



Celebrating the Young Child!

Parent Handbook

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I. Introduction to Chappell

To Our Parents

Chappell is honored to present this Parent Handbook to you. Thank you for choosing Chappell as your childcare provider, thereby entrusting your most precious possession(s) to our care. The purpose of this publication is to provide you with concise information relative to aspects of our philosophy, programmatic procedures and developmental care. It is our ultimate goal to provide your child(ren) the highest level of developmental care possible, as well as, provide you, the parent, the highest comfort level possible.

We encourage you to offer any comments, ideas or suggestions at any time which you feel would improve our program.

I. Introduction to Chappell

Chappell Locations

Chappell Deerwood
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Chappell FCCJ Downtown
Director: Sherrie Boger
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Chappell FCCJ North
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Jacksonville, Florida 32215
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Chappell Riverplace
Director: Linda Fox
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Chappell FCCJ Kent
Director: JoeAnn Primous
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Chappell Riverside
Director: Diane Marsteller
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Chappell FCCJ South
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I. Introduction to Chappell

Chappell History

The Chappell School was founded in 1958 by LaDauskie Harward Chappell as a kindergarten. The Chappell School expanded from infant care through Grade 9. The maximum number of students served on the flagship campus was 700 (seven hundred) in the early 1970s. During the years in which grades were in place, accreditation by The Southern Association of Colleges and Schools was acquired and maintained.

Upon the death of Mrs. Chappell in 1979, her daughter, Katheryne Chappell Drennon, became President and Chief Executive Officer of the corporation. She devoted all efforts to the creation and maintenance of state-of-the-art child development centers which included well planned expansion focusing on the acquisition of management contracts and existing centers as well as the design and construction of new centers. One of these child development centers has received national acclaim; Chappell Deerwood, built in 1984 was the first privately owned, free standing, non-subsidized child development center in an Office Park setting in the United States.

Katheryne Chappell Drennon was commissioned by the Washington, D.C. based National Association of Industrial Office Parks to write Child Care in Business Parks: A Guide for Developers in 1988.

Chappell was awarded its first corporate contract; an exclusive Provider Contract from a Johnson & Johnson Company, Vistakon, in 1987. In 1990, Chappell was awarded a Provider Contract from two AT&T corporations, Universal Card Services Corp. and American Transtech. Chappell has received numerous major grants from these and other Fortune 500 companies, including Blue Cross/Blue Shield and I.B.M. Other corporate partnerships include The United States government, F.A.A.; State of Florida Department of Motor Vehicles and Highway Safety; State of Florida Department of Education; National Football League, Jacksonville Jaguars; Homeside Lending; Citibank; America Online; Jacksonville Chamber of Commerce and Gate Petroleum

Chappell received its first N.A.E.Y.C. accreditation for the Federal Aviation Administration in Hilliard, Florida and opened the first in-house child development center, Chappell Riverplace, in 1996 in Jacksonville in the Ricverplace Tower under the auspices of Gate, Inc.

In 2000, Katheryne Chappell Drennon was appointed Chairman of the Board and her daughter, Lynne Byrd Harris, was appointed President and Chief Executive Officer thus creating a third generational continuum.

I. Introduction to Chappell

Chappell Mission Statement

Our mission is to facilitate the provision of premier child development, enhanced programs and top tier service to our children and parents, embraced by total commitment to integrity, appropriateness, professionalism and excellence.

Chappell Philosophy

Our primary goal is to assist parents with the development of the TOTAL child: physically, emotionally, socially, cognitively, and creatively. Our process of development is centralized in a safe, secure, and stimulating environment where nurturing, learning, exploring, and enrichment are integral components. This developmental process:

- Provides individualized attention;
- Allows individualized scheduling and adherence to each child's personal needs;
- Offers cognitive, recreational, and cultural activities which are varied- both planned and spontaneous;
- Encourages creativity and exploration;
- Perpetuates progressive self-concept, self-esteem, self-expression, self-direction, and self-reliance;
- Offers a wide range of experiences to aid in the age-appropriate development of gross and fine motor skills, language skills, and communication skills;
- Affords developmental continuity;
- Includes enrichment resources, enrichment staff, and enrichment experiences

I. Introduction to Chappell

Chappell Credo

Our first responsibility is to the children whom we serve.
Our awareness of the needs of the individual child must exemplify
our support of the rights of children.
We must afford each child equal respect
thereby developing positive and rewarding attitudes toward self and others.
To enable our children to develop his or her full potential
we must provide a foundation of consistent instruction
and enhanced resources balanced with sensitivity.
We must enlighten our children through successful experiences
which perpetuate self-esteem, self-expression, self-direction and self-reliance.
We must constantly strive to improve all our endeavors
to better guide the development of the TOTAL child.

We are responsible to our parents.
We must partner with parents
to provide a duality in the nurturing of children.
We must help our parents balance their employment responsibilities and family responsibilities by
providing a secure, wholesome, healthy environment for children,
thus relieving the stress and worry which accompanies daily separation.
Communicating with our parents must be an essential element of our responsibility.
We must commit to an “open door policy” to enable parents to observe and/or share each step that
reflects a milestone in their children's developmental process.
We must share the responsibility for the development of the child with the parent(s).

We are responsible to our teachers and staff;
the men and women with whom we work each day.
There must be an equal opportunity for employment,
development and advancement for those qualified.
We must facilitate a competent and enlightened staff which is well trained,
motivated, and devoted to the nurturing of children.
The staff, through its teaching techniques and behavioral proclivities,
must teach by being a role model.
The management must provide dedicated leadership in its highest form
evidenced by implicit actions both just and ethical.

We are responsible to the community in which we live and work
and to the world community as well.
We must be good citizens, support those less fortunate than we
and bear our fair share of fiscal responsibility.
We must encourage civic and national pride,
support moral issues and promote human rights.
We must maintain in good and respectful order
the property and space we are privileged to use.
We must always protect the environment and natural resources.
Our final responsibility is to leave the world a better place.

I. Introduction to Chappell

Rights of the Young Child

Chappell endorses the rights of young children and upholds the belief that each child is an individual with varying individual needs, interests and abilities and is, therefore, entitled to respect equal to that of any adult. Through teaching techniques and most importantly by example, each child has the right to be given opportunities to develop positive and rewarding attitudes towards self and others; with emphasis being constantly placed on individual, social and cultural diversity.

Within our program each child is provided the opportunity to develop to his or her full potential through experiences which encourage success. It is our feeling that success builds success and that each step in the child's developmental/educational process is a milestone.

We firmly support the philosophy that it is the right of each child to:

- Expect a safe, suitable and caring environment which is conducive to learning and which enhances individual development through rewarding and appropriate experiences
- Freely express his or her ideas and feelings through drama, dance and movement, art, construction, music and language in keeping with acceptable and desirable forms of behavior
- Encounter experiences provided under guidance which assists them in developing qualities of self-esteem, leadership and creativity
- Develop relationships of mutual trust and respect with adults and peers, understand perspectives and diversities of other people, negotiate and apply rules of group living
- Develop independence through making choices as they relate to activities, materials and interaction which demonstrate respect for self and others

I. Introduction to Chappell

Chappell Curricular Philosophy

Chappell Child Development Center's curriculum provides each child with active experiences which are extended through language and non-verbal representation. The curriculum represents continuous learning opportunities using a multi-sensory developmental approach in which all activities are appropriate to the development of the TOTAL child. On staff is a full-time Curriculum Coordinator whose responsibilities include coordinating all aspects of the curriculum and to train staff members.

The concepts and skills listed in the *Developmental Plans* were designed in a consistent manner which will meet each child's developmental needs and interests for his/her first five years. Only developmentally appropriate materials, equipment and activities are used to project these concepts and skills.

Our curriculum reflects the developmental approach to teaching which supports the idea that children learn best when they are actively involved in the learning process. Children must first learn at the concrete level in order for concepts to be internalized. Emphasis is on simple beginnings in the form of hands-on activities; manipulating, creating, building, exploring, actively doing! Ideas and concepts which are on the abstract level will follow quite easily for the child who has first explored concrete experiences. Activities are presented in a fun and interesting manner which invite the children to actively involve themselves in learning and to experience success! Our methods reflect an age-appropriate and natural style which results in greater opportunities for success, as well as developing positive attitudes towards the overall and continual learning process.

KEY EXPERIENCES IN ACTIVE LEARNING:

- Exploring actively with all the senses
- Discovering relations through direct experience
- Manipulating, transforming and combining materials
- Choosing materials, activities, purposes
- Acquiring skills with tools and equipment
- Using the large muscles
- Taking care of one's own needs

KEY EXPERIENCES IN USING LANGUAGE

- Focus on language and literacy
- Communicate about experiences, thoughts, and strategies
- Create opportunities for children to listen attentively using books, puppets, flannel boards
- A print enrich environment throughout the room
- Experiencing pre-writing through journaling, dictation, and charting stories
- Singing, rhyming games, poems and creating stories

I. Introduction to Chappell

Chappell Curricular Philosophy

(continued)

KEY EXPERIENCES IN REPRESENTING EXPERIENCES AND IDEAS

- Recognizing objects by sound, touch, taste, and smell
- Imitating actions
- Relating pictures, photographs, and models to real places and things
- Role playing and pretending
- Making models out of clay and blocks, etc.
- Drawing and painting

KEY EXPERIENCES IN DEVELOPING LOGICAL REASONING

Classification

- Investigating and labeling the attributes of things
- Noticing and describing how things are the same and how they are different
- Sorting and matching
- Using and describing something in several different ways
- Describing what characteristics something does NOT possess or what class it does NOT belong to
- Holding more than one attribute in mind at a time (Example: Can you find something that is red and made of wood?)
- Distinguishing between "some" and "all"

Seriation

- Comparing: Which one is bigger/smaller, heavier/lighter, rougher/smooth, louder/softer, harder/softer, longer/shorter, taller/shorter, wider/narrower, sharper/duller, darker/lighter, etc.
- Arranging several things in order along some dimension and describing the relations (the longest one, the shortest one, etc.)

Number Concepts

- Comparing number and amount: more/less, same amount; more/fewer, same number
- Comparing the number of items in two sets by matching them in one-to one correspondence (Example: are there as many cookies as there are children?)
- Enumerating (counting) objects, as well as counting by rote

I. Introduction to Chappell

Chappell Curricular Philosophy

(continued)

KEY EXPERIENCES IN UNDERSTANDING TIME AND SPACE

Spatial Relations

- Fitting things together and taking them apart
- Rearranging a set of objects or one object in space (folding, twisting, stretching, stacking, tying) and observing the spatial transformations
- Observing things and places from different spatial viewpoints
- Experiencing and describing the positions of things in relation to each other (e.g., in the middle, on the side of; on, off, on top of, over, above)
- Experiencing and describing the direction of movement of things and people (to, from, into, out of, toward, away from)
- Experiencing and describing relative distances among things and locations (close, near, far, next to, apart, together)
- Experiencing and representing one's own body: how it is structured, what various body parts can do
- Learning to locate things in the classroom, school, and neighborhood
- Interpreting representations of spatial relations in drawings and pictures
- Distinguishing and describing shapes

Time

- Planning and completing what one has planned
- Describing and representing past events
- Anticipating future events verbally and by making appropriate preparations
- Starting and stopping an action on signal
- Noticing, describing, and representing the order of events
- Experiencing and describing different rates of movement
- Using conventional time units when talking about past and future events (morning, yesterday, hour, etc.)
- Comparing time periods (short, long; new, old; young, old; a little while, a long time)
- Observing that clocks and calendars are used to mark the passage of time
- Observing seasonal changes

I. Introduction to Chappell

Early Childhood Program Goals

Each of Chappell's individual early childhood programs establishes its own goals for children as the result of a consensual process. Those goals address all domains - emotional, social, cognitive, and physical - and attend to the development of desirable attitudes and dispositions, skills and processes, knowledge and understanding of all children, including children with special needs.

Our teachers assist children to:

- Develop a positive self-concept and attitude toward learning, self-control, and a sense of belonging
- Develop curiosity about the world, confidence as a learner, creativity and imagination, and personal initiative
- Develop relationships of mutual trust and respect with adults and peers, understand perspectives of other people, and negotiate and apply rules of group living
- Respect social, individual and cultural diversity
- Know about the community and social roles
- Use language to communicate effectively and to facilitate thinking and learning
- Become literate individuals who gain satisfaction as well as information from reading and writing
- Represent ideas and feelings through pretend play, drama, dance and movement, music, art and construction
- Think critically, reason, and solve problems
- Construct understanding of relationships among objects, people, and events such as classifying, ordering, number, space, and time
- Construct knowledge of the physical world, manipulate objects for desired effects, and understand cause and effect relationships
- Acquire knowledge of and appreciation for the fine arts, humanities, and sciences
- Become competent in management of their bodies and acquire basic physical skills, both gross motor and fine motor
- Gain knowledge about the care of their bodies and maintain a desirable level of health and fitness
- Recognize human differences and promote attitudes from interaction with children with special needs
- Character trait building

I. Introduction to Chappell

Memberships/Accreditations/Former Board Member

- National Association of the Education of Young Children
 - National Child Care Association
 - National Private Schools Association Group
 - * Private Schools Accreditation Alliance
 - * Florida Association of Children Under Six
 - Florida Association for Child Care Management
 - National Association for Child Care Management
 - * North Florida Association of the Young Child
 - Association for Childhood Educational International
 - Florida Association for Supervision and Curricular Development
 - Southern Early Childhood Association
 - Jacksonville Chamber of Commerce – Cornerstone
 - ** Mayor’s Commission the Status of Women
 - ** Fine Arts Forum
 - Cummer Gallery of Art
 - Cummer Gallery of Art Council
 - ** Gator Bowl Association
 - ** Jacksonville Symphony Association
 - Jacksonville Art Museum Guild
 - ** American Cancer Society
 - ** American Lung Association
 - Metropolitan Museum of Art
 - Jacksonville Museum of Arts and Sciences
 - The National Museum of Women in the Arts
 - National Association of Female Executives
 - National Federation of Independent Business
 - Jacksonville Women’s Network
 - Jax Pride, a Coalition for Visual Enhancement
 - Better Business Bureau
 - ** Jacksonville Public Library Foundation Board
 - Cultural Council of Greater Jacksonville
 - * National Early Childhood Program Accreditation
 - National Association of Lab Schools
 - * Accredited Professional Preschool Learning Environment
- *Accreditations **Former Board Member

I. Introduction to Chappell

Chappell Achievements, Honors, Awards

Featured: *Wall Street Journal*; Article - "Toddling Trend, Child Care Near the Office" - Oct. 1986.
National Industrial and Office Park Industry Development - Magazine Cover May/June 1988
Numerous Newspaper and Magazine Articles

- Katheryne Chappell Drennon wrote CHILD CARE IN BUSINESS PARKS: A GUIDE FOR DEVELOPERS; she was commissioned to write this book in 1988 by NAIOP (National Association of Industrial Office Parks) which is based in Washington, D.C.
- Katheryne Chappell Drennon founded the first privately owned child development center in an office park setting in the United States.
- Katheryne Chappell Drennon has spoken at conferences and seminars, regarding child care, in major cities throughout the United States.
- Chappell at Riverplace is the first **in-house** child development center in Jacksonville, Florida, opened 1996.
- Chappell is the largest woman-owned business ranked by number of full time employees in the area (Jacksonville Business Journal), 1996.
- Chappell has been awarded grants from four (4) fortune 50 companies in recognition of the highest quality developmental programs.
- Chappell was recipient of Fast 50 Award (one of Jacksonville's 50 fastest growing companies - award by Jacksonville Business Journal), 1996 and 1997.
- Chappell was named to the 1997 Florida 100 list by the University of Florida's Graduate School of Business Administration.
- Chappell - Deerwood nominated for the Architectural Design Award sponsored by Jacksonville Chamber of Commerce and Arts Assembly, 1986.
- Chappell has positioned itself in the third generational continuum.
- Chappell Schools, Inc. is the tenth largest women-owned business in the state of Florida; 2004.
- Chappell Schools, Inc. is the 37th largest childcare business in the nation; 2005.

II. General Information

Programs and Services

Chappell curriculum is supplemented by the **Early Learning Literacy Model (ELLM/Plus)**. This literacy-focused curriculum builds children cognitive development through literacy, mathematics, science, social studies, the arts, motor experiences, and physical health.

Developmental Space consists of extensive classrooms which are divided into multiple centers for age appropriate groupings, thereby providing versatility of developmental play and learning experiences.

Enrichment Resources

A variety of enrichment activities are included in our curriculum; such as: cultural experiences, music, art, computer science and movement.

"Fine Dining" is typified by periodic lunches which are served in a manner, delineating the highest form of dramatic play. Proper table setting, social graces, decorum and exquisite manners (example: boys seating girls) are all part of this program.

"Teddy-Bear Tea" is typified by high tea served with all the accoutrements at the child's level. Teddy bears, parents, and grandparents are cordially invited.

"Open-Door" Policy welcomes parents to observe any developmental area at any time.

In-service and Staff Training Programs are held monthly.

Parental Counseling by Directors and qualified staff members is available.

Annual Tax Statements are available for tax purposes at any time.

Referral Incentives are issued to the parents upon the referred enrollment of another family.

Chappell centers accept children ages 6 weeks to 5 years. The only admission criteria that may vary between centers is the age and ambulatory stage of the child. Parents are responsible for submitting:

- Registration Form
- Child Contact Form
- Medical Health Form
- Certificate of Immunization
- Enrollment agreement

II. General Information

Licensure and Regulations

The Chappell Child Development Centers are issued a license by the county/state to operate a child care center. The Florida Department of Children & Families rules and regulations which govern the center are filed in the administration office. In accordance with the State and agency regulations, each child registered at the Chappell Child Development Center must at the time of entrance, provide the center with any state required student Physical form (gold form), Immunization form (blue form), and flu flyer.

Teacher to child ratios will not exceed the standards established by the Department of Children and Families.

Sleeping/Nap/Quiet Time

Parents are to provide the following:

- Fitted crib sheet
- Small blanket

In order to reduce the risk of Sudden Infant Death Syndrome (SIDS), staff will place infant to sleep on his/her back. Each infant will be placed for sleeping on a firm mattress and in a safe crib. If a blanket is required for the comfort of the infant, the blanket will only cover the infant to the cheek level with the blanket tucked under the infant's arms. When an infant can easily turn over onto his/her stomach, staff will continue to put the infant to sleep on the infant's back but allow the infant to roll over onto his/her stomach/side as the infant prefers. Positioning devices that restrict the infant's movement in the crib will not be used unless a physician's written statement authorizing its use is provided.

Matriculation

Developmental groupings are generally formed by the matriculation process. In order to adhere to kindergarten entry date requirements, the age groupings are based on the child's age as of the first day of each September.

Outside Time

Outside time is an integral part of a healthy day, weather and conditions permitting. Children will not be excluded from their outside time.

II. General Information

Discipline / Child Guidance

The Chappell Child Development Centers view discipline as a teaching/learning process of positive reinforcement techniques, which leads children toward more responsibility for themselves as they develop independence and more mature behavior. A safe and suitable environment, interesting and challenging activities, established routines for transitions, clearly defined rules and a sensitive and well-trained staff promote a consistent atmosphere for children's acceptable behavior.

We understand a child's behaving in a disruptive manner, e.g., hitting, kicking, biting, throwing things, defying, or running away. We further understand that a child's disruptive behavior may be caused by any of the following conditions:

anger	fear	jealousy
boredom	grief	loneliness
confusion	hunger	need for toileting
curiosity	hyperactivity	over stimulation
embarrassment	illness	shyness
fatigue	insecurity	sleepiness

Children may also be experimenting with disruptive or negative behavior because the need to "*fight controls*" is normal at certain stages of development.

We support the following disciplinary action:

- Redirection of Behavior
- Isolation from Group
- Parental Notification
- Parental Conferences

We do not support any type of physical force or abusive language in disciplining children. In accordance with DCF regulations, discipline will not be severe, humiliating, or frightening nor will it be associated with food, rest or toileting.

Chappell retains a STUDENT/PARENT DISMISSAL POLICY.

If all aforementioned positive efforts fail, dismissal will result. The most common causes for dismissal are:

- Threatening bodily harm to another
- Injuring another
- Using rude, vulgar or obscene language
- Using abusive language
- Demonstrating dangerous behavior

II. General Information

Biting

Young children need lots of practice in learning the fine art of interacting with their families in a positive way. They need positive guidance and understanding from parents and teachers. When children gain maturity and experience, and become preschooler (3+ years old), they are expected to have developed appropriate ways of expressing themselves and interacting with their peers rather than biting.

Biting is a natural developmental stage for some children. It is usually a temporary condition that is most common between 13 and 36 months of age.

Young children bite others for many different reasons. A child might be teething, or overly tired and/or frustrated. He/she might be experimenting or trying to get the attention of the teacher or his peers. These young children have undeveloped verbal skills and are naturally impulsive. Sometimes, biting occurs for no apparent reason.

The following steps will be taken if a biting incident occurs at our center:

- Staff will monitor biter's behavior very closely in order to proactively deter biting.
- The biting will be interrupted with a firm "NO, we don't bite people!"
- Staff will stay calm and will not overact.
- Staff will remove the biter from the situation in order to redirect the biter's attention.
- The bitten child will be comforted; the wound will be assessed and cleansed with soap and water.
- The parents of both children will be notified of the biting accident. **Confidentiality of any child involved will be maintained.**
- Appropriate forms will be completed.
- The bitten area should continue to be observed by parents and staff for signs of infection.

If persistent biting occurs by the same child, the following policy will be implemented:

Parents will be called and the child will be sent home if, on that day, the child has one biting incident that left broken skin or two biting incidents where the other person's skin was not broken. If three biting incidents occur within 10 school days from the date of the first incident, the biter will be suspended for a week. If another biting incident occurs after a suspension, the biting child must be removed from the center for the remainder of the school year and parents will need to make alternate care arrangements.

NOTE: It is standard policy not to divulge the name of biter to bitee's parent.

II. General Information

Nutrition Program

Meals and snacks are provided in compliance with recognized national, state and local nutritional standards. We closely adhere to the meal patterns of the Child Care Food Program administered by the Florida Department of Health. Each Director and staff responsible for food preparation must have successfully completed the Food Safety for Children, Infants and Older and Nutrition and Menu Planning. Our facilities, meal plans and the Nutrition Technicians' credentials, which are assessed quarterly by our licensing agency, far exceed standard requirements.

Unless the center is a Child Care Food Program provider, food for all infants under twelve months is provided by parents. Infants will be fed on demand unless parents provide written instructions. Prepared infant formula will be refrigerated and clearly labeled with the child's first and last names. Infant feeding plans must be completed on the daily communication sheet for all children under the age of one year old. The plan should include information about the times and amount of food or beverage offered to the infant/child.

Chappell provides whole or 1% milk and food for children who are ready for table food. If alternate milk is requested, parents must provide to the school documentation stating alternate milk should be given to your child. Parents are requested to provide the alternate milk requested. Menus are posted on the Parent Bulletin Boards and are available upon request. FSCJ South and Kent campus families bring breakfast and lunch; snacks are provided by the center.

Children are encouraged to use proper table manners. Children are encouraged to assist with the serving of food when applicable.

Child should not bring any other food to the center unless previously discussed with the Director. If your child does bring in outside food, the food will be stored until the child is picked up that afternoon. This is for the health and safety of the other children within the school.

Special Diet/Alternant Meal Plan

If a child requires special foods due to a medical problem, a letter from a doctor must be on file. If the school menu does not meet your child's dietary needs, food may be supplied from home. An Alternant Nutrition Plan form must be on file for all food brought from home. An alternant breakfast should include milk, grain, fruit, and vegetable. An alternant lunch should have five components: milk, grain, fruit, and vegetable. An alternant snack should include two of the following components: fruit, vegetable, grain, or dairy.

II. General Information

Illness / Accident

The Department of Children and Families mandates that Chappell disallows the admittance of any child who is ill with a contagious or communicable disease. If a child becomes ill during the day, the child will be isolated and the parent will be notified. The parent must arrange for the immediate pick-up of the child.

Any child with a temperature above 100 degrees will be considered ill. A child sent home ill may not return for 24 hours and must fever free without the assistance of Tylenol, Motrin, etc. Temperatures will be taken under the arm or in the ear using the appropriate thermometer.

If your child is at home with a communicable illness other than a routine cold, please notify the office so that other children can be observed for corresponding symptoms.

Please inform the office if your child develops any new allergies.

In the event of an accident, a parent is notified immediately. A responsible staff member is required to complete an Accident Report describing the accident as well as the treatment rendered. The Department of Children and Families requires the report to be signed by the parent/guardian/authorized adult the day of the accident/incident at pick-up.

Medication Policy

Prescription medications must be in the original container labeled by a pharmacy or physician with the child's name, name of physician, medication name, dosage instructions, and expiration date. Parents must also attach the **side effect brochure** that is provided when the prescription is filled. The only medications administered will be epi pens, nebulizer medications, and bronchial inhalers.

Non-prescription medications must be in the original manufacturer's container that is labeled with dosage instructions and expiration date. Parents must write the child's name on the container and attach the manufacturer's printed **side effect brochure**. Any non-prescription medication exceeding a three day period requires written authorization by a physician. If the manufacturer's dosage instructions are based on weight rather than the child's age, a physician's note must be submitted with the child's name, medication name, and dosage instructions. The only medications administered will be sunscreen, bug repellent, diaper cream, and lip balm.

Even though this center is not required to administer medication, we will extend the service as a courtesy providing the medication meets the requirements above, the Medication form is signed by the parent or legal guardian, and the side effect brochure is attached. Medication which has expired or is no longer being administered shall be returned to the parent or legal guardian.

II. General Information

Guidelines for Excluding from Child Development Center

Certain symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms should be excluded from the child care setting until 1) a physician has certified the symptoms are not associated with an infectious agent or they are no longer a threat to the health of other children at the center or 2) the symptoms have subsided.

For the mildly ill child, exclusion should be based on where there are adequate facilities and staff available to meet the needs of both the ill child and other children in the group.

Fever	<u>Auxiliary</u> or <u>oral</u> temperature: 100 degrees F. or higher; especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck or undiagnosed rash
Respiratory	Difficult or rapid breathing or severe coughing; child makes high pitched croupy or whooping sound after he coughs; child unable to lie comfortably due to continuous cough
Diarrhea	An increased number of abnormally loose stools in the previous 24 hours. Observe for other symptoms such as fever, abdominal pain, or vomiting.
Vomiting	Two or more episodes of vomiting within the previous 24 hours.
Eye/Nose Drainage	Thick mucus or pus draining from the eye or nose.
Sore Throat	Especially when fever or swollen glands in the neck are present
Skin Problems	Rash-Skin rashes undiagnosed or contagious Infected sores-sores with crusty yellow or green drainage which cannot be covered by clothing or bandages
Itching Appearance/ Behavior	Persistent itching (or scratching) of body or scalp Child looks or acts differently: unusually tired or pale, lacking appetite, confused, irritable, difficult to awaken
Unusual Color	Eyes or skin-yellow (jaundice) Stool-gray or white; urine-dark, tea colored These symptoms can be found in hepatitis and should be evaluated by a physician

II. General Information

Specific Disease Exclusion Guidelines

AIDS	Exclude infected child if he/she exhibits biting behavior, is not in control of his/her body fluids, or has open skin sores which can not be covered
Chicken Pox	Until all the blisters have dried into scabs; about 6 days after rash onset
Conjunctivitis (Pink eye)	Bacterial-until 24 hours after treatment begins. Viral-until a letter from physician is provided to verify that the child does not have bacterial conjunctivitis. In both situations, the child should be well enough to participate in normal daily activities
Cytomegalovirus	No exclusion necessary
Diarrhea (Infectious)	Generally, until stool returns to normal form. Each specific disease situation needs to be evaluated on an individual basis
Fifth Disease	No exclusion necessary
Giardiases	For those with Diarrhea only: Until the child has started treatment and diarrhea is no longer present
Hand, Foot, Mouth	Until fever is gone and child is well enough to participate in normal daily activities (Sores may still be present)
Hepatitis B	No exclusion necessary unless infected child exhibits biting behavior, or has open sores that cannot be covered
Impetigo	Until sores are healed or can be covered with bandages, or until child has been treated with antibiotics for at least a full 24 hours
Lice (head)	Until first treatment is completed and no live lice are seen
Measles	Until 4 days after the rash appears
Mumps	Until swelling subsides, usually 5 days but may be as long as 9 days after swelling begins
Oral Herpes (Cold sores)	No exclusion necessary
Pertussis (Whooping Cough)	Until 5 to 7 days after antibiotic treatment begins
Respiratory Illness (Febrile)	Until a child is without fever for 24 hours and is well enough to participate in normal daily activities

II. General Information

Specific Disease Exclusion Guidelines (continued)

Ringworm	Scalp: Until 24 hours after treatment begins Body: Until after treatment begins
Roseola	No exclusion necessary
Rubella (German measles)	Until 5 days after rash appears
Scabies	Until at least a full 24 hours after treatment begins and child is without fever for 24 hours
Yeast infection (Thrush)	No exclusion necessary, unless there is an unusual number of infants infected
Pinworms	Until after treatment has been started

Inadequately Immunized Children: If a case of measles, mumps, rubella, pertussis, polio or diphtheria occurs in the child care setting, children who are inadequately or incompletely immunized will be excluded for the communicable period of the disease. This exclusion is necessary because these children may become infected and contribute to further disease spread. This exclusion also applies to children who have not been immunized for religious reasons.

II. General Information

First Aid/CPR

Each Chappell center requires a minimum of 90% of the staff trained in Pediatric First Aid and CPR for adults, children, and infants. At least one of these employees is present at all times during the center's operating hours.

An injured child will never be left unattended. The Director or other staff member will contact the parent with details of the injury. If an injury is serious enough to be considered an emergency, a staff member will call 911. If the parent is not available to accompany the injured child to the hospital, a staff member will be designated to do so. An Incident/Accident report will be completed immediately and must be signed by the parent/guardian or the ambulance attendant on the day of the incident.

Illness or Injuries will be handled as followed:

A. Minor

- a. Treatable with medical supplies on hands
- b. Evaluated periodically to see if further medical attention is required
- c. Document treatments and evaluation in the children's file
- d. Contact parent/guardian with any large scrape, bruise, or "goose egg"

B. Major

- a. Employ first aid techniques as trained if needed
- b. Contact 911, if immediate medical attention required

Child Health, Safety Screenings and Assessments

Screening is a process to determine if a child has any developmental concerns that may require further evaluation and follow-up. Screenings conducted at the center may include vision, hearing, speech/language, nutrition, dental and Florida Developmental Readiness Screenings. Screening tools used may include the Ages and Stages Developmental Screening Questionnaire, VPK Florida Bright Beginnings Assessment, and Chappell Progress Report by age. Screenings will be conducted twice a year followed by joint parent-teacher-Director conferences to discuss testing results and follow-up procedures.

Director will assess children and administer consent forms to parents accordingly. Parents of screened children will be informed in writing the results of the screenings and will be counseled by Parent/Teacher/Director conference. Further assessment may be recommended based on the results of the screenings. If further evaluation or services are needed, parents will be referred to the appropriate agencies or to their personal pediatricians or dentist.

II. General Information

Community Child Health Resources

FLDRS- Florida Diagnostic and Learning Resources Systems- Provides instructional, diagnostic, and technology support to children 3 and up.

DCPS- Duval County Public School/Exceptional Education and Student services are committed to enhancing the quality of instructional services, educational opportunities, and support with students with diverse needs (communication, motor development, vision, hearing, and preschool readiness).

Healthy People/Healthy Communities- Duval County Health Department

WIC- Women, Infant, Children provides nutritional resources

Dental Van- Dental screening for children 3-5

Vision is Priceless- A volunteer organization that provides vision and glaucoma screening free to preschools.

Early Learning Coalition of Duval Inclusion- Available to help children with special needs in preschools. Working with parents and teachers through technical support, training opportunities, and technical assistance in the classroom.

Diapering Procedures/Toileting Learning Process

Diapers are changed every two hours or as needed. Diapers are changed on diapering tables only. These are smooth, nonporous surfaces that are 6” deep. Diapering tables are cleaned with soap and water followed by sanitizing with bleach and water after each diapering. Staff members wash their hands before and after every diaper changed. Staff members are provided with non-latex gloves for diapering. Every child will also wash his/her hands after every diaper change (including infants). Soiled diapers are disposed of in an appropriate foot pedal trash can.

As accidents will happen during the potty training process, parents are encouraged to keep several changes of clothing at the center.

Children are allowed to go to the bathroom anytime. We begin the potty training process by taking the child to the bathroom frequently, gradually increasing time between bathroom visits. Books, stickers, and praise are forms of teaching utilized to encourage the child to use the bathroom appropriately.

II. General Information

Sanitation and Hygiene

Staff, children, and parents are requested to wash their hands 20 seconds with soap and water upon entering the classroom. All staff and children are required to wash their hands in conjunction with the following activities:

- Before/after use of the restroom/diapering
- Before/after eating
- After blowing noses
- Returning from outside play
- Before/after using play dough
- Before/after cooking experiences
- Any other time hands are visibly dirty

Classroom toys are cleaned and sanitized on a regular basis. Infant, wobbler, and toddler toys are cleaned and sanitized throughout the day.

Cots and mats are sanitized daily.

Garbage is stored in containers that are lined with plastic liners, have tight fitting covers, and are opened with foot pedals. Garbage is removed from the building daily, or more often as necessary, to maintain the premises.

Tables are washed with soap and water and sanitized throughout after each use.

All bedding is sent home on Friday and asked to be returned on Monday after laundering. If a child is sent home sick or has an accident during napping, the bedding is sent home with the child that day to be laundered and brought back.

Stuffed animals and other washable toys are washed weekly. Toys that have crevices that cannot be easily cleaned are soaked in bleach and water solution. Big toys and furniture are cleaned with soap and water then sprayed with a bleach solution daily.

Children's wet or soiled clothing shall be stored in individual plastic bags to be taken home daily.

II. General Information

Individuals Authorized to Pick up Child

Chappell is allowed to release a child only to the parents or legal guardian(s) of the child or to individuals authorized to pick up the child whom the parent/guardian has designated on the enrollment form. Staff members may require any person who arrives to pick up a child to show photo identification. Authorized persons must identify themselves to receptionist or administrative staff members.

Any person authorized to pick up a child must be at least sixteen (16) years of age.

Change in Custody

If only one parent has custody of the child and the other is not authorized to pick up the child, the parent must instruct Chappell of this fact and must provide the Director with a certified copy of the Court Order confirming that one parent does not have visitation rights.

If there is any change in the legal custody of the child while the child is enrolled, the parent must immediately notify Chappell and must provide the Director with a certified copy of the Court Order confirming the change in custody.

If an unauthorized person arrives to pick up a child, the staff will notify the parent immediately. Your child will remain in Chappell's care.

Safety

Occasionally, a parent or other authorized person may arrive at Chappell who appears to be under the influence of drugs/alcohol; in order to protect the children from any potential danger, it is the policy of Chappell to take all reasonable steps to avoid releasing a child to a person who appears to be in the aforementioned condition.

II. General Information

Security and Safety

Utmost attention is devoted to the all-important areas of security and safety.

Building security: Major security and safety features for the building include exterior fences at contiguous public areas; panic bars on doors leading to unsecured areas; extensive fire alarm system; smoke detectors, fire extinguishers, parking lot lights, and additional security systems for extended hours.

Children: Parents must sign their child in and out each day either manually on a Parent Sign-In/Sign-Out Log or with the use of the time clock. Staff cannot release children to individuals other than a parent/guardian or person listed on the Child Contact Card. Identification will be required before a child is released to an unknown individual.

Staff members are responsible for providing continual supervision of the children after the parents have signed them in and are signed out at the end of the day. Children must be supervised by their parents before and after they are released to a staff member.

Records: The security of parent, child, and staff records is of great importance. Confidential information is placed in a secure place or locked cabinet. Staff members are expected to keep in confidence any sensitive information they may come across regarding parents, children, or other staff members.

Drugs, tobacco, and firearms: Chappell strictly forbids the unlawful possession, sale, and distribution of controlled substances or alcohol in the center or on company property. Tobacco usage, firearms, ammunition, explosives, and other dangerous weapons and materials are also prohibited from the center or on company property.

Pets: The classrooms may keep pets, typically fish or frogs, to assist with teaching children about responsibility. The health and safety of the children is always the primary focus when considering a pet. Any pet will be kept in an enclosed area, safely away from the immediate reach of children. Interaction with the pet will occur only under direct supervision of a staff member and everyone will wash their hands in hot, soapy water after they handle any pet.

II. General Information

Field Trips

Field trips are scheduled throughout the year for children in the VPK classrooms, school-agers, and campers. Parents must sign the authorization for participation form for field trips. This form will be given to the parent/guardian from the office. The Emergency Contact form must be current in order for the child to participate in the field trip. Each vehicle shall be equipped with contact information for all children being transported. When transporting children with chronic medical conditions (such as asthma, diabetes, or seizures), their emergency care plans and supplies/medications shall be available during the trip. The responsible adult shall be trained to recognize and respond appropriately to the emergency. The field trips are posted at least 10 days in advance. Please watch for information in the monthly newsletter, swipe board, classroom notification, and office.

Enrollment

Registration forms may be obtained by visiting any of the Chappell locations or by visiting www.chappellschools.com. On the left side of the screen locate the “Forms” icon then click on Registration form. The form can be completed online and printed. The rate and policy sheet for each individual center can be found under “Rates and Policies” online or can be requested at the individual center.

Attendance/Vacation

For optimum educational benefit, children should arrive no later than 8:30am. Please inform the center if your child will be arriving later.

Times of operation vary from school to school so check with your school’s Director or you may find this information by visiting our website.

Full time children receive two vacation weeks at half price or one vacation week free per fiscal year (August 1st-July 31st). Vacation must be taken in full weeks from Monday through Friday. Child must be absent the entire week. Unused vacation does not carry over from year to year. Vacation is made available to children after fulfilling 3 months of full time enrollment and accounting department approval. Vacation requests must be submitted 2 weeks prior to requested date.

Withdrawal

One week written notice prior to withdrawal is required. An additional week of tuition will be charged after the last date of attendance if written notice requirement is not fulfilled.

II. General Information

Tuition

Fees are due each Thursday for the following week of care. Late payment fees will be imposed if tuition is not paid by close of business Friday. All weeks are payable excluding approved vacation weeks. Any additional absences due to holidays, vacations, illnesses, and closures due to extreme weather are payable.

Yearly registration fees are non-refundable. Fees include student accident insurance.

All payments must be made in the form of either check, credit card (Master Card or Visa), or money orders. No cash will be accepted at any center.

Sibling discounts are available at each center. A 5% discount will be applied to the oldest full time sibling's tuition. Corporate discounts are available at some centers. Please see Director for more information. Discounts cannot be combined. Infant tuition is not eligible for any discounts.

All Chappell centers will observe the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. Some centers have additional closures throughout the year. Please check with the center Director or school calendar for these days.

For additional information regarding your particular center, please refer to the rate and policy sheet found at www.chappellschools.com or in the enrollment packet received at registration.

III. Emergency Preparedness

Guidelines for Natural Disasters and Civil Defense Emergencies

We provide monitoring of radio and TV broadcasts when/where available and for "warnings" and "all clear" information. National weather radio is the government system for broadcasting all emergency signals.

First aid supplies are kept current and we insure that staff is knowledgeable of their location.

All persons are instructed to place themselves in a protected position covering their heads and faces with their hands and arms; staying away from the direct path of wind, which propels broken window glass and other injurious objects.

Fire Evacuation

Chappell holds monthly fire drills. These drills are timed and logged as required by the state-licensing agency. The entire staff of Chappell is instructed to assist in the evacuation of all the children. The children are led to the nearest appropriate building exit and then to a designated safe area outside the building. (Building evacuation routes as well as primary and secondary exits are identified on a diagram in each classroom.) Staff members are assigned the responsibility of taking along with them the first-aid kit, emergency contact cards, and attendance records assuring that all the children are safe and accounted for. The infant and toddler staff have the additional responsibility of taking along the supply/activity bags which contain diapering supplies and toys in case of an extended stay out of the building. Staff members are also instructed to close off the fire area by closing all windows and doors behind them as they evacuate. Parents/guardians, please assist us during a fire drill by not entering the building. This will enable to Director to make a "clean sweep" of the building during the fire drill.

Further reviewed information:

- Fire alarm pull-station locations
- Fire extinguisher locations
- Fire extinguisher instructions
- Fire alarm controls
- Circuit breaker locations

III. Emergency Preparedness

Tornado/Intruder/Lockdown Drills

In areas where tornadoes are prevalent, Chappell holds monthly tornado drills during the designated. The entire staff of Chappell is instructed to assist in the evacuation of the children to the shelter area. The children are led to the evacuation area and then made as comfortable as possible until the emergency is over. Staff members are assigned the responsibility of taking along with them the first aid kit, emergency contact cards, and attendance records to ensure that all the children are safe and accounted for. The infant and toddler staff members have the additional responsibility of taking along the supply/activity bags which contain diapering supplies and toys in case of an extended stay in the shelter area. All staff members review the tornado drill routine and safety procedures annually. Parents/guardians, please assist us during a drill by not entering the building. This will enable to Director to make a “clean sweep” of the building during the drill.

Protection from Electrical Storms

The following protective action shall be taken by staff in the event of a storm in the vicinity causing cloud to ground lightning that is generally associated with thunderstorm activity.

Staff will remove children from an open area and into an enclosed building as quickly as possible upon the approach of the storm.

DO NOT seek shelter under isolated trees or close to wire fences, playground equipment, or shelters located in exposed locations.

Hurricanes

In areas where hurricanes are prevalent Chappell provides monitoring of television and radio broadcasts. Mandates are issued by the Mayors office and/or weather stations to which we readily respond.

Center Closure Due to Dangerous Weather

Our center will be closed when traveling endangers the lives of our children, parents and staff. The decision to close the center due to extreme weather conditions will be determined by the Corporate office. Chappell generally follows the decision of the Public School System.

IV. General Staff Information

Employee Training and Staff Development

The primary purpose of each staff member at Chappell is to provide the highest quality care for each child and to make parents feel comfortable while their child is in our center. The Chappell staff provides a warm, supportive environment where each child's physical, social, emotional and cognitive development is fostered. All staff members adhere to the philosophy policies set forth by Chappell, which include local licensing agency Child Care Standards and applicable accrediting association. These standards promote a safe, child-oriented space where each child can explore, discover and create. Each child's self-confidence is fostered, self-reliance is encouraged, and self-esteem is emphasized.

Staff are active in our state and local professional early childhood associations.

All staff are experienced caregivers and participate in a continuous program of in-service education and studies for professional advancement in order to remain alert to the ever-changing needs of today's families and to the findings of current research.

All staff members take part in regular training programs and professional developmental programs. We require all staff to complete the forty (40) hour DCF class and the five (5) hour Early Literacy Online class within the first year of employment. Each year thereafter, all employees are required to complete a total of twenty-four (24) in-service training hours. These programs include monthly planning meetings, workshops and seminars, in-service sessions, the study of resource materials and course work.

Each employee must complete the State required Child Care Training Courses and must maintain the required in-service Child Care Training Courses per calendar year. Modules include:

- State and Local Rules and Regulations which Govern Child Care
- Health, Safety and Nutrition
- Identifying and Reporting Child Abuse and Neglect
- Child Growth and Development
- Pediatric CPR
- Behavior Management
- Working with Parents
- Design and Use of Child-Oriented Space
- Program Curriculum and Activities for Children
- Child Development
- Behavior Management
- Children with Special Needs
- Child Transportation and Safety
- Nutrition
- Child Abuse Prevention
- First Aid
- Community, Health and Social Services

IV. General Staff Information

Employee Training and Staff Development

(continued)

Employee Packet - contains the following information, which is reviewed with one or more of the following: Director, Assistant Director, Program Coordinator, Curriculum Coordinator, Executive Director.

Job Description	New Employee Orientation
Staff Handbook	Teacher/Caregiver Self-Evaluation
Parent Handbook	Developmental Plan
Child Abuse Information	Discipline Policy
New Employee Training	

Curriculum/Staff Meetings are held weekly and monthly to discuss units of exploration, exchange ideas, and provide opportunities for in-service training relating to child care/child development issues. Staff are required to maintain 24 in-service hours, many of which are now offered regularly by Chappell's Curriculum Coordinator. Online courses are also available through the Department of Children and Families.

Professional development is encouraged through local licensing agencies, local college and university classes, workshops and seminars.

All staff receives annual training regarding the signs of child abuse and neglect. The Chappell Child Development Centers have the responsibility for the prevention, identification, and reporting of child abuse and neglect (sexual, physical, emotional). Under Florida Law, Chappell employees are required to report any case of suspected abuse or neglect to the Department of Children and Families. The abuse hotline is 1-800-96-ABUSE.

Food Specialist and Teacher(s) will complete the National Food Service Management

Institute online course in the following areas:

- Serving safe food in child care
- Serving it safe

IV. General Staff Information

Code of Conduct

The purpose of the Code of Conduct is to guide staff, consultants, volunteers, and community members in performing their duties in any of the programs provided by Chappell Schools Inc./Chappell Premier Centers, Inc.

PROGRAM PHILOSOPHY: as employees, partners, volunteers, and community members of our program, we believe that:

- Children enrolled in our programs are our greatest asset. Our priority is to provide a safe, sanitary, age-appropriate and attractive environment for our children.
- Differences such as disabilities, gender, age, education level, life style, personal values, and ways of thinking also need to be considered, understood and appreciated.
- Families have the right to expect that personal information about a child or the family held by the program remains secure. We are responsible for maintaining confidentiality, and respect each person's right to privacy. We refrain from disclosure of confidential information and intrusion into family life.
- Policies ensure the use of positive, non-punitive methods of guidance and discipline. Teachers consistently:
 - ◆ demonstrate, model and practice classroom procedures to reinforce limits for children;
 - ◆ use redirection, positive reinforcement and consistency in management of child behavior;
 - ◆ encourage children to express their emotions (positive and negative) and ideas into *words*;
 - ◆ use guided practice, modeling and repetition to help children learn to express themselves appropriately; and
 - ◆ model affection and care by respectful attentiveness, smiles, hugs, and by giving the child eye contact at their level while calmly speaking to them.

All employees, consultants, volunteers, and community members of Chappell Schools Inc./Chappell Premier Centers, Inc. must:

- Commit to the safety and well being of all children in our care.
- Respect the unique identity of each child and family.
- Practice the use of positive guidance, always adhering to the company's guidance and discipline policy, as well as the requirements of the Department of Children and Families.
- Refrain from gossip, the use of profanity and inappropriate language, the use of inappropriate tone of voice, unsuitable behavior not conducive to a positive, productive work and child environment;
- Recognize that personal and sensitive information pertaining to our families are confidential and cannot be disclosed to any person other than designated agents of Chappell.
- Comply with all applicable laws, standards, policies and procedures.

IV. General Staff Information

Employee Evaluations

Bi-Annual Employee Evaluations are based on performance, attitude, classroom environment, curriculum activities and communication skills via on-going informal visits to classroom, as well as formal scheduled observations which are conducted by any one of the following: Director, Assistant Director, Program Coordinator, Curriculum Coordinator or Executive Director.

V. Parent Involvement

Ways We Communicate With Parents

Chappell realizes the ultimate importance of communication. Therefore, in order to facilitate and maximize this very important aspect of our philosophy, the following methods of communication are utilized:

- Tours
- Parent Information Packet
- Parent Handbook
- Parent Satisfaction Surveys
- Monthly Newsletters
- Monthly Curriculum Corner
- Posted Monthly Calendars
- Parent/Teacher Conferences
- Daily Reports for Infants, Toddlers and Twos
- K3, K4, and VPK Daily Journals
- Individual Program Plans for Special Needs children
- Progress Reports bi-annually for K3 and K4
- Parent Bulletin Boards located in classrooms and other strategic locations
- Daily Schedule of Activities posted in classrooms
- Written Reports of Accident, Incident or Injury
- Telephone call for Accident, Incident, or Injury (local telephone number should be provided)
- Parental permission to administer medication via Medication Form
- Health Records
- Monthly Menus posted
- Matriculation Days for infant through K2; matriculation based on individual development
- Matriculation Days for K3 and K4 (Annual matriculation)
- Orientation
- VPK Open House
- VPK Bright Beginnings Assessments
- Informal Notes from Teachers to Parents/ Director to Parents
- Holiday Programs
- End of school year programs
- Teddy Bear Teas and Fine Dining
- Suggestion box
- Email
- Website-www.chappellschools.com
- Social Media

V. Parent Involvement

Parent Responsibility

It is vital to the success of our developmental program for you as a parent to take an interest in your child's daily activities. We encourage you to consistently talk to your child about these activities. Please feel free to ask us any questions about any aspect of our program.

Parents are strongly encouraged to read carefully all newsletters, activity calendars, curriculum calendars, Handbooks, supplemental notes, Parent Board Reviews and any other written materials which we distribute.

It is important that:

Children are NOT left in cars, especially while motors are running

Children are escorted to respective classrooms

Parents notify a teacher before removing a child from the building OR playground.

Children are signed in and out each day in either a Sign In/Sign Out Log or electronically if a time clock key pad is available.

Upon entering Chappell the following forms must be completed:

- Registration Form
- Child Contact Form- 3 local emergency contact numbers are required
- Medical Health Form
- Certificate of Immunization
- Enrollment agreement
- Flu Flyer

Each parent is expected to notify the office of any changes in addresses, phone numbers (home or work) or physician names and addresses.

Parents are welcome to visit any area at any time; for security purposes and for administrative information, parents are required to notify the appropriate staff member of arrival and departure. It is imperative that children are signed in and out daily.

Parents whose children receive subsidies are required to sign additional attendance log daily in accordance with their subsidy (JCC, NACCRRA, VPK, Episcopal, FSCJ Scholarship, Campus C Scholarship)

If at any time a Center Director feels that the program is not meeting the individual child's needs, a conference will be requested with the parents. Chappell will work together with parents/guardians to serve the child's best interests. If after meetings and consultations the decision is determined that the Chappell center is not appropriate for the child, the child's enrollment will be terminated. Chappell will assist the parents in finding alternative child care options if requested.

V. Parent Involvement

Parent Involvement and Volunteer Opportunities

When you enroll your child in Chappell, we assume the responsibility of giving you assistance with special needs relative to your child's overall adjustment, growth, and development.

Conferences relative to your child's progress will be arranged upon request.

Parent education programs, in addition to those we ordinarily offer, will be set up on any pertinent topic at the request of three or more parents.

Counseling by Directors and qualified staff members is a much-used service.

Chappell encourages and provides a variety of opportunities in which parents may be involved with their child's daily activities. Listed below are some of the ways of participating:

- Assisting with classroom activities
- Special visits to classes by parents who have a hobby, occupation or experience to share
- Assisting in fund-raising activities
- Assisting in planning and attending field trips
- Planning parties or other social events
- Birthdays - you are invited to plan a birthday party for your child with your child's teacher and attend the party if your schedule permits. Celebrations are planned for either A.M. or P.M. snack time. Chappell will provide the drink and paper goods by request
- Public Relations activities
- Recruitment of future students

Members of the community, 16 years or older, are also offered the same volunteer opportunities. All volunteers, including parents, must be under the constant supervision of a trained and screened staff person and cannot be left alone or in charge of any group of children. Volunteers must clock in and out when they are in the center. Volunteers do not receive compensation for their time and involvement through monetary payments or tuition credits.

Prior to participating in the childcare center, volunteers must:

- Complete a Volunteer Application
- Submit a local background check (if volunteering less than 40 hours per month)
- Complete the following Department of Children and Families forms:
- Volunteer Affidavit
- Affidavit of Good Moral Character (yearly)
- Child Abuse and Neglect Reporting Requirements (yearly)

In addition to the requirements listed above, volunteers who are serving 40 or more hours per month must:

- Submit a Level II background screening (FDLE, FBI)
- Complete the 40 clock-hour Introductory Child Care Training
- Complete the 5 clock-hour Early Literacy and Language Development

V. Parent Involvement

Progress Reports

In an effort to provide specific and frequent feedback regarding your child's development, performance and overall progress, Chappell Child Development Centers offer parents an assessment of innate and acquired skills via Progress Reports. These reports are designed to provide systematic evidence of not only each child's academic achievement, but also development in areas such as social, cognitive, emotional, physical and creative growth. Student assessments are a collaborative communication tool that Chappell uses to build the relationship between parent, student, teacher and center director to identify and diagnose areas of strength and weakness of both the student and the developmental environment. Progress Reports provide us the opportunity of stepping back from the details of day-to-day activities and build a conceptual framework reached throughout an entire school year. Assessments provide information about specific skills a student is able to consistently achieve, skills he/she is beginning to master, skills as yet not observed and/or skills requiring improvement.

At Chappell Schools, we acknowledge that students are individuals who develop and therefore learn, differently. We understand that children must be given appropriate opportunities to demonstrate achievement through varying contexts and concepts. Evaluation is based on well-defined standards that serve to indicate development of the *whole* child, incorporating the child's prior and current developmental achievements as well as data compiled throughout each academic year. In the development of children it is important for us as developmentalists to look not for perfection, but rather acknowledge consistent effort and improvement toward the proficiency and mastery of an appropriately enhanced curriculum.

We greatly appreciate your assistance in helping our students achieve the exceptionally high goals and standards we set forth as a leader in Early Childhood Education. Each child's overall well-being and development is of the utmost importance to us and we have historically proven that through the use of the proper assessment tools such as our Progress Report, our students have / will successfully demonstrate the necessary knowledge and skills required for entrance into Kindergarten and subsequent years of education. We value the opportunity of providing your child a strong, enhanced educational foundation on which to build future studies.

V. Parent Involvement

Resolution of Parental Concerns

Parents are encouraged to keep an open communication channel with their child's teacher and director. Should a parent have any concerns, it is recommended that the parent discuss that concern with his/her child's teacher immediately. If it is inappropriate to discuss the concern with the teacher (for instance: the concern is about the teacher) then contact the director. If the concern cannot be resolved at this level, then Anja Arnold, the Executive Director, should be contacted at either 904-739-1279 ex 206 or anja@chappellschools.com. At this final level, the concern will be acknowledged, discussed and appropriate action will be agreed upon.

Parents may also use the electronic communication by visiting our website, www.chappellschools.com. Locate the communication icon on the left side of the page then scroll to the bottom of the page.

Suggestions are always welcomed on the website and in the suggestion box located in each center.