



Chappell SCHOOLS

We make learning fun

Family Handbook



Revised March, 2021

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Introduction to Chappell To Our Parents

“It takes a village to raise a child”

African Proverb

Chappell is honored that you have chosen our program for your most precious possession(s). We believe that parents and child care centers working as a team work the best to provide the highest level of developmental care for your child.

We encourage parents to become “involved” in the center and participate in special activities.

If you have any special talent or skill, we would be glad to incorporate that into the curriculum. If you would like to volunteer, please see page 32 for more information.

This handbook lets you know some of the important information that we can use to be an effective team.

We encourage you to offer any comments at any time on ideas, and suggestions to improve our program.

Chappell Locations

Chappell Deerwood (04)

Director: Donna Tavares
8400 Baycenter Road
Jacksonville, Florida 32256
(904)-739-1279 Fax: (904) 739-3588
donna@chappellschools.com
DCF License #C04DU0093
Hours: 6:30 am – 6:30 pm M-F

Chappell FSCJ Kent (14)

Director: Kristina Pike
3939 Roosevelt Boulevard
Jacksonville, Florida 32205
(904) 381-3445 Fax: (904)381-3499
kristina@chappellschools.com
DCF License #C04DU0091
7:30 am – 5:30 pm M-F

Chappell FSCJ Downtown (12)

Director: Adrianna Robinson
101 West State Street
Jacksonville, Florida 32202
(904) 632-3122 Fax: (904) 633-5944
adrianna@chappellschools.com
DCF License #C04DU0092
Hours: 7:00 am – 6:00 pm M-F

Chappell San Marco (17)

Director: Alma Porcic
1301 Riverplace Boulevard
Jacksonville, Florida 32207
(904) 399-1009 Fax: (904) 399-3161
alma@chappellschools.com
DCF #C04DU1052
Hours: 7:00 am – 6:30 pm M-F

Chappell FSCJ North (11)

Director: Tiffany Williams
4501 Capper Road
Jacksonville, Florida 32218
(904) 713-6010 Fax: (904) 713-6012
tiffany@chappellschools.com
DCF License #C04DU0094
Hours: 6:00 am – 6:00 pm M-F

Chappell Longleaf (20)

Director: Kathe Mesete
1520 Longleaf Pine Parkway
St. Johns, Florida 32259
(904) 230-3337
kathe@chappellschools.com
DCF License #C07SJ0141
6:30 am – 6:30 pm M-F

Chappell Emerson Head Start (19)

Director: Gayle Nicholas-Dortch
3851 Emerson Street
Jacksonville, Florida 32207
(904) 232-8649 Fax: (904) 551-3643
gayle@chappellschools.com
DCF License #C04DU1109
Hours: 7:30 am – 4:30 pm M-F

Chappell FSCJ South (13)

Director: Shawn Oliver
11901 Beach Boulevard
Jacksonville, Florida 32246
(904) 646-2225 Fax: (904) 646-2230
shawn@chappellschools.com
DCF License #C04DU0095
Hours: 6:45 am – 6:00 pm M-F



Chappell History and Timeline

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 1970's. During the years in which these 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 for existing centers as well as the design and construction of new centers.

- In 1984, Chappell Deerwood opened as the first privately owned, free standing, non-subsidized child development center in an office park setting in the United States. In 1986 the center was nominated for the Architectural Design Award by Jacksonville Chamber of Commerce.
- In 1987, Chappell was awarded its first corporate contract; an exclusive provider contract from a Johnson & Johnson Company, Vistakon
- In 1996, Chappell at Riverplace is the first in-house child development center in Jacksonville, Florida.
- In 1996, Chappell is the largest woman-owned business in Jacksonville.
- In 1996 and 1997, Chappell names recipient of the Jacksonville Business Journal Fast 50 Award.
- In 1999, Chappell was awarded the child care contracts to provide care for the children of FSCJ students at 4 campuses. In 2008 these campus locations were NECPA certified.
- In 2000, Katheryne Chappell Drennon was appointed Chairman of the Board and her daughter, Lynne Byrd Harris, was appointed President thus creating a third generational continuum.
- In 2004, Chappell is the tenth largest woman-owned business in the State of Florida.
- In 2008, Chappell brought a quality assurance Director and Curriculum Director on board to assure quality processes and developmental learning.
- In 2008, FSCJ campus become NECPA certified, which continues today.
- In 2012 Chappell Schools was certified as an "Eco-Healthy" child care provider.
- In 2012, United Way partnered with Chappell to introduce the "Reading Pals" program.
- In 2013, upon the death of Katheryne C. Drennon, Nancy Dreicer was appointed President and CEO. A Board comprised of three local businessmen, Gianni Arcaini, Howard Lippes and Jim Kern, was created to lead Chappell to the next level of quality and expansion.
- In 2014, Chappell opened its first Head Start center.
- In 2019, Chappell opened its first center in St. John's County.



The Heart of Chappell

Safe/We Exceed DCF Requirements

State of the Art

Curriculum
Technology
Physical Environment

Stability (more than 58 years in business)

Highly-trained Staff

Social Graces

Social, Emotional Development
Etiquette

Culture

Art
Music
Diversity

Fun Environment for Children, Parents and Staff

Health and Nutrition Awareness

Exercise
Eco-friendly
Gardens

Chappell Makes Learning Fun!!

Chappell Curriculum 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 Curriculum Coordinator whose responsibilities include coordinating all aspects of the curriculum and training staff members.

Our Early Literacy and Learning Model (ELLM) 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 for concepts to be internalized. Emphasis is on simple beginnings: hands-on activities; manipulating, creating, building, exploring, and actively doing!

<p>KEY EXPERIENCES IN ACTIVE LEARNING:</p>	<ul style="list-style-type: none"> • Exploring actively with all senses • Discovering relationships 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 owns needs
<p>KEY EXPERIENCES IN USING LANGUAGE:</p>	<ul style="list-style-type: none"> • Focus on language and literacy • Communicate about experiences, thoughts, and strategies • Create opportunities for children to listen attentively using books, puppets, and flannel boards • A print enriched environment throughout the room • Experiencing pre-writing through journaling, dictation and charting stories • Singing, rhyming games, poems and creating stories
<p>KEY EXPERIENCES IN REPRESENTING EXPERIENCES AND IDEAS:</p>	<ul style="list-style-type: none"> • 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.
<p>SERiation:</p>	<ul style="list-style-type: none"> • Comparing: Which one is bigger/smaller, heavier/lighter, rougher/smoother, louder/softer, harder/softer, longer/shorter, taller/shorter, wider/narrower, sharper/duller, darker/lighter, etc. • Arranging several things in order along some dimensional and describing the relations (the longest one, the shortest one, etc.)

Chappell Curricular Philosophy (continued)

<p>KEY EXPERIENCES IN DEVELOPING LOGICAL REASONING:</p>	<ul style="list-style-type: none"> • Classification • Investigating and labeling the attributes of things • Noticing and describing how things are the same/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”
<p>NUMBER CONCEPTS:</p>	<ul style="list-style-type: none"> • 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?) • Counting objects, as well as counting by rote
<p>KEY EXPERIENCES IN UNDERSTANDING TIME AND SPACE:</p>	<ul style="list-style-type: none"> • 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
<p>TIME</p>	<ul style="list-style-type: none"> • 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 clocks and calendars are used to mark the passage of time • Observing seasonal changes

Going Green

To further support the overall health and well-being of our children, in 2012 Chappell became certified as an eco-healthy child care provider. We use green cleaning products, we recycle, and we educate our children on how to protect our earth. Please help by never sending aerosol sprays to school with your children. We encourage our parents – in addition to routine health care and wellness programs – to also provide an eco-health environment at home.

Tobacco-free/Smoke-free/Drug-free/Weapon-free

To further support our commitment to be an eco-healthy child care provider, Chappell maintains a drug-free, smoke-free and weapon-free environment at all our centers. This includes e-cigarettes. This policy also applies to our parents.

Child Bill of Rights

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 the 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 interactions which demonstrate respect for self and others.

Parent Bill of Rights

We believe that parents have rights and that their concerns are reasonable and important:

A Healthy Learning Environment

- Parents have the right to know that their child is safe at school, both physically and emotionally.
- Parents have the right to know that all children are treated fairly regardless of race, creed, national origin, economic status, gender, age or disability, and that each child is treated as an individual.
- Parents have the right to clearly define in writing any special requirements of their child/ren.
- Parents have the right to know that the staff is experienced and trained in child development.
- Parents have the right to know that any negative or cruel behavior among students or between students and staff will not be tolerated.

Clear, Courteous Communication

- Parents have the right to be treated with courtesy by all members of the staff.
- Parents have the right to participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare.
- Parents have the right to visit schools and classes at any time.
- Parents have the right to know that they can approach a staff member with a concern and be assured the staff member will listen carefully and do everything possible to address the issue.

Information on School Policies

- Parents have the right to expect strict confidentiality of all information regarding their personal information.
- Parents have the right to information on academic requirements of the school program.
- Parents have the right to inspect their child's record and respond to any statement.
- Parents have the right to be informed of – and to appeal – school policies.
- Parents have the right to be informed of – and to appeal administrative decisions.

Programs and Services

Chappell curriculum is supplemented by the **Early Learning Literacy Model (ELLM/Plus)**. This literacy-focused curriculum builds children's 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 includes a variety of enrichment activities are included in our curriculum; such as: cultural experiences, music, art computer science and movement.

HATCH is an iPad based system that scaffolds learning student by student. It monitors child process as children play showing teachers exactly what each child knows so they can develop individual lesson plans.

Sunform Alphabet System is a learning system introducing 2-year old's to pictures that in the 3-year old classroom become the basis for solid learning of the alphabet. This sets a strong platform for the K4 children who are well on their way to reading/writing and spelling

Kaymbu is a parent communication tool allowing text and email communication between teachers and parents. Teachers can even text pictures of the children throughout the day.

"Fine Dining" is experienced by our four-year-old students and includes periodic lunches exhibiting the highest form of dramatic play. Proper table settings, 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 accoutrements at the child's level. Teddy bears, parents, and grandparents are cordially invited.

"Barney Par-Tea" is the introduction of manners (please, thank you, etc.) with our two-year old students.

"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.

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

Enrollment Requirements

Chappell centers accept children ages 6 weeks to 5 years. The only admission criterion 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

Licensure and Regulations/Direct Supervision of Children

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, immunization form and flu flyer.

All children (including school aged) are always within sight and sound of a qualified teacher. Teacher to child ratios will not exceed the standards established by the Department of Children and Families. Upon entering and closing the facility two staff members must be present at all times to ensure safety. All staff members that are responsible for opening and closing are trained by the program director on proper procedures including safety practices. If teachers call out of work we have extra Chappell subs that can step in to maintain ratios. If a sub is not available, the director or assistant director will step into the classroom until proper coverage has arrived. Employees at Chappell are mandated to report any evidence of child abuse. **These teacher to child ratios are minimum guidelines and often are often reduced during field trips, special events and activities.**

Age	Child: Teacher Ratio
Infant	4:1
Toddlers	6:1
K2	11:1
K3	15:1
K4	20:1
VPK	11:1 OR 20:2
School Age	25:1

**** Please note that volunteers, observers are NOT counted in ratios. Chappell also has resource teachers (PE, Music, Reading, etc.) are often in the classroom assisting the teachers**

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 the infant to sleep on his/her back. Each infant will be placed for sleeping on a firm mattress and in a safe crib. Please note that due to DCF regulations no blankets are allowed in the crib. A sleep sack may be used. 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. Infants sleep on their own schedule.

Children from twelve months begin to sleep as a class after lunch. Specific naptime schedules can be found on the class schedule found on the parent information board in every classroom.

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 conditions permitting, children will not be excluded from their outside time.

Progress Reports/Parent and Teacher Conferences

In an effort to provide specific and frequent feedback regarding your child's development, performance and overall progress, Chappell Schools offer parents an assessment of innate and acquired skills via Progress Reports. Assessments are conducted no fewer than twice per year and shared with parents through parent/teacher conferences. Chappell will work with all families to ensure we are able to schedule a convenient conference date, time, method. 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. 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.

Chappell acknowledges that students are individuals who develop and therefore learn, differently. We understand 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 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 upon which to build future studies.

Developmental Assessments

Children will be assessed using the Teaching Strategies and/or Ages and Stages Questionnaire (ASQ) assessment tools twice per year. 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 overall development.

Parents will be informed in writing of results of these screenings. At home activities may be recommended based on the results of the screenings. If further evaluation or services are needed, parents will be referred to appropriate agencies or to their personal pediatricians. VPK children are assessed three times per year using a Department of Education assessment.

Chappell: Child Management Behavior Protocol

(DCF Discipline and Expulsion Policy Included)

Statement:

Chappell recognizes the importance of promoting acceptable behavior and methods of discipline within the childcare setting. We believe that all children have the right to expect positive approaches to discipline, which foster self-esteem, respect, tolerance and self-control. Behaviors which injure people either emotionally or physically or damage property are real problems to adults/staff and the other children. These behaviors must be dealt with in an appropriate manner.

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.

After an incident, our first step:

We will tend to the injured child to see if medical attention is needed. We will give the child who hit, kicked, etc. an opportunity to apologize and provide comfort. We will notify both sets of parents and prepare an incident report. (DCF requires the report be signed by a parent or caregiver the day of the incident.)

Our aims:

- To promote self-discipline.
- To develop within each child an appreciation of others and their feelings.
- To increase children’s understanding of the consequences of their behaviors on others and themselves.
- To encourage the child’s ability to socialize and get along with others.
- To reinforce the positive and discourage the negative behavior.

We will do this by:

• Praise and encouragement	• Reasoning
• Phrasing	• Space layout
• Setting rules	• Applying the rules
• Positive staff role modeling	• Valuing and promoting the partnerships with parents

VALUING AND PROMOTING THE PARTNERSHIP WITH PARENTS

We value the partnership with parents at Chappell and keep them informed of our policies and any issues.

DON'TS

- Physical punishment will NEVER be used or threatened.
- Adults should not shout or raise their voices.
- Staff should avoid labeling children as “naughty” or “good.” Staff should never shame a child or make derogatory remarks about the child or the child’s family.
- No language should be used by staff that is profane, humiliating or frightening to the child.
- Unnecessary constraints or restrictions will not be imposed on children.

Behavior Management (continued)

DO’S

- Staff is to stop aggressive or bullying behavior immediately and make clear that this type of behavior is unacceptable.
- Child may be separated (removed) from the classroom in the event of a significant behavioral disruption (i.e., tantrum). The will be supervised by another Chappell teacher or Director and will be returned to the classroom once they have calmed down.
- Any behavior problems are dealt with in a developmentally appropriate way.
- When necessary, staff should outline the problems for children and encourage them to think out solutions.
- Staff should help children take responsibility for their actions.
- Adults use observations as a way of finding out any possible reasons for unwanted behavior.

Shaken Baby Syndrome, also known as abusive head trauma is a serious brain injury resulting from forcefully shaking an infant or toddler. Symptoms include extreme fussiness, difficulty staying awake, breathing problems, poor eating, vomiting, pale skin, seizures and coma. At Chappell, we follow this behavior management protocol to ensure the safety of each child. Each staff member is trained on this syndrome and what the symptoms look like. If any of these symptoms are observed in children in our care, we will ensure medical attention is given and the proper authorities are notified.

IN THE CASE OF PERSISTENT INAPPROPORATE BEHAVIOR (Biting is covered by a separate policy)

- The child’s parents/caregivers will be involved at first hit, kick, thrown toy, etc. The director will discuss the situation with the parents/caregivers in an attempt to find the possible cause of the behavior.
- The Director and the parents/caregivers will together develop strategies for dealing with the unwanted behavior, which could be implemented at home.
- Should it be necessary and with the consent of the parent/caregiver, advice and assistance will be sought from relevant external specialists to address the matter.
- After two incidences in one week, which caused or could have caused injury to self or others, the child will be suspended for one day, and after five such incidences the child will be suspended for a week. However, if the Director at any time feels the behavior is extreme and dangerous to other children or teachers, the child will be removed from the Center. This may be a temporary or permanent expulsion.

STUDENT/PARENT DISMISSAL AND EXPULSION POLICY

As stated above, we want to work with parents and children to prevent suspension and expulsion. We encourage collaboration with early childhood mental health consultants and interventionists. So, and expulsion should be rare at Chappell. However, Chappell reserves the right to expel a child at any time for any reason. We also reserve the right to dismiss a child for the below parent actions:

• Habitual disregard to drop off and pick up times	• Habitual disregard to sick child policies
• Habitual non-payment of fees	• Abusive behavior toward staff or other parents

BITING POLICY

Young children need lots of practice in learning the fine art of interacting and communicating with their friends and families in a positive way. They need positive guidance and understanding from parents and teachers. When children gain maturity and experience, and become preschoolers (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. Some 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.
- Staff will stay calm and will not overreact.
- Staff will remove the biter from the situation in order to redirect the biter's attention.
- The bitten child will be comforted.
- The wound of the bitten child 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 for all children involved.
- 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:

Staff will monitor biter's behavior. An incident log will be kept to document date, time, classroom environment and the biters demeanor the day of the incident. Parents will be contacted after each incident. After three incidents a meeting request will be sent home. The director, teacher and parent will meet to discuss the incidents and what can be done as a team to prevent further incidents. As educator's, Chappell realizes the importance of consistency and the need for uniformity of all team members. The team will continue to meet to review the incident log until the child has successfully gone a week without biting, By signing this agreement, the parent agrees to allow for Chappell to bring in outside services if they deem necessary to assist in redirecting the behavior. If at any point, the situation becomes a safety issue to the child or other children in our care, or the parent refuses to cooperate with the center, the Director may choose to suspend the child. After suspension, if biting continues, the Director may dis-enroll the child. As with all policies, the Director, with Corporate approval of documentation, may use their judgement to suspend, terminate or take other action.

Nutrition Program

Meals and snacks are provided at all campuses except Kent, in compliance with recognized national, state and local nutritional standards. We are a PEANUT FREE organization at all times. 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. The plan should include information about the times and amount of food or beverage offered to the infant/child. Infants are never fed from a propped bottle. Chappell will partner closely with parents through the introduction of foods.

In response to our parent feedback, Chappell is serving more fresh fruits and vegetables in appetizing, child friendly menu selections. 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 and on the Chappell website (www.chappellschools.com). Individual class meal/snack schedules can be found on the Parent Information Board found in each classroom. 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.

Children 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.

Chappell is a NUT FREE ZONE AND NO PEANUT PRODUCTS MAY BE BROUGHT ONTO THE CAMPUS. Check with your Director for other allergies within the center.

Special Diet/Alternative Meal Plans

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 Alternate Nutrition Plan form must be on file for all food brought from home. An alternate breakfast should include milk, grain, fruit, and vegetable. An alternate lunch should have five components: milk, grain, fruit, and vegetable. An alternate snack should include two of the following components: fruit, vegetable, grain, or dairy.

Medication Policy

Sometimes children may need medication while they are in our care and we request that parents make arrangements to administer it themselves. Chappell will not administer any prescription or over-the-counter medication, with the exception of nebulizer treatments, bronchial inhalers, EpiPen injectors, diaper rash cream, sunscreen, and bug repellent.

For Chappell to administer the bronchial inhalers, EpiPen injectors, diaper rash cream, sunscreen, and bug repellent, and medication for nebulizer treatments, these unexpired medications must be brought into the center in its original container and packaging with the following conditions:

- The manufacturer's printed side effect brochure must be provided with the medication.
- The date, child's name, name of the physician and contact information, medication name, and medication directions must be printed on the pharmacy's label of a prescription medication.
- The child's name must be written on the over-the-counter (OTC) medications, and the exact dosage and frequency administration must be printed on the container and packaging. If the exact dosage and frequency administration for a particular age group is not printed on the container and packaging, a doctor's note that provides this information is required.
- The parent or guardian must complete an Authorization for Prescription and Non-Prescription Medication form.

Procedures for administering and storing medications:

- Prior to administering medication to children, child care personnel responsible for administering medication must have completed training.
- An authorized staff member of the center must verify that all Chappell requirements have been met: original medication packaging (check expiration date as well), manufacturer's side effects brochure, signed authorization for, etc.
- An authorized and designated staff member of the center who administers the medication must initial the form after recording the date, time, and the amount of dosage given.
- Unless in the capacity of an authorized staff member of the center's administration team, childcare personnel are not permitted to accept medication from a parent.
- Medication of any type may not be kept in a child's backpack or cubby.
- All non-refrigerated medications must be kept inaccessible to children in a locked container or cabinet in the Director's Care.
- Medications that require refrigeration shall be stored in childproof containers in the refrigerator.
- Medication should never be administered hidden in food or drink nor should it ever be referred to as "candy".
- Expired medication must be sent home with the parent.
- Any person who observes a child or childcare personnel administering any form of medication must inform the Director immediately.
- Consult with your supervisor immediately if a situation arises whereby you feel you need guidance or assistance.

Guidelines for Sending Children Home

Certain symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms would 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: 100.4 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 crouping or whooping sound after he coughs; child unable to lie comfortably due to continuous coughing
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 are yellow (jaundiced). Stool is gray or white; urine is dark (tea colored). These symptoms can be found in hepatitis and should be evaluated by a physician

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 cannot 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 is necessary
Giardiasis	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 is 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 or nits 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

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

IMMUNIZATIONS

Chappell requires you provide a current immunization and physical form prior to enrollment.

Allergy/Illness/Accident

The Department of Children and Families mandates that Chappell disallow 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 100.4 degrees will be considered ill. A child sent home ill may not return for 24 hours and must be fever free without the assistance of Tylenol, Motrin, etc.

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

Please note that if a child is sent home with a communicable disease or fever, a doctor's note is required for the child to return.

Due to COVID-19, all staff and students are required to participate in a daily wellness check, including a temperature screening, before entering any of our campuses. The wellness check includes a series of questions based on CDC guidance regarding symptoms and exposure, and anyone with a fever or other common symptoms of COVID-19 are refused entry and sent home. If anyone in your household is awaiting a COVID-19 test or results, please keep your child at home until the results have come back negative.

When enrolling your child, it is important to notify us of any known allergies that your child may have. Any children with allergies will be listed on our allergy list that is posted in each classroom of the facility. If your child has a food or environmental allergy we will work with the family and pediatrician to develop an individualized

action plan specific to your child and the severity of the allergy. This will be done at the time of enrollment or at the onset of a new allergy.

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

In the event of an accident/incident, a parent is notified immediately. A responsible staff member is required to complete an Accident/Incident Report describing the accident/ incident 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.

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 hand
 - 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 is required

Shaken Baby Syndrome, also known as abusive head trauma is a serious brain injury resulting from forcefully shaking an infant or toddler. Symptoms include extreme fussiness, difficulty staying awake, breathing problems, poor eating, vomiting, pale skin, seizures and coma. At Chappell, we follow this behavior management protocol to ensure the safety of each child. Each staff member is trained on this syndrome and what the symptoms look like. If any of these symptoms are observed in children in our care, we will ensure medical attention is given and the proper authorities are notified.

Child Health, Safety Screening 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.

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

Community Child Health Resources

- FLDRS – Florida Diagnostic and Learning Resources Systems – Provides instructional, diagnostic, and technology support to children 3 and up. This program is also referred to as Child Find.
- DCPS – Duval County Public School/Exceptional Education and Student services are committed to enhancing the quality of instructional services, educational opportunities, and support for 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 provides vision and glaucoma screening free to preschools.
- Early Learning Coalition of Duval Inclusion – Available to help children with special needs in preschools by 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.

Diapering Procedures/Toilet Learning Process (continued)

The decision to start the potty-training process is made by the child, the parents and Chappell as it takes a partnership among everyone. 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.

Sanitation, Hygiene and Child Handwashing

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.

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.

Individuals Authorized to Pick up Child (continued)

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

If a person comes to pick up a child who is not listed on the enrollment form, the Director will phone the parent and use judgment on releasing the child, (i.e., was the parent aware and we are calling the number for the parent on the enrollment form – do we have proper identification from pick-up person). **The parent must then submit this approval in writing prior to the child being picked up.** If the Director has any doubts, the child will not be released and corporate will be contacted.

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

Rarely, 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.

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 until they 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 (including e-cigarettes),

Security and Safety (continued)

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. If a pet is visiting a classroom, a sign will be posted on the parent information board at the front desk at least 24 hours prior to the arrival of the pet. 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.

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 teacher 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.

Cell Phones

Students are not permitted to have cell phones on campus. This policy is effective for all students, including summer campers and graders. We encourage parents to refrain from using their cell phones while on campus, so they may interact with their children and teachers.

Enrollment

Registration forms may be obtained by visiting any of the Chappell locations or by visiting www.chappellschools.com. From the “Parent Center” select the location of choice and locate the Registration form. Rates for each individual center can be found under “Rates and Policies” online or can be requested at the individual center. Chappell requires a one-week deposit of tuition which will be returned at withdrawal, if account is current.

Although uncommon, please note that Chappell reserves the right to dis-enroll any child at any time without notice for any reason.

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. This information is also found on page 5 of this handbook.

Attendance/Vacation (continued)

Full time children receive one vacation week free per school 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.

School Holidays

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

Withdrawal

One-week written notice prior to withdrawal is required. Once we have received your one-week notice, your deposit (if applicable) will be used to cover your last week of tuition. Should you not provide one-week notice, your deposit will not be refunded.

Should you leave Chappell with a balance, your account will be flagged. Accounts will be turned over to a third party for collections. All prior balances must be paid along with registration fees, plus a deposit in order to re-enroll with Chappell.

Registration & Fees

Each center requires a completed registration form, medical consent form and emergency data card for each of our students prior to their first date of attendance. Parents of children must also provide a local and current shot/immunization record and physical form for their child prior to enrollment. Failure to maintain proper and current records may result in termination from our program. Applicable registration fees and deposits are due at the time of enrollment.

The following fees are due upon enrollment (non-refundable):

- Registration
- Student Insurance
- Curriculum Fee (Annually)
- Deposit (1-week tuition)

Curriculum fee is due upon enrollment. Curriculum fee is also an annual fee that you are required to pay every year at the start of the new school year..

Chappell requires a 1-week deposit to be made at time of enrollment. This deposit will be used to cover your last week with us if a 1 week noticed is given. Should you not provide a 1-week notice, your deposit will not be refunded.

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.

Tuition

Tuition is due on Friday for the upcoming week. If by noon on Monday payment has not been received a late fee will be applied. If payment is not received by close of business on Tuesday, service will not be rendered until the account is paid in full.

Should your account be past due (Nonpayment by noon on Monday for current week), you will receive one or more of the following contacts regarding payment: Email and/or a telephone call from director/assistant director/account staff.

We have four different forms of payment.

1. Procure Time Clock: paying by credit card or debit card (MasterCard, Visa or Discover are accepted).
2. Check/Money Order: please include your child's name at the bottom (We do not accept cash)
3. Online Payment: www.myprocare.com
4. Recurring Tuition Express: Your credit card or bank account will be charged every Friday for the upcoming week tuition.

Sibling discounts are available at each center (excluding accounts that pay the FSCJ student rate). 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 weeks are payable excluding approved vacation weeks. Any absences due to holidays, vacations, illnesses, and closures due to extreme weather are payable.

FSCJ: fees are based on reserved time and not actual time that a child spends at the center. There will be no reduction in the basic rate should a child not be in attendance at the center for the contracted time.

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 ensure 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.

Emergency 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 staffs 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

Emergency Evacuations (continued)

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 information reviewed with all staff:

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

In addition, Chappell has a complete Disaster Recovery plan which includes practice lock down drills, tornado drills and hurricane preparedness.

Center Closure Due to Dangerous Weather

Our centers 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 Duval County Public School System (DCPS) for Chappell San Marco, Head Start and Deerwood. We generally follow the decision of FSCJ for our FSCJ campuses. Parent can listen to local media and/or Kaymbu for Chappell updates. If DCPS is open and FSCJ is closed, we generally follow FSCJ for our FSCJ locations. In St. Johns county, we follow the lead of the SJC school system.

Employee Training and Staff Development

Chappell takes great care when sourcing teachers for our program. We are an equal opportunity employer that does not unlawfully discriminate against employees or applicants for employment based on an individual’s race, color, religion, creed, sex, sexual preference, national origin, age, disability, marital status, veteran status or any other status protected under applicable law.

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.

All staff members 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 thirty (30) in-service training hours. These programs include monthly planning meetings, workshops and seminars, in-service sessions and the study of resource materials and course work.

Employee Training and Staff Development (continued)

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:

- Florida Childcare Rules and Regulations
- Health, Safety and Nutrition Management
- Identifying and Reporting Child Abuse and Neglect
- Child Growth and Development
- Pediatric CPR/First Aid
- Child Abuse Prevention
- Design and Use of a Child-oriented Space
- Program Curriculum and Activities for Children
- Child Development
- Behavior Management
- Children with Special Needs
- Child Transportation and Safety
- Nutrition
- Working with Parents
- Community, Health and Social Services

Professional development is encouraged through local licensing agencies, local college and university classes, workshops and seminars. Staff members are active in our state and local professional early childhood associations.

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. All Chappell employees are mandated abuse reporters.

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

Customer Service/Parent Satisfaction

Chappell believes in the highest level of customer service. Customer service surveys are distributed to parents annually. The feedback is used to construct action plans for improvement and to develop employees.

Ways We Communicate with Parents

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

- Face to Face!
- Kaymbu (Daily reports, shared moment and newsletters)
- Email
- Telephone
- Tours
- Parent Handbook
- Parent Satisfaction Surveys
- Monthly Curriculum Corner
- Posted Monthly Calendars
- Parent/Teacher Conferences
- K3, K4, and VPK Daily Journals
- Individual Program Plans for Special Needs children
- Progress Reports semi-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
- Website-www.chappellschools.com
- Social Media (Facebook, Pinterest)

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, NACCRRRA, 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.

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 Involvement and Volunteer Opportunities (continued)

Chappell has an active (virtual) Parent Advisory Board which is published monthly from the CEO. The forum is interactive and parents' feedback/input feeds into the agenda. This PAB includes representation from all centers, except Head Start, which has its own Parent Board.

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/Affidavit
- Submit a local background check (if volunteering less than 10 hours per month)
- Complete the following Department of Children and Families forms:
 - Affidavit of Good Moral Character
 - Child Abuse and Neglect Reporting Requirements (yearly)

In addition to the requirements listed above, volunteers who are serving 10 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

Resolution of Parental Concerns

Chappell 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 Nancy Dreicer, the CEO, should be contacted at either: 904-739-1279, x 210, or by email at Nancy@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. Look for the "contact us" section on the upper right-hand side of the page.