

Welcome!

Welcome to Wings on Words (WOW)!

We are delighted to welcome returning families as well as new families to our WOW community! Please join me in setting high expectations from day one

- for strong and regular communication from our teachers and therapists
- for challenging and engaging learning opportunities for all children
- for a place where you feel welcome and respected
- for leadership and guidance from me as the director

and most importantly for what your child can achieve this year!

Karen Zalarowski, Director

Our Mission

It is our mission to create an enriched educational experience for your child that leads to:

- ❖ Successful language, literacy and communication
- ❖ A belief in self and others
- ❖ A strong foundation for learning.

To best meet your child's needs we are committed to:

- ❖ Providing a safe and healthy environment
- ❖ Creating a nurturing, caring and respectful atmosphere
- ❖ Planning meaningful and motivating learning activities
- ❖ Encouraging independence and autonomy
- ❖ Collaborating with and supporting our co-workers
- ❖ Welcoming parents and community visitors
- ❖ Keeping informed about the latest issues affecting children and their development

Our Philosophy

We believe that young children learn best through fun, active, and sometimes messy play.

Getting to know your child and establishing a trusting and caring relationship is extremely important. Once that relationship is established, the possibilities are endless.

It is important to us that WOW is a special place that your child will look forward to attending each day. Our goal is for all children to have friends to play with, to be surrounded by nurturing teachers and to flourish in a safe, stimulating and fun learning environment.

WOW specializes in helping children who have difficulty in using and understanding language. Because of our expertise in this area, many of the children enrolled at WOW work directly with our Speech/Language Pathologists.

Our Support

Wings on Words is a program operated under the auspices of Child Language Center, Inc. which is a not-for-profit community outreach program that has provided early intervention services to children since 1989. The Tucson Scottish Rite Charitable Foundation, The University of Arizona, and the generosity of individuals and organizations in southern Arizona support its activities.

We close for most public school holidays. Consult the school calendar at the back of this book for specific dates.

We close for fall and spring Parent Teacher conferences.

WOW is closed the month of July

Hours, Tuition and Enrollment

Hours of Operation

The Toddler U program hours are 8:30 - 3:30 Monday through Friday.

Children may attend 4 or 5 days a week. If your child attends 4 days and we are closed on one of the days you may make up a day but only in the same week.

Half-day hours are from 8:30 a.m.-12:00 p.m. Full day hours are from 8:30 a.m.-3:30 p.m.

Fees, Payments and Refund Policy

- Our annual application/registration fee is \$100.00 with a 50% discount for public service employees and returning families.
- Parents are responsible for tuition payments when a child is absent for any reason.
- You will receive a payment schedule and an invoice when your child starts school. Payments are due on the 1st and 15th of each month but we do not give you a monthly bill. Please keep track of when your payments are due according to the schedule you receive.
- Tuition is divided into 22 payments. .Our current tuition rates are available online or at the end of this handbook.
- The tuition payment box is located inside the entrance of the preschool building.
- Tuition is non-refundable
- Payment is required during school closure and vacation days.
- Written notification is given when an outstanding balance is due and is grounds for dis-enrolling your child
- There is a \$25.00 late fee when payment is more than 3 days late
- The director reserves the right to dis-enroll a child for unpaid tuition.
- We welcome DES eligible families to our program. Please inform the director if you are eligible for DES childcare. DES pays for two absences a month. You are charged our daily rate if your child misses more than two days. Parents are responsible for the daily co-pay determined by DES.
- If you are awarded a scholarship, be sure you understand your financial responsibility as it relates to attendance and absences.

Late Pick-Up Fees

We charge \$1.00 for each minute you are late. The first time you are late we will remind you of our policy and not charge you. If you are late again please be prepared to pay cash to the person in charge. This fee applies to both part day and full day pick up times. In emergencies, a courtesy call on our cell phone is greatly appreciated, though payment may still be required.

Enrollment Criteria

All children must:

- ❖ Be at least 2 years of age when entering Toddler U.
- ❖ Demonstrate hearing within normal limits with or without aides.
- ❖ Have no identified neurological disorders, with the exception of speech or language disorders.
- ❖ Provide proof of up-to-date immunizations by the 1st day of school.
- ❖ Have all required enrollment paper work on file

Because of the philanthropic goals of the Scottish Rite Charitable Foundation and our ongoing research program, the school's enrollment is limited to children with normally developing cognitive skills and to children with language impairment. We refer children whose needs involve more than speech and language to programs in our community including the Grunewald-Blitz Clinic for Communication Disorders in Children on the U of A campus, local public school programs and clinics. We work with families to secure the best services for their children.

Wings on Words does not discriminate based on race, color, religion, sex or national origin. We enroll children who can benefit from our services, curriculum and program model. Due to our class size and funding, we cannot provide a program for everyone but we will advocate for all children and assist parents in finding services when possible.

Program Description

Educational Programs

The Toddler U program enrolls children at age 24 months. We use a research based thematic approach to planning our classroom curriculum. Teachers observe and follow the children's lead in planning and implementing activities. The daily schedule and a weekly plan are posted on the classroom bulletin board. Our classes are small in size and we maintain a teacher child ratio of about 1:5. Through careful observation, we discern the needs of each child and provide an environment and resources that best fosters their development.

The classroom encourages children to discover and explore their surroundings through multi-sensory manipulative materials. These materials change throughout the week in order to continuously stimulate and challenge their brain development. Children have opportunities to work on large gross motor skills and fine motor development. Individual and group reading time exposes your child to various aspects of language such as speaking, reading and listening. We encourage positive social interactions, cooperative learning and problem solving. Caretakers model cooperative behavior by demonstrating soft touches and gentle words.

During outdoor play, the children have an array of equipment available that increases large muscle skills, strength, flexibility, balance and coordination.

Speech and Language Therapy Services

- ❖ Wings on Words is the only private preschool in the Tucson community providing individualized speech and /or language therapy as part of our comprehensive program.
- ❖ Our master level Speech Language Pathologists and graduate level students from the University of Arizona will participate in classroom activities and collaborate with teaching staff at least once a week to support your child's communication development within his natural environment
- ❖ Parents are asked to contribute toward the cost of our therapy services

What is the "Therapy Contribution?"

The costs involved in providing speech & language therapy at WOW are not included in your tuition. The majority of funding comes from grants, fundraisers, and private donations. A "Therapy Contribution" from parents of children who are receiving therapy is also needed to cover all of the expenses related to therapy services. This "contribution" is divided across the enrollment period along with the family's regular tuition payments.

What are "Therapy Services?"

Therapy services include, but are not limited to, time that the therapists

- a) provide direct therapy in the clinic, (when appropriate)
- b) provide support within the preschool and toddler classroom,
- c) evaluate children's skills,
- d) monitor progress,
- e) document skills and progress in periodic reports,
- f) co-plan with teachers to ensure carryover from clinic to classroom,
- g) provide parent training, both individual and in a group, to ensure carryover from clinic and classroom into the home and community,
- h) participate in parent and teacher conferences

TODDLER U SAMPLE Daily Schedule

Children spend their day navigating from the indoor/outdoor spaces as they wish. Teachers provide respect at all times, encouragement when needed, and a variety of activities and materials to challenge and/or simply provide enjoyment for your child. Language development, socialization, making friends and building meaningful relationships are key factors we strive for 100% of the time.

Snack, circle, lunch and rest time occur at the same time daily. This is a sample of what the daily schedule includes. Your child's teacher will provide you with her version.

- 8:30 **WELCOME!**
Outdoor Time: The children are offered the opportunity to play with scooters, balls, blocks, constructing materials, sand and water toys, swings, and books. Young children need many opportunities to develop their large muscles and to express their developing independence and personalities.
- 9:30-10:00 Snack Time: Teachers and children sit and eat family style (together at tables) socializing and engaging in "fun talk." (That is expressing ourselves through whatever stage of language development we are in while building towards the next level.) Through simple language we learn how good nutrition leads to strong bodies and sound minds.
- 10:10 -10:30 Circle: Oral language, literacy and attention develop as children sing new songs, learn nursery rhymes, experiment with sounds and words and how to have fun with others.
- 10:30-11:40 *able/Floor Time: Children choose from a variety of games, art, sensory activities, wheel toys, blocks, puzzles, toys and writing/drawing materials are available to enhance and encourage development in all areas. Children also engage in pretend play in the dramatic play center.
- Music and Movement: Children learn to move with control and may choose to participate in a rhythm or movement activity or simply explore sound and noise using a variety of musical instruments.
- Story Time: Children explore books and interact with adults and friends during small group reading time. We focus on developing your child's understanding and use of language, building vocabulary and book handling knowledge while fostering the love of books and drama.
- Tumble Time: In air-conditioned comfort, children jump, hop, bend and roll while exercising and expressing their natural being. Inside, we have another opportunity to use all those large muscles as they navigate through their environment building confidence and challenging new limits.
- 11:50 Group story time: Children join teachers on the carpet for an exciting book or flannel story
- 12:00 Departure Time: Staff member takes children outdoors to meet parent for pick up.
- 12:05-12:35 Lunch Time: Children and teachers engage in simple language while sitting together family style. Through smiles and gentle instruction we work together on improving table manners and advancing independent eating skills.
- 12:30 Quiet/ Rest Time: While classical music is played, children use the restroom, diapers are Changed, resting mats are gathered, shoes are remove then children lie down to relax or sleep.
- 2:30-3:00 Snack: Teachers and children gather again family style to eat and converse
- 3:15 – 3:30 Day is Done: Children are involved in activities of their choosing until parents arrive and goodbyes are shared.
- 3:30-4:30 Aftercare provided

The teachers create a regular daily schedule for changing diapers and facilitating frequent hand washing which is not reflected on this daily schedule

Starting School

Both parents and teachers want to see children happy and excited about coming to school. At this age however, it is not uncommon to see children become clingy and fearful. *Please realize that some children part easily from their parents and others do not. This is normal.* This process may take as long as six weeks. Never leave without telling your child good-bye. This can be very traumatic to them.

Here are some suggestions to help ease the separation anxiety for both parent and child. A thoughtful and relaxed approach to the first few days of school is important. A day or two before your child begins, talk in general terms about what to expect. For example, be excited and tell them of the new faces they will see, how they will spend time with their teachers who will take good care of them, and how they will get to play with other children their own age. Share your own experiences of coming to school. Was your favorite part having new toys to explore, playing outside on the swings, listening to stories and music, singing songs or eating lunch? If they will be staying until 3:30 describe how they will have a chance to lay down and rest because they are sure to get tired from all the new activity. Be honest with your child and discuss how mommy will be leaving you in this loving place but she will always come back to take you home again. Try to discover how they are feeling and do your best to alleviate any fears they may be having. Assure them that in time they will come to love school.

On the first day, plan on spending the necessary amount of time with your child until they feel comfortable remaining at school without you. It could take 15 minutes or parents have stayed and played for over an hour! This length of time varies from child to child and sometimes from week to week! If it is not possible for you to stay, consider coming back for lunch or at any earlier time when it would be doable. Often times a grandparent or other relative is very willing to step in and help, when asked.

When you arrive, remember to sign in your child. After finding their cubby, encourage them to help put away their snacks and lunch please go wash your hands together in the bathroom sink. Then enjoy exploring the room or playing outdoors for a few minutes before you say goodbye. Give an advanced warning of at least 5 minutes before your departure. It will be more difficult for your child to separate if they sense you are concerned or tearful. The teaching staff has had a lot of experience in this area and will gladly help in this transition. We want to work together to make your child's first encounter with school a positive and healthy experience. When you do return say to your child, "Yes, I am here I told you I would be back"! Whatever you can do to help them become familiar and comfortable with the new surroundings at the start will pay off big later. It is also fine for you to call the school later in the morning to check in on your child. A staff member will be happy to report how your child is doing.

Naturally, you will wonder how your child spends his day, whom he played with and how he adjusts. Typically, two year olds do not communicate this type of information so each day you will receive a personal note that describes the daily events and how your child participated.

Individual Family Orientation

Prior to your child's 1st day of school the teachers will set-up a meeting either at school or in your home. The purpose of this time is to:

- Provide us with the opportunity to meet you and your child. .
- Assess how the transition from home to school might go in order to better prepare for the first days of separation.
- Inform you about our curriculum, the daily routine, activities, and classroom procedures and policies.
- Address your concerns and answer any questions you may have.
- Interpreters (translators) are available.

Transitions

Relationships take a long time to develop and therefore any changes in your child's classroom placement should be gradual and thoughtful. It is our policy that children not move classrooms or teachers until the beginning of a new school year.. We will always consider your child's needs when assigning classrooms.

To insure a smooth and comfortable transition for you and your toddler the director will invite you to arrange a visit to the preschool classroom prior to the end of the school year. It is important for all parents to have the opportunity to meet their child's future teacher as well as learn about the expectations and classroom routine. Our youngest preschool classroom has slightly different routines, more children and a curriculum rich in language and literacy activities. We hope that all children enrolled in our two year old class will continue to attend Wings on Words.

Our transition plan also includes inviting the "receiving" teacher to spend time in the Dove room getting familiar with the children and their current program. The Dove children will also take several field trips to the new preschool classroom as the school year comes to an end. Just prior to the beginning of the new year the receiving teacher(s) will arrange a special visit to meet each family and spend time getting to know your hopes and dreams for your child.

Please let the director know if you would like to see our complete transition plan.

Curriculum and Assessment Procedures

A thoughtfully planned out curriculum emphasizes all areas of development: Communication (speech and language), motor, social, emotional and cognitive. We believe in offering your child varied learning opportunities. The Comprehensive Toddler Curriculum by Kay Albrecht and Linda Miller guides teachers in their weekly planning.

During the enrollment phase we ask you to complete a parent questionnaire called **Ages and Stages** and a **Child Information Form** which provide us with important information related to your child's development. At least twice a year the teachers will also assess your child using Ages and Stages. Our written lesson plans will address individual goals, as well as all developmental areas of growth. We will plan appropriate modifications so all children are successful. Our teachers are continually observing the children and reflecting on how the environment, materials and teaching strategies meet your child's needs. They maintain individual portfolios on all children which include documentation of their growth and development, the record of parent teacher conferences, anecdotal notes and samples of their "work".

Please let the director know if you would like to see our complete curriculum and assessment procedures.

Screening and Referral

It is our responsibility to "teach" to your child's pre-academic, communication, social-emotional and physical needs. In most cases we will complete a speech and language screening either prior to or within the first month of your child's enrollment at WOW. If your child has received services elsewhere we will ask for records. The classroom teachers are responsible for monitoring your child's development in pre-

academics (cognitive), motor, social and emotional areas. Occasionally we discover that some children enrolled in our program may need more services and support than we can provide in our setting. For this reason we have developed a system at WOW called the Child Focus Team to guide our discussion of individual children for whom we have concerns. This may be related to any area of their development or their ability to participate successfully in the classroom or therapy routine or curriculum.

It is the purpose of the team to develop an action plan which may include

- Recommended strategies and approaches for staff
- Adaptations or modifications to the curriculum or materials
- Conducting additional observations and collecting more data
- Referring the family to public school programs (child find) for further evaluation, behavioral health agency, or other appropriate health or intervention agency

If you have questions about this process please contact the director.

Nutrition

WINGS ON WORDS IS NUT FREE. WE DO NOT ACCEPT FOODS AND SPREADS WITH PEANUT BUTTER, PEANUTS OR OTHER TREE NUTS.

Since we do not have a licensed kitchen, we do not prepare or serve food at school. We depend on you to be thoughtful about packing nutritional foods. We believe that a wholesome, well balanced diet results in healthier and happier children. Eating small servings of fruits, vegetables, whole grains, and dairy products is important to your child's healthy development. Morning snack occurs at around 9:45, lunch about 12:00 after the half-day students depart and afternoon snack is at 3:00, depending on the childrens' sleeping patterns.

Parents provide daily snack(s) and lunch for their child. Teaching staff sit at the table and eat with the children. This is a great opportunity to visit, encourage conversation and support healthy eating.

PLEASE LABEL ALL FOOD CONTAINERS AND DRINKING CUPS WITH YOUR CHILD'S FIRST AND LAST NAME.

FOOD ALLERGIES:

WINGS ON WORDS IS NUT FREE. WE DO NOT ACCEPT FOODS AND SPREADS WITH PEANUT BUTTER, PEANUTS OR ANY OTHER NUT SUCH AS WALNUTS, PECANS, CASHEWS ETC.

Food allergies can be life threatening. WOW is committed to offering safe educational environments for all students including students with food allergies. Cooperative efforts between students, parents, physicians, and school staff members can help minimize risks. Nut allergies are usually defined as peanut allergy and tree nut allergy. Tree nuts include almonds, Brazil nuts, cashews, chestnuts, hazelnuts, macadamia nuts, pecans, pistachios and walnuts.

Good substitutes for peanut butter are sunflower seed butter or soy butter or humus. Sunflower seeds and soy nuts are good crunchy snacks packed with protein

ENCOURAGE HEALTHY EATING HABITS:

Getting young children to eat a variety of fresh and nutritious foods can be challenging. Remember that eating jags are to be expected as evidence of growth and self-feeding. With a little creativity and setting a good example when you eat your child will learn to enjoy fruits, vegetables, whole grains and low fat dairy products. Typically, young children enjoy:

- A variety of textures (smooth soups, tender meats, fresh fruits or slightly steamed vegetables)
- Bright and colorful foods (mango and green peas)

- Mild, delicate flavors (bananas, noodles, rice)
- Finger foods (small sandwiches, veggie sticks)

Children who are involved in packing their snacks and lunches are often times more excited about eating. The night before school, ask your child to choose some items from the refrigerator or help you prepare their snack. This way he/she feels some power and control through choosing. When food looks pleasant and inviting it encourages eating. Arrange fruits and vegetable slices around a slice of hard-boiled egg to make a face or use a cookie cutter to make a whole-wheat turkey sandwich just for fun!

Some parents are afraid their child will not eat at school and might go hungry. This is generally not the case. When snack and lunchtime arrive, most children are eager to sit down and eat with their friends. Children are influenced by what they see and what their friends are eating. This is the perfect age for you to provide healthy foods and begin to shape your child's eating habits. Just remember, snack is not intended to take the place of breakfast. Please give your child breakfast before he comes to school.

Suggested snack and lunch items:

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| • Bagel or English muffin with melted cheese | * chicken nuggets |
| • quesadilla | * whole grain crackers or pretzels |
| • taquitos | * ½ a sandwich |
| • rice with cooked veggies | * hard-boiled egg |
| • noodles with cooked veggies | * gold fish crackers |
| • dry cereal | * whole grain bread with butter or cream cheese |
| • sliced or cut up fresh fruit | * pickles |
| • yogurt | * muffin |
| • applesauce | * ½ a banana |
| • scrambled eggs with a tortilla | * cottage cheese and fruit or crackers |
| • veggies and dip | |

PLEASE WRITE YOUR CHILD'S NAME ON ALL FOOD CONTAINERS AND LOOSE FOOD ITEMS BEFORE PUTTING INTO THE REFRIGERATOR. LABEL YOUR CHILD'S DRINKING CUP.

Remember that fruit juice and high sugar snacks (even ones that appear healthy, such as some types of yogurt) have empty calories. When shopping read labels. Look for foods with low sugar (below 10g per serving) and high protein. Whole grains provide complex carbohydrates, which are metabolized, more slowly, which means slow and consistent energy for little bodies. Also, look for foods with high fiber.

WHAT TO DRINK

Be sure to send a fresh container of water daily, and take it home each day to wash and refill. If you are concerned that your child may not be getting enough calcium then please send in a small thermos of 1% or skim milk for your child to drink at lunch. Look for something that will fit easily inside his lunch bag. Please avoid sending juice pouches or juice boxes to school.

CHOKABLE FOODS – Please be thoughtful and careful about the food you send to school

Children under the age of three are at the greatest risk of choking. The American Academy of Pediatrics recommends that children under three avoid eating the following foods:

- Hot dogs (only send if you have sliced into strips)
- Nuts and seeds
- Chunks of meat or cheese
- Whole grapes (only send them if you have cut them in half)
- Hard, goeey or sticky candy (not allowed at school)
- Popcorn
- Chunks of peanut butter (not allowed at school)
- Raw vegetables such as baby carrots and celery sticks
- Raisins
- Chewing gum
- Cherry tomatoes
- Olives
- Marshmallows
- Potato chips or corn chips

Please use caution when preparing snacks and lunches for your child (lightly steam veggies until they are tender and cut grapes in half). Make sure to cut your child's food into very small pieces. It is our policy to be able to see and hear the children at all times. Eating snack and lunch together means we will be attentive to children when they are eating. We also want you to be thoughtful and careful about the food you send to school. Please avoid the obvious chokable foods.

FOOD SAFETY

Allergies:

Please notify us if your child has any food allergies by completing the **ALLERGY ALERT** form. If your child has a severe food allergy, your doctor will need to provide us with information that is more detailed. You may get a copy of the **Emergency Information Form for Children with Special Needs** from the teacher or the director.

Storage:

Harmful bacteria can grow rapidly in the "Danger Zone" (temperatures between 40-140 degrees F). Never leave food out at room temperature for more than 2 hours. Be sure to place your child's food items in the refrigerator when you arrive to school. An ice pack can be packed in the lunch box. If you send food in a thermos, please notify the teacher to keep it out of the refrigerator.

Other resources for child nutrition:

www.keepkidshealthy.com

<http://kidshealth.org>

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Snack and Lunch

- ✓ Send in a snack and lunch for your child everyday. Two snacks if enrolled full day.
- ✓ Send in a fresh bottle or cup of water everyday.
- ✓ Remember, we never heat up food.
- ✓ **Pack well-balanced meals:** please include protein, fruit and/or a dairy product.
- ✓ We will send home any uneaten food.
- ✓ Talk with a teacher if you have concerns about your child's eating habits.
- ✓ **Lunchables and candy is not allowed at school**

Health Policies

Sick Child Policy

We believe that a healthy environment creates positive experiences. Please safeguard your child and others by keeping him/her home if signs of illness are present. When children are not feeling "up to par" they are irritable and often do not feel well enough to come to school. Sick children pass their illness on to other children and adults. Teachers will complete a daily "health check" within 15 minutes of arrival.

If your child has any of the following symptoms, you should not bring him to school:

- Has a fever of 100 degrees or above (orally) or has had a fever during the previous 24 hour period
- Has a cold that includes one or more of these symptoms: less than 2 days old, has a heavy nasal discharge, has a congested cough, complains of ear or throat pain with or without a fever
- Has diarrhea or vomiting or has had in the previous 24 hours
- Sores that are open, infected, or not easily covered
- Earache or behavior indicating his ear hurts
- Lice or scabies
- Undiagnosed rash
- Red, draining eyes
- Has a skin or mouth sore discharging fluid or pus
- Is unusually drowsy or tired

- Exhibits symptoms of a communicable disease
 - ❑ Red and/or runny eyes
 - ❑ Rash
 - ❑ Sore throat

If your child develops, any of these symptoms while at school we will call you to come and take him home. We will keep him in a quiet area away from other children until you arrive. In the event we are unable to reach you, we will call the emergency contact numbers. Please pick up your sick child in less than 1 hour to prevent the spread of infection and to allow him to rest, recover and be treated for the illness.

When can your child return to school after being ill?

When he is free of vomiting, diarrhea, fever, deep cough, heavy nasal discharge or chest congestion for 24 hours without taking any medications he may return to school. Children may also attend school after taking an antibiotic for 24 hours. WOW will not administer the first dose of your child's medication.

Our program follows exclusion and return-to-care guidelines listed on the Arizona Department of Health Services Communicable Disease Flipchart or as advised by the local health department. However, if staff have concerns about your child's ability to remain in school or return to school after an illness, a note from your health care provider **may be** required.

Our program utilizes the services of a Child Care Health Consultant through the Pima County Health Department. This person is a health professional with special training in promoting health and safety in childcare programs. She assists us in developing care plans for children with special health care needs and informs us of health and safety policies that protect children and staff. She provides onsite training in a variety of areas and is on call to answer any of our questions related to health and safety.

At the time of enrollment, please share all information related to your child's health and safety needs. Our program welcomes children with special health care needs. These needs may be a food allergy an asthmatic condition or a child needing assistance to move from place-to-place. Development of a child's specific health care plan is an important step in serving your child. This plan could take several weeks to complete and it may include written instructions from specialists and medical personnel who know your child.

Policies & Procedures

Accidents and Injuries and First Aid

When children are in our care, at least one staff member with current training in age appropriate CPR and First Aid is always on site. All staff is required to be CPR and First Aid certified and will treat an accident or injury quickly and carefully. For minor scrapes and bruises, an Ouch Report will be sent home so you are aware of what happened. We have quick access to First Aid and Safety Information guidelines if needed.

In the event your child has an injury that does not require immediate attention but could require a trip to your doctor, the teacher will contact you within 30 minutes of the incident. Under these circumstances, we ask that you come to school and make the decision about seeking medical treatment. If an injury is serious, staff will follow emergency medical procedures.

Arrival and Departure

School starts at 8:30 and we ask that you have your child here on time. Please plan on arriving around 8:20 to check in and help make your good bye time relaxed. All children must be signed in using your complete first and last name. After signing in your child, please go to the bathroom and assist your child in washing their hands following the posted procedure. All children must wash their hands when arriving at school in the morning. We recommend everyone wash their hands when leaving school at the end of the day.

When you arrive to pick up your child, feel free to join us until he/she finishes their work. Our goal is to ensure that all children end their day without distractions or interruptions. A good time to arrive is between 11:45-11:55 or 3:15 and 3:30 again so that a "rush" is avoided and each child receives a proper goodbye. Unfortunately, these times are not convenient for teachers to get involved in lengthy conversations but we are happy to arrange another time to talk or call you on the phone.

Assessments

Observing and assessing children is the basis for making individual and group educational decisions at WOW. As the staff get to know your child they will plan appropriate learning goals. We utilize systematic, formal and informal assessment approaches to gather information about your child's abilities and development. The teachers will be asking you to contribute toward this process by completing The Ages and Stages Parent Questionnaire.

Attendance and Absenteeism

Please bring your child to school every day unless he or she is sick. In the event your child is ill, we expect a phone call notifying us of the absence and telling us the symptoms. If your child receives therapy services, it is especially important to notify us of any pre-planned absences. You are responsible for tuition payments even when your child is absent.

Celebrations

It is our intention to recognize and celebrate a variety of special events throughout the school year. Among these is a child's birthday, a significant achievement, the birth of a baby as well as traditional family celebrations. We would like to learn more about your family celebrations. We believe it is not our job to teach our personal beliefs or practices but to acknowledge what is important to the families we serve. We do not celebrate religion holidays. We will make every effort to minimize the anxiety and stress that children often experience during some traditional holiday celebrations and we do not celebrate by having a classroom party. We love to celebrate with arts and crafts projects, tasting experiences, reading books, and listening to music. Our focus is always on the child and how to offer developmentally appropriate experiences.

Child Abuse

All staff are trained on recognizing the signs and symptoms of abuse and neglect and the reporting procedure which must be followed. The law requires us to report any suspicion of abuse or neglect.

If a parent or staff person expresses a concern about abuse, inappropriate behavior or mistreatment of a child by an employee or a volunteer, the director will follow the necessary steps which may include filing a report with CPS, following the Classified Staff Rules of Conduct (401.0) or the Academic Code of Conduct for University of Arizona students and volunteers. Go to: www.hr.arizona.edu/classified_staff_human_resources_policy_manual to review these policies.

Chokeable items

Please read on page 8 about chokeable foods. We realize that some children mouth toys. Consequently the teachers are very careful and thoughtful about the items accessible to the children in the classroom. Children are always within our sight and we will closely supervise when they are exploring the environment and handling objects.

Clothing

We recommend sending in 2 extra sets of clothes. Please put clothing items in a zip lock bag marked with your child's name and write their names on larger pieces of clothing. Water-play, messy art activities and toileting accidents are frequent causes of changing clothes. We leave all soiled clothing inside a bag in a closed container in the bathroom. Your child's name will be marked on the bag.

Complaint Procedure

We want to hear from you if you have concerns or questions. Please address concerns to any staff member or the director. If ever you feel your concern has not been addressed appropriately, the school director will investigate further or you may speak with the director of the Child Language Center. If the problem is not resolved the director will refer you to The University of Arizona's Provost for guidance.

Diapering/Toilet Learning

Children are assisted with their personal hygiene needs and your child's diaper will be changed as soon as it is soiled. We have a separate diaper changing area and we follow strict diapering guidelines from Pima County Health Department. If your child comes to us in diapers we follow all ADHS requirements including documenting diaper checks every 2 hours. Please read our diaper changing procedure posted in the diaper changing area.

Our classroom offers a bathroom with two small toilets. Whatever stages of toilet training your child is in; we'll work together with you to help your child be successful. When your child moves to underwear and is successful with toilet training at home then the teachers will continue the process at school. The teacher will share tips on ***readiness for toilet learning*** with all parents. When your child has an accident, we will place soiled clothes in a closed container in the bathroom for you to take home. Please do not hesitate to ask any questions or share concerns about your child's diapering/toileting needs.

Disenrollment

Once enrolled, we hope your child will remain at WOW for the entire year. WOW may dis-enroll a child for the following reasons:

- ❖ Nonpayment of tuition
- ❖ Behavior that endangers the child, other children, or staff members' welfare or safety
- ❖ Frequent or extended absences not associated with illness
- ❖ A pattern of tardiness - children who consistently arrive after class has started
- ❖ Failure to sign your child in and out each day
- ❖ Failure to follow school policies

Dress Code

Please send your child to WOW in comfortable clothing (e.g. shorts, pants, T-shirt, tennis shoes). Remember, young children play hard and get dirty. When dressing your child, select clothing appropriate for the weather. It is also important to send your child in clothes that are easy to unfasten/fasten when using the bathroom or being diapered, and are OK to get dirty (or even painted on). When your child is transitioning to underwear, for girls, remember dresses are difficult for a child using the toilet and for cleaning up accidents. For safety reasons, please send your child in TENNIS SHOES or other closed toe shoes. NO SANDALS, FLIP FLOPS, OR COWBOY BOOTS. These types of shoes are not safe when riding scooters and accessing climbing equipment.

Emergency Evacuation Drills

We practice evacuation drills once a month and include sounding the fire alarm. Our emergency evacuation plan is posted in all classrooms near the entry door. Our monthly practice includes evacuating to a safe place outside the building in the event there is an emergency such as a fire.

Shelter in Place

We are prepared for both natural and man-caused emergencies. Thunderstorms, flooding, overturned trucks or other dangerous situations may require us to remain in the building. Shelter in place means we stay in the building until authorities advise us that it is safe to leave or evacuate. Please see our EMERGENCY PREPAREDNESS PLANS.

Field Trips

Parents must provide written permission for children to attend field trips. WOW does not transport children for field trips. We do contract with Mountain View Charter to transport children on field trips. A written plan will be prepared for all field trips and teachers follow all other guidelines as stated in Child Care Licensing Rules and our Operating Procedures Manual. If parents attend the field trip they may be asked to help supervise children but will not be left alone with children. Parents are only allowed to drive their own child to and from a field trip.

Food From Home

Always check with your child's teacher before bringing in a treat for the class. Arizona Childcare licensing rules prohibit us from serving food that has been prepared at home. For example, cupcakes or cookies baked at home cannot be served at school because of DHS rules and regulations. All food brought to share must be store bought. We discouraged sugary and processed snacks or treats.

Gate

You are issued a code for the key pad on our gate. This code is for you and anyone else who will pick up or drop off your child. For security purposes, please do not open the gate for strangers or visitors. If you see someone enter the school property and you do not recognize them please ask if they need assistance or if they are looking for the office. You can also ask them to wait outside the gate and direct them to call the phone number listed on the sign. When they call our number someone will go meet them at the gate. We all must work together to insure that we always know who is entering the school.

If you are concerned about persons in the parking lot or anywhere on school property please notify a staff member or the director immediately. Please supervise your child carefully when it is time to open the gate and leave school property.

Guidance and Discipline

The first few weeks of school are an important time for us to get to know your child and help him/her feel secure. Learning to trust and building strong relationships is most important. Our goal is to insure that all children feel respected and safe. We give special consideration to our youngest children as they are begin to learn about socializing and what it means to be in a group setting. Loving guidance and support is offered to our toddlers as they gain more independence and their personalities blossom.

We believe that when children are engaged in fun, developmentally appropriate activities, and are recognized for their efforts and positive actions they will respond favorably. It is our job to help your child get along with others, to

be a friend and to manage their frustration. Learning to socialize is an important aspect of a young child's development. We will not put children in timeout, punish, embarrass or scold them.

Our staff is experienced and knowledgeable in managing young children's behavior and in recognizing developmental ages and stages. They are trained to create a supportive environment and to use techniques that are effective and respectful when it comes to helping your child experience success in a group situation. They take extra care to:

- Create a nurturing and welcoming environment.
- Establish rapport and trust.
- Meet individual needs.
- Plan for small group learning.
- Plan for transitions.
- Teach the routine.
- Teach rules and model specific skills for getting along with others.
- Offer children opportunities to make decisions and choices.
- Give meaningful consequences when needed.
- Be consistent and treat all children equitably.

If we notice your child struggling with the routine or having difficulty in any aspect of the program we will invite you in for a conference to talk about solutions and what might be best for your child.

Head Lice

As with all contagious situations, if we discover head lice on an enrolled child you will receive written notification. If your child has head lice we will call you immediately and instruct you in the procedures you must follow to treat it. We have detailed written procedures that we will follow to prevent the spread of head lice. We will gladly provide you with a copy of those procedures.

Hold Harmless

It is our policy that parents sign a hold harmless consent form if a staff member or a student from the University of Arizona provides babysitting or childcare in their home. The director will gladly discuss this policy with you.

Inclusion

WOW is committed to providing a quality program to all children ages 2-5 to the extent possible. When necessary, we will refer parents to programs that may better serve their child.

Immunizations

We are required to have an up to date shot record on file before your child can start school. If you need information about immunization clinics and locations please talk with the director. If you choose not to vaccinate your child then please request an exemption form. In the event of an outbreak of a vaccine preventable disease for which you cannot provide proof of immunity for your child, your child will not be allowed to attend childcare until the risk period ends.

Licensing Inspection

Wings on Words is inspected annually by the Arizona Department of Health Services. Our license number is 8868. Annual inspection reports are available upon request. They are located in the main office area in the third drawer of the green file cabinet.

Medication

We will administer medications according to Wings on Words written procedures and ADHS requirements. Parents must complete a medication authorization form before we administer any prescription or over the counter medication. Our written procedures are in the Operational Procedure Manual located in the office area. Children with asthma or other chronic health issues must have a medical action plan on file. We will not administer the first dose of any medications.

Parking

Please park only in designated parking spaces. *Remember, it is against the law to leave a child unattended in your vehicle.*

Personal Items

Please label all sweaters, jackets, backpacks, water bottles and snack and lunch containers with your child's first and last name.

Pesticides

At least 48 hours before a pesticide is applied on our premises a notice will be posted on the entrance of our property and in each activity area stating the date and time of application. Written information about the specific pesticide used is available from the director.

Picking-Up Your Child

State regulations require parents to sign children in and out daily using first initial and last name. Only persons age 18 or older may sign a child out of our facility unless special arrangements are made with the director. Only the adults listed on the Pickup Information Form are allowed to take your child from the facility. Please inform them to be prepared to show picture identification when picking up your child. Under special circumstances, an unauthorized person could pick up your child but we request prior notification or permission from you over the phone.

Please discuss the time you plan to pick up your child with his or her teacher. A consistent drop-off and pickup schedule helps your child know when to expect you and helps us plan appropriately.

Quiet Time

All children attending Toddler U full time have quiet time between 12:30 and 2:30 daily. Some children may be ready to rest immediately after lunch and others may take a little longer. It is our belief that children need rest and, for at least 30-40 minutes. Many toddlers fall asleep and those who do not will be offered a quiet activity after 40 minutes. You may discuss with the teacher what items to bring for rest time. We provide resting mats and covers that are disinfected and laundered once a week. If your child brings a resting blanket or cover from home please take it home to wash once a week.

Safety

Keeping every child safe is our number one priority. Children are never left unattended. We must see and hear every child at all times. When children are on the playground the staff is always aware of the surroundings. Playground and equipment checks are conducted monthly. The center is cleaned daily, equipment and materials are well maintained. Please read about our emergency plans on page 13 of this handbook.

The State of Arizona recently passed a new child safety seat law. Effective August 2, 2012 Arizona law requires that children ages five through seven (younger than 8) and 4'9" or shorter must ride in a vehicle in a booster seat. If you need help finding an appropriate seat please let us know.

Sun and Weather Safety

Children have outdoor play every day when weather and air quality conditions permit. When outdoor temperatures seem uncomfortable, or are above 90 degrees, scheduled outdoor play activities and times may be altered or may play in the shade and have limited time outdoors. Children with asthma and other respiratory health conditions play inside on days when local health authorities determine the air quality to be unhealthy or under extreme wind conditions.

We are concerned about sun safety all year around, but particularly late spring through the early fall season, when the sun's rays are the strongest. Because the sun is most intense between 10 a.m. and 4 p.m., during the months of May through October, children will not go outdoors during these hours.

Sunscreen and Protective clothing

Our sun safety policy states that during the hottest months, sunscreen is applied in the morning and again in the afternoon. Parents are to apply sunscreen to exposed areas of their child before bringing the child to our program each day. Additionally, parents sign permission allowing staff to re-apply sunscreen 20 to 30 minutes before they go out in the afternoon. We use banana boat sunscreen products; however, parents may provide their child's own personal sunscreen. We suggest light-colored, loose-fitting lightweight, cotton clothing. Wide brimmed hats will help protect faces, necks and ears. Closed toe shoes worn with socks are also helpful.

Talk It Out

This innovative program was developed to help young children use their words to solve problems. The goal is for children to recognize problems as they occur and learn helpful words and phrases that offer a verbal solution, and develop problem-solving strategies that lead to a "win-win" negotiated settlement! Obviously two year olds do not have the same language as our threes and fours but you would be surprised how quickly they pick up simple signs and gestures and short phrases. All of this will lead them to greater success in solving problems in the years to come! You will receive detailed information about this unique program and suggestions of what to do at home and how it is best used with two year olds.

Toys

Except for the first few days of school when a toy or personal item may help ease your child's transition to school, **we ask that you leave all toys at home or in the car. It has been our experience that items from home are**

distracting to your child and often get lost or broken. This includes action figures, lip-gloss, dolls, balls, and trinkets. Please support our efforts by checking that your child leaves all toys in the car when you arrive at school. If you forget, the teacher will take the item and put it away until the end of the day.

Transportation

Wings on Words does not provide transportation to and from school.

Emergency Preparedness

EMERGENCY EVACUATION PLANS

Emergency evacuation drills happen once a month. Staff participate in an annual review and training of emergency procedures. In case of fire, flood or any other disaster that could create structural damage to the facility or pose health and safety hazards staff follow the emergency evacuation procedure. Everyone follows the EXIT ROUTE on the diagram posted in each room. The room/person assigned to the school cell phone is responsible for bringing it with them during the evacuation.

The teacher takes attendance as soon as the group arrives at the designated meeting spot (the southeast corner of the parking lot).

In the event there is just cause to leave school premises staff and children walk safely to the park located on 4th Avenue and 2nd Street. Designated adults take emergency supply kits and contact information to the location. Staff and children walk and seek indoor refuge at Pima Community College on Speedway and Stone if inclement weather prohibits re-locating outdoors. One person from each building is assigned to carrying the emergency supply kit.

In all cases of a building evacuation, parents are notified by phone within 30 minutes of the emergency. The director notifies parents in writing within 24 hours.

SHELTER-IN-PLACE

In the event there is an unsafe situation or person outside of the building or it is not safe to enter or exit our facility then **Shelter-in-Place**, otherwise referred to as **CODE RED** emergency plan will be put in place. The director will notify all areas by use of the intercom calling **CODE RED** or by displaying the **CODE RED SIGN**. Staff calmly and quickly move children to a predetermined space indoors away from all windows and doors. The main entry doors (total of four) in both buildings are locked. Staff follow agreed upon procedures to keep children safe.

Staff in both buildings will have access to an emergency supply kit containing food, water and other suggested items. You may ask the director to see our detailed plans for emergency situations.

Parent Involvement

BUILDING A TEAM

We consider our partnership with you to be one of the best ways to help your child learn and grow. We invite you to become an active and informed parent.

We rely on parental support to help keep our facility safe and attractive, to raise money to replace toys and materials and to maintain a quality program.

All families are asked to sign an enrollment agreement. (found at the end of this handbook)

VOLUNTEER REQUIREMENTS:

We ask each family to volunteer 12 hours during the year. Some ways you can do this are:

- Participate in special projects
- Answer our phones and perform secretarial duties once a month (or more often)
- Help with simple building repairs
- Assist in maintaining the WOW lending library
- Help with a WOW fundraising event
- Join the parent advisory board
- Come to the fall or spring workday

Tuition Trade & Volunteer Opportunities:

Parents wishing to work in the classroom for tuition trade or be a regular classroom volunteer or substitute must:

- Apply for a fingerprint clearance card
- Be screened for criminal history background
- Participate in a program orientation
- Take a TB skin test

We have an open door policy. You are invited to come to school anytime.

WE WILL KEEP YOU INFORMED BY...

- ❖ Completing daily checklists
- ❖ Being available to meet at your request
- ❖ Writing weekly notes
- ❖ Writing therapy progress reports each semester
- ❖ E-mailing announcements, community events & resources

Children do better in school when parents are involved. Please communicate with us:

- ❖ Phone calls: We promise to return your phone call within 24 hours. If it is important to speak with someone immediately, please call our cell phone. Typically, we are able to return phone calls at lunchtime and at the end of the day.
- ❖ Email: This is a great way to get your questions answered and to keep us current of events that might be affecting your child. We will send you classroom news, school wide newsletters, community happenings/resources and other information via email.
- ❖ Attending Conferences: Parent and Teacher conferences happen twice a year, once in the fall and once in the spring. However, staff is available to conference any time during the year at your request. Interpreters are available for conferences.
- ❖ Reading and writing in the Parent Log: Each classroom has a parent log for you to write comments and questions. Teachers will also write messages and reminders in the log so make a habit of reading it every day.
- ❖ Complete the annual parent questionnaire so we can continue to improve and grow.

CURRICULUM AND NEWS

Our goal is to meet your child's individual learning needs and to prepare him or her for upcoming educational and social situations. Our teachers and therapists are dedicated to planning activities that enhance and develop your child's knowledge of the world. If you have questions about your child's progress or want to know more about how to work with your child, please let us know.

Your child's teacher will email you the lesson plan every week. If you do not have internet access just let us know and we will make you a copy.

About Us

Corporate Information:

Wings on Words is a not for profit corporation under the section 501(C) 3 of the Internal Revenue Code. Our tax ID number is 86-1037966.

Wings on Words maintains liability insurance through Early, Cassidy and Schilling, Inc.

The following persons are designated to act on the behalf of the facility director when the director is off site:

- Candy Kennelly
- Michele Piihl
- Amy Greif
- Sarah Crane
- Lea Cuzner
- Marina McCormick

Licensing Information:

Our facility is inspected annually by the Department of Arizona Health Services (ADHS). The inspection reports are located in the central office area and are available to parents upon request, or through ADHS at:

400 W. Congress Suite 100
Tucson, AZ 85701
Phone: 628-6540

For questions, comments or concerns regarding information contained in this handbook please contact:

Karen Zakerwski, MA
Director of Wings on Words
628-1659 or 237-0744
kzdirector@gmail.com

Barbara Kiernan, PhD. Director of the Child Language Center
628-1659
bjkiernan@comcast.net

NAC accredited
NATIONAL ASSOCIATION COMMISSION OF EARLY CARE
AND EDUCATION PROGRAM



ENROLLMENT AGREEMENT
WINGS ON WORDS PRESCHOOL AND TODDLER PROGRAM
School Year _____

I agree to: (please read and initial each item)

1. _____ Have my child to school on time, no later than 8:30
2. _____ Pick my child up on time or pay the late fee of \$1.00 per minute
3. _____ Attend parent/teacher conferences
4. _____ Send my child to school only when he/she is healthy
5. _____ Inform the school when my child is ill or absent
6. _____ Complete 12 volunteer hours during the year
7. _____ Direct my questions or concerns to my child's teacher or to the director
8. _____ Read and follow the program policies and procedures detailed in the Parent Handbook

I understand that the following may be reasons for dis-enrolling my child:

- Nonpayment of tuition
- Behavior that endangers the child, other children, or staff members' welfare or safety
- Frequent or extended absences not associated with illness
- A pattern of tardiness
- Failure to sign your child in and out
- Failure to follow school policies

My signature below indicates I have read the above items. In addition, my signature acknowledges I have received a copy of the **Parent Handbook**. (electronically or a hard copy).

Child's Name

Parent /Guardian Signature

Parent / Guardian Signature

Date

This form is filed in the child's portfolio
Revised August 2013

NAME: _____ DATE: _____

PLEASE MARK THE WAYS YOU WOULD LIKE TO BE INVOLVED AT WINGS ON WORDS:

Committees:

Cookie dough sale

Scholastic book fair

Golf Tournament

Rodeo luncheon

Greeting card art work

Work Days:

Fall

Spring

Additional Program needs:

Help at the book festival (March 2013)

Help maintain the school library

Assist with vision screening

Classroom substitute
(3 hours of training, TB skin test and
fingerprint clearance card)

Solicit donations for the school

Launder mat covers once a week

Serve as the "ROOM REP" for my
child's class

Help in the office

Drive for field trips

Complete projects at home

Maintain Box Tops for kids

Disinfect and clean
classroom materials twice a month

Assist with minor building repairs and
maintenance

Parent Advisory Board

Responsibilities include:

- attend regularly scheduled meetings with other parents (date and time to be determined)
- work in conjunction with other members to plan family events and opportunities for parents
- identify program needs with input from the director and teachers and work toward solutions

Yes, sign me up to be on the Parent Advisory Board. The director will send me more information