (continued)

Volunteers

Our organization welcomes those who would like to intern, volunteer and/or perform community service with us. All applicants must meet prior approval by the Human Resources Department.

All requests for interns/volunteers will be considered for approval on a case-by-case basis. Interns/Volunteers must always work under the supervision of program staff and never be left alone with children or engage in any disciplinary action with a child. Interns/Volunteers may engage in routine contact with a child or children in the presence of employees, including:

- Planning, developing and preparing activities
- Helping program staff
- Assisting with mealtime activities
- Implementing cultural activities
- Field Trips
- Reading/homework
- Cleaning as needed

Research activities

NurturEd and EnrichEd occasionally receive requests from university programs, researchers, or community agencies to observe our classrooms. We will always first obtain written permission from parents before allowing any research, experimentation, or promotions.

This includes academic research, vision or hearing screening, or any other activities that are unrelated to the direct care of children.

Parent evaluations

Parents are encouraged to give feedback at any time. A formal evaluation is distributed each year to families.

In addition to the annual evaluation, a separate EnhancEd program evaluation is distributed to families enrolled in the EnhancEd program.

Evaluations can be returned anonymously.

Results from evaluations and other types of feedback are also used to develop and continue to implement the Strategic Plan, which includes timelines and action steps.

"I love this place

because they are very good at giving you details on what goes on day to day whether it's on the app or in person or email. They are very good with any concerns or questions I have. I love this place and actually recommended it to a few people that have had or have their children going to the daycare."

- Roboniana



Family & Community (continued)

Community partnerships

At NurturEd and EnrichEd, we know how important it is for children to have close links with their community. That's why we feel it is important to support community businesses. We believe in giving back to programs that benefit children of all ages in the communities where we work and play.

One way we give back to our community is through high school scholarships. NurturEd and EnrichEd are committed to supporting the next generations of teachers. Part of our commitment includes supporting graduating high school seniors who attend the school districts in our communities. We encourage all students to apply for a scholarship. Our first preference is to a student who is choosing education as a major and/or who have attended one of our centers in the past.

NurturEd partners with Child Outreach and Early Intervention to support children of all abilities. This partnership helps to screen and identify children that may have special needs. Screening serves as a first step in the identification of children who might have developmental delays or disabilities and who could benefit from intervention. These partnerships also serve as resources to families, providing information about child development, opportunities for involvement in their child's development and information regarding referrals to agencies and community programs.

Providing parents with resources about child development milestones helps parents identify delays early, when interventions can help the most. We work collaboratively with families and the community to best meet the needs of all children.

Connect with us

We are passionate about what we do and love to share with our families and the community. We're also available any time if you have any questions or concerns. You can connect with us in a variety of ways:

- Talk to your Administrator - they are available to help with any questions or concerns you may have
- Contact our Home Office - EdCentral
 - NfurturEd:
401-475-7707
info@nurturedelc.com
 - EnrichEd:
401-723-2277
info@enrichedri.com
- Facebook, Instagram, YouTube or X/Twitter - get announcements and updates on center activities.
- Blog - get tips and stay updated on events at www.nurturedelc.com/blog or enrichedri.com/news



