



Parent Manual

Concordia Day

General Information

Board Chairman: Reverend Nicholas J. Zook

President and CEO: Brenda Swartz

Senior Director of Programming: Kiki Collias

Director of Operations: Steve Crow

www.concordiaday.org

Year round: September - August * Days: Monday - Friday * Hours: 7:00 am - 6:00 pm

	4809 N. Ravenswood Chicago, Il. 60640 (773) 681-0116	3696 N. Milwaukee Chicago, Illinois 60641 (773) 481-1998
Site Director:	Azareel Lopez	Heather Gunter
Children's ages:	6 weeks thru 5 years of age	6 weeks thru 5 years of age
Program Capacity:	67 children	67 children
License & Accreditations:	<ul style="list-style-type: none">• Licensed by the State of Illinois Dept. of Children and Family Services• Licensed by the City of Chicago	<ul style="list-style-type: none">• Licensed by the State of Illinois Dept. of Children and Family Services• Licensed by the City of Chicago

Memberships and Affiliations

Member Chicago Metro Association for the Education of Young Children

Member Illinois Association for the Education of Young Children

Member National Association for the Education of Young Children

Member of the Lincoln Square Ravenswood Chamber of Commerce

Member of the Six Corners Association

Member of the North Side Parents Network

Member Illinois Action For Children

Member Lutheran Services in America

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Welcome to Concordia Day

Mission Statement

Concordia Day is specially designed to meet the growing needs of young children and their parents. We offer high-quality care in a nurturing environment where children can explore and play, while fostering a life-long love of learning

Our early childhood programs are specially designed for the changing needs of children as they grow. Children explore, learn, and play in a safe and nurturing environment. We believe that children who are comfortable in social settings and can communicate effectively are better prepared for the challenges of life. We attend to a child's whole development and offer developmentally appropriate activities to support cognitive, physical, emotional and social development.

Using an emergent curriculum, trained and qualified teaching teams incorporate the interest of the class and needs for individualized attention into a variety of structured and unstructured activities for the children's overall development.

Our History

In 1981, three single-mothers in Chicago's North Center community approached Concordia Day Lutheran Church, a member of the Evangelical Lutheran Church of America (ELCA), needing care for their children after school. Even though the women were not members, Concordia Day Church responded by founding the Concordia Day Child Care Center in the lower level of the church. Its original goal was to provide after-school and full-day summer care for children ages six to thirteen years old. The school-age program was open when schools were closed in order to assist working parents that need child care.

In 1989, the Concordia Day Child Care Center expanded to include full-day preschool for children ages three to five years old. Soon the wait list was long, so in 2001, Concordia Day Lutheran Church purchased a vacant church and school to expand to serve the neighboring Avondale community. In 2002, Concordia Day was created, and the Concordia Day Child Care Center was included in this new nonprofit organization and continues to serve parents with children ages 2-5 years old. Opening in 2006, this new center at 3300 N. Whipple not only replicates our successful preschool and school-age programs, but also has expanded programs to infants and toddlers as well as teens, seniors, and adult learning programs.

Concordia Day Funding

Concordia Day operates as a social enterprise for Concordia Place. Proceeds from the revenue of Concordia Day go to fund the mission of Concordia Place, a registered 501(c)(3) tax-exempt organization that provides economically-inclusive early learning, school age, teen leadership and senior wellness programs. Along with seeking donations from individuals within the community, we ask that all program participants also participate in our fundraising efforts. There are numerous opportunities to support Concordia Day and Concordia Place from attending fundraising events, donating items, and making a contribution to annual fundraising campaigns.

Transitioning Into Our Program

Joining an early learning program is a big step for any family, whether it's your first time or you're transitioning from another center. Our goal is to make this transition as smooth as possible and create a plan that meets your family's unique needs. Before enrollment, you may tour the center and are welcome to bring along your child.

Once enrollment is finalized (see more in the Enrollment & Tuition Policies section), we offer play dates. During play dates, you stay with your child in the classroom while your child gets to know the teachers and the other children. It also helps them familiarize themselves with the environment. At this visit, there will be an opportunity to meet with program staff and teachers regarding the transition and how Concordia Day staff can assist with the adjustment.

On your child's first day, we encourage you to support your child's transition by spending some time in the classroom. When you are ready to depart, teachers will help ease the separation.

Ages Served

Both Concordia Day Ravenswood and Milwaukee sites serve children 6 weeks through 5 years of age. Classroom size and child/teacher ratios are based on the age of children:

Group	Age	Ratio Children: Teachers
Infants	6 weeks - 15 months	8:2
Toddlers	15 months - 24 months	15:3
Twos/Threes	24 - 36 months	16:2
Preschool	3 - 5 years	20:2

Starting Checklist

Use this checklist to help prepare for a great learning experience! Please remember to . . .

- ✓ Label all personal items with your child's name
- ✓ Pack a small lightweight blanket
- ✓ Pack a tooth brush for toddlers and twos
- ✓ Pack a Sippy cup for your toddler and two year old child's cubby
- ✓ Pack a pacifier to keep at school, if used
- ✓ Pack at least two extra sets (three for infants) of season appropriate clothing and a hat with a brim to keep at school
- ✓ Pack non-aerosol sunscreen (SPF 30 or higher) labeled with your child's name to keep at the center for use during April through September for children six months and older
- ✓ Pack disposable or cloth diapers: Cloth diapers must have an absorbent inner lining completely contained within an outer covering made of waterproof material. If using cloth diapers, also bring a small, diaper pail labeled with your child's name on top
- ✓ Pack diapering ointment

- ✓ Pack baby wipes
- ✓ Pack appropriate number of bottles (with breast milk or formula) labeled with child's name and date and "back-up" formula or breast milk to keep on hand in addition to the daily supply
- ✓ Provide teachers with a written daily routine or schedule on the first day so that they know when your infant sleeps and eats and if they have any special routines
- ✓ Submit all enrollment forms
- ✓ Pay your registration fee, 1st month's tuition and deposit

Other Important Information

Here are some guidelines about what to expect as you join our program:

- Each child is given a cubby for his/her coat, boots, and personal possessions.
- The program is very active. Children should wear clothing that is casual and not restricting.
- Gym shoes are preferable.
- Smocks will be provided by the center for art and water activities, but occasionally clothing may become soiled.
- Do not bring toys from home unless your child needs a specific toy to sleep with.

Program Operations

The program operates from 7:00 a.m. to 6:00 p.m. Please make sure that either your child arrives by 9:00 a.m. or that you have informed the teachers that your child will arrive later than usual. Please take your child directly to her/his classroom and sign in on the sign-in sheet. If your child will not attend school, please call by 9:00 a.m. to let us know.

Concordia Day closes for these holidays (the observation date may differ from the holiday):

- | | |
|--------------------------|--------------------|
| • Thanksgiving | • Good Friday |
| • Day after Thanksgiving | • Memorial Day |
| • Christmas Eve | • Independence Day |
| • Christmas Day | • Labor Day |
| • New Year's Day | |

In-Service Days: One day per quarter, the program is closed for staff training, program assessment, and other operational needs. We publish these dates on our annual calendar.

About Our Program

Program Goals and Philosophy

Concordia Day knows that young children are constantly learning and operates its programs year round, including summer, as children continue to develop and learn throughout the year. Our year-round program also provides the consistency from which young children benefit. The program goals that guide our program curriculum and teaching methodology are to:

- Provide a safe, nurturing, and relaxed environment for each child's physical, emotional, and social wellbeing.
- Encourage children to develop a positive self-image, self-reliance, and a sense of their own independence.
- Teach children social skills: the ability to take turns, work together, communicate effectively, and respect one another.
- Provide structured and unstructured time for children to spend in a variety of activities and satisfying learning experiences.
- Provide children with the skills and techniques that allow them to gain control over their environment and competence in their abilities.
- Encourage active curiosity about the world and to promote enthusiasm for learning.
- Help children develop self-discipline by providing an environment with reasonable limits and expectations.
- Encourage good stewardship of our world: to care for their belongings, to show respect for the belongings of others, to develop a social consciousness, and to appreciate the world in which we live.

Program Objectives: (ages 6 weeks – 36 months)

The program is designed for optimum individual development at the child's natural pace. Teachers base lesson plans and activities on the Illinois Early Learning Guidelines, which is a set of general statements that describe what children should know and be able to do by the time they are three.

Self-Regulation: Foundation of Development

- **Physiological Regulation:** Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.
- **Emotional Regulation:** Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
- **Attention Regulation:** Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
- **Behavior Regulation:** Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

Social and Emotional Development

- **Attachment Relationships:** Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

- **Emotional Expression:** Children demonstrate an awareness of and the ability to identify and express emotions.
- **Relationship with Adults:** Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
- **Self-Concept:** Children develop identity of self.
- **Relationship with Peers:** Children demonstrate the desire and develop the ability to engage and interact with other children.
- **Empathy:** Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

Physical Development and Health

- **Gross Motor:** Children demonstrate strength, coordination, and controlled use of large muscles.
- **Fine Motor:** Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
- **Perceptual:** Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
- **Self-Care:** Children demonstrate the desire and ability to participate in and practice self-care routines.

Language Development, Communication, and Literacy

- **Social Communication:** Children demonstrate the ability to engage with and maintain communication with others.
- **Receptive Communication:** Children demonstrate the ability to comprehend both verbal and nonverbal expression.
- **Expressive Communication:** Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
- **Early Literacy:** Children demonstrate interest in and comprehension of printed materials.

Cognitive Development

- **Concept Development:** Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
- **Memory:** Children demonstrate the ability to acquire, store, recall, and apply past experiences.
- **Spatial Relationships:** Children demonstrate an awareness of how objects and people move and fit in space.
- **Symbolic Thought:** Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
- **Creative Expression:** Children demonstrate the ability to convey ideas and emotions through creative expression.
- **Logic and Reasoning:** Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

- **Quantity and Numbers:** Children demonstrate awareness of quantity, counting, and numeric competencies.
- **Science Concepts and Exploration:** Children demonstrate a basic awareness of and use of scientific concepts.
- **Safety and Well-Being:** Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

Program Objectives: Preschool (ages 3-5)

For preschoolers, we use the Illinois Early Learning and Development Standards, which were created to guide teachers to prepare children for kindergarten. These standards align with achievement goals set for children in elementary school. The following objectives are used to plan our curriculum, class projects, and to guide our activities in formal and informal play:

Language Arts

- Demonstrate increasing competence in oral communication (listening and speaking).
- Demonstrate understanding and enjoyment of literature.
- Demonstrate interest in and understanding of informational text.
- Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
- Demonstrate increasing awareness of and competence in emergent writing skills and abilities.

Mathematics

- Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
- Explore measurement of objects and quantities.
- Identify and describe common attributes, patterns, and relationships in objects.
- Explore concepts of geometry and spatial relations.
- Begin to make predictions and collect data information.

Science

- Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.
- Explore concepts and information about the physical, earth, and life sciences.
- Understand important connections and understandings in science and engineering.

Social Studies

- Understand some concepts related to citizenship.
- Explore economic systems and human interdependence.
- Develop an awareness of the self and his or her uniqueness and individuality.
- Explore geography, the child's environment, and where people live, work, and play.
- Explore people and families and the unique cultural diversity of different types of family structures.

Physical Development and Health

- Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
- Develop habits for lifelong fitness.
- Develop team-building skills by working with others through physical activity.
- Understand principles of health promotion and the prevention and treatment of illness and injury.
- Understand human body systems and factors that influence growth and development.
- Promote and enhance health and well-being through the use of effective communication and decision-making skills.

The Arts

- Gain exposure to and explore the arts.
- Understand that the arts can be used to communicate ideas and emotions.
- Understand the role of the arts in civilizations, past and present.

Social/Emotional Development

- Develop self-management skills to achieve school and life success and develop positive relationships with others.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships. Demonstrate decision-making skills and behaviors in personal, school, and community contexts.

Approaches to Learning

- Curiosity and Initiative: Children demonstrate interest and eagerness in learning about their world.
- Problem Solving: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
- Confidence and Risk-Taking: Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
- Persistence, Effort, and Attentiveness: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

Curriculum

One of the ways we achieve our program goals is to integrate them into our daily curriculum. We use *Teaching Strategies Gold* which is a comprehensive curriculum for children's learning in all areas of development: social/emotional, physical, cognitive, language, mathematics, science, and the arts.

The objectives for development and learning serve as the guidelines for what children should accomplish in our program. The curriculum helps us structure activities and experiences. *Teaching Strategies Gold* offers choices, encourages flexibility, and provides specific activities to reach the objectives for development and learning. It helps us to be intentional about the experiences we offer infants, toddlers, and twos, while still having the flexibility to respond to

the changing interests and abilities of young children. *Teaching Strategies Gold* uses ongoing assessment to guide us in our interactions with each child and plan appropriate experiences.

Our curriculum is dynamic and unique and incorporates the needs of the individual child and the classroom; as opposed to predefined, prescribed lesson plans. Teachers develop weekly lesson plans, evaluate children’s progress and observe children to recognize their individual needs. They use a wide range of teaching strategies that call for different levels of teacher involvement, which in turn, creates classroom communities where children learn how to work together and solve problems.

The Site Director and Assistant Director provide guidance to develop weekly lesson plans, work with teachers to implement the curriculum in the classroom, evaluate children’s academic progress and suggest modifications to each child’s teacher.

Enrichment Activities and Field Trips

Enrichment activities are an important part of the educational program. We periodically invite guests to lead special activities at the center and offer Creative Movement/Music classes and Yoga in the classroom for toddlers and two year olds and Spanish Enrichment for all ages.

Occasionally, we take children ages 2 and up to local areas of interest. We provide adequate, responsible adult supervision for these excursions through staff and adult volunteers. If you are interested in accompanying us on a field trip, talk with the Site Director, Assistant Director, or Head Teacher to express your interest. We use a licensed and insured bus company when transporting children.

Daily Schedule

A planned, yet flexible schedule encourages children to develop cognitively, emotionally, socially, and physically. We adjust schedules to be age appropriate and based on the needs and interests of each group.

Infants

In the infant classrooms, the group schedule is built around individual schedules. The individual rhythms of eating, sleeping, and exploring are the basis for which we plan our day. Bottle feeding is individualized, based on the child’s needs and input from parents. Mothers who are nursing their babies are welcome at the center to feed their babies in the nursing room at any time of the day. Infants’ sleep schedules reflect the child’s rhythm and input from parents.

For older children, we follow the schedule below. Specific classroom schedules may vary slightly due to the schedule of shared gross motor space, special activities, weather, etc.

Toddlers & Twos	Preschool	Activity
7:00	7:00	Children arrive and transition into the classroom with support from the teachers. Educational play opportunities such as table toys, dramatic play, blocks, writing table, or art, are offered as children are ready.
8:45	9:00	Snack is served at classroom tables, so children can share each other’s company and teachers can engage them in conversation.
9:15	9:30	Circle time is planned for children to listen to books read aloud, have a group discussion, and sing songs. In Preschool, this is followed by time for children to engage in activities throughout the classroom, according to their interests. Teachers interact with children to scaffold learning.
9:30	10:30	Gross motor experiences are offered outside and/or indoor, so children can build skills like running, jumping, balancing, and climbing.
10:00	11:00	Children engage in activities throughout the classroom, according to their

Toddlers & Twos	Preschool	Activity
		interests. Teachers interact with children during their play to scaffold learning.
11:00	11:30	Lunch is served family style, as children practice using utensils, pouring milk, and passing bowls. After lunch is clean up, bathroom trips, and brush teeth as age appropriate.
12:00	12:30	Naptime is prepared by laying out individual cots and children's blankets. Self-help skills are encouraged as children take off their shoes and prepare to rest. Children sleep and relax on their cots as soft music plays. Teachers comfort and soothe children as needed.
2:30	2:30	Wake up. Put cots away, put socks and shoes on. Snack preparation, brief finger plays or singing at the table for awake, non-bottle fed infants and all toddlers/two-year-olds.
3:00	3:00	Snack is served at classroom tables, so children can share each other's company and teachers can engage them in conversation.
3:30	3:30	Afternoon activities involve self-directed play and activity choices, such as art, sensory, and music in the classroom.
4:30	4:30	Gross motor experiences are offered outside and/or indoor, so children can build skills like running, jumping, balancing, and climbing.
5:00	5:15	Late afternoon snack is served
5:15	6:00	Play continues in the classroom or large motor space, as children are picked up at the end of the day.

Outdoor Play

The Department of Children and Family Services (DCFS) requires that all children go outside daily, when the conditions do not pose a safety risk. Weather that poses a significant health risk includes wind chill factor at or below 25°F and heat index at or above 90°F. Please dress your child appropriately for the weather.

Sunscreen

For infants six months and older, parents should bring a bottle of non-aerosol sunscreen (SPF 30 or higher) labeled with their child's name. Concordia Day staff will apply sunscreen on children as needed throughout the day, during the months of April through September. For infants under six months, staff will take every precaution to keep them out of direct sunlight and protect them from sun exposure. Please be sure to dress your infant in protective clothing, and send a hat with a brim.

Rest Periods

Sleep is important for body and brain development and growth. All children have a daily naptime. You should bring a small blanket (and a travel-size pillow, if desired, except for infants) labeled with your child's name. These are to be kept at the center for naptime, taken home on Fridays to be washed, and returned on Monday morning.

Team Qualifications

Our teaching teams are selected for their professional qualifications and personal traits suited to meet the many needs of the children. We consider these qualifications:

- Academic requirements set by the Illinois Department of Children and Family Services and the National Association for the Education of Young Children
- Experience working with children
- Emotional maturity

- Commitment to Concordia Day's Vision and Mission
- Respect for children and adults
- Patience and flexibility
- Professionalism

Communications The bulletin board inside your child's classroom is a vital source of information for you: weekly lesson plans, articles, messages, and other information relevant to parents are made available for viewing. Please check the bulletin board daily. Other communications regarding Concordia Day information (closings, fundraisers, etc.) may be sent periodically throughout the month. Please make sure the email address communications@concordiaday.org is on your safe email list and ensure we have your most current email address. In addition, we put individual communications about your child in your child's cubby.

Parent/Teacher Communication

When parents and teachers work together to help a child achieve his or her childhood milestones, it creates a safe environment in which to grow and learn. Using a hands-on approach is the best way to ensure the children achieve their full potential in social and cognitive development. Our families will receive a daily note from the teacher about their child's daily experiences and to provide a record of meals, naps, and diapering.

Conferences

Formal parent/teacher conferences occur twice per year, in the fall and the spring. Informal conferences regarding your child's development can occur as needed throughout the year. Our staff is always happy to meet with parents. Please speak to your child's teacher, the Assistant Director, or the Site Director if you have a question or concern.

Parent Feedback

Concordia Day leadership benefits by hearing parents' ideas and concerns. Please feel free to contact the Site Director or Assistant Director with any ideas, questions, and concerns. We conduct a yearly Family Survey to solicit parent input and include parents in our program improvement efforts. Once the evaluations are compiled, we provide parents with a summary of the findings.

Parent Involvement

Parents and family members are always welcome to come and spend time at the program. You are welcome to come on field trips or participate in our other activities. Adult visitors and volunteers can share in the children's work and play.

Parent participation is an integral part of our program and a valued aspect of our effectiveness and quality. We ask parents to:

- Read and answer all correspondence from school
- Attend individual and group meetings
- Participate in fundraising activities- See below.
- Participate in Parents Matters. This group is comprised of parent Room Parents. The goal of this group is to promote the mission and fundraising activities of Concordia Place to fellow parents. This group works closely with the Director of Advancement and the teaching staff to disseminate information to other parents.

Child Assessments

Purposes of Assessments

Assessment is the process of gathering information about children in order to make informed decisions. We use assessments to support learning, to identify special needs, for program evaluation and monitoring trends, and for program accountability. Teachers obtain useful information about children's knowledge, skills, and progress by observing, documenting, analyzing, and reviewing children's work over time.

Child assessment methods are consistent with program curriculum and philosophy because they assess the areas of cognitive, emotional, and physical development as well as social skills; the ability to work together and communicate effectively. Teachers determine the developmental progress and learning of the children through observations and assessment results. Teachers also use assessment results to align curriculum and teaching practices.

Using Assessments to Inform Curriculum

By observing and assessing the children, teachers find what common interests the children share and use this information to plan their curriculum for the classroom. Teachers write a weekly curriculum that is based on a subject that interests the children, which can be extended for a longer period of time based on the level of the children's interest.

Program Improvement

We also use the findings of our assessments to make improvements to our programs, such as increasing teacher trainings or implementing special programming.

Assessment Tools

Staff members are trained on how to use the following assessment tools and how to interpret their results through in-service trainings, outside workshops, and *Teaching Strategies Gold* resources.

- **Observations:** Informal observations of the children are gathered and documented continually by the classroom teachers and support staff within the school environment.
- **Work Sampling:** Teachers collect children's work in individual portfolios in order to track their progress over time. Portfolios may include artwork, pre-writing samples, pictures, and anecdotes.
- **Developmental Screenings** –Within 45 days of a child's enrollment, parents and teachers work together to complete two screening tools: the Ages and Stages Questionnaire (ASQ), and the Ages and Stages Questionnaire – Social/Emotional (ASQ-SE). Ages and Stages is a parent completed child monitoring system. The scoring of the questionnaires determines if children are within the normal range of development, if they need to be rescreened after a period of time, or if they need to be referred to a specialist for further evaluation and support.

• **Developmental Continuums**

Formal assessments using the Teaching Strategies Gold Assessment System are completed four times per year, in the fall, winter, spring, and summer.

Teachers use their observations and a variety of assessment tools to summarize children's progress towards developmental goals and milestones. Children's skills and abilities are measured along a continuum so that growth and improvement can be seen over time. Progress is measured in the areas of cognition, social-emotional development, physical development, language and literacy, mathematics, social studies, art, and science and technology.

Concerns and Referrals

If a teacher observes that a particular child has some difficulty in any of the learning objectives or developmental goals, he/she takes these steps to ensure that the concerns are addressed appropriately within the classroom and in partnership with the family:

1. Recognize a possible developmental delay or difficulty.
2. Keep daily observations on the child for two weeks.
3. Schedule a meeting with the parents and a program administrator to discuss the teacher's observations of the child.
4. If the parents are interested in receiving further support, our staff can suggest resources that could meet the child and family's needs. Among other resources, children in our program may be eligible for support from Early Intervention services.

Confidentiality

Observations, assessment information, and screening results, etc. are filed in the child's educational file and stored in a locked cabinet. Information that the staff obtain about a child's performance is shared only with parents and appropriate center staff. If Concordia Day feels a referral is appropriate, we will ask for your signed permission. See Privacy and Confidentiality for more information.

Transitioning Between Classrooms

Concordia Day strives for an optimal learning environment. We design our programs to maximize individual development at your child's natural pace. We consider multiple factors when determining the timing for a child to transition to the next class: your child's age, your child's individual needs, the dynamics in the classroom, and availability of spaces in the next classroom.

In addition, we view transitioning as a process. During the program day, we take children to visit their new classroom to spend time with their new teacher, meet their new friends, become familiar with their new surroundings, and learn the classroom routines. We inform you two weeks before transitioning your child into the next class, and for a smooth transition, we encourage you to take some time during the transition period to get to know the new teachers and classmates as well.

Consequently, please do not expect your child to transition to another room on his or her birthday.

Common Challenging Behaviors

Physical aggression, temper tantrums and biting are among the most common challenging behaviors exhibited in groups of young children. It is always upsetting and can be frightening for children, parents and teachers alike. We focus our energies on prevention. We observe so that we can anticipate when a child might exhibit a challenging behavior and redirect the child to a

more appropriate situation or behavior. Understanding the reasons for their behavior helps us to use effective strategies to prevent the behavior. There are many reasons why a child may exhibit these behaviors including: teething, experimenting, exploring cause and effect, imitating behaviors, trying to approach or interact with another child, frustration (especially for non-verbal children), noise and confusion (especially during transitions), when they feel threatened (including when a toy is being grabbed from them) and when there has been a change in a routine or trusted caregiver.

Each child is different. When we begin to notice a child with a pattern of challenging behavior we will call you to schedule a meeting to talk with you about our observations and questions. At this meeting we will brainstorm strategies and write a prevention plan with timelines. If the behavior continues or grows more intense this may signal that the child needs special assistance, and we will set up a second meeting to discuss referrals to a community resource agency that specializes in the type of support that your child needs.

GUIDANCE PHILOSOPHY

Concordia Day follows a philosophy of proactive behavior guidance, rather than reactive behavior discipline.

Young Infants (0-8months)

Teachers focus on building the caregiver-child relationship with the utmost level of respect and compassion. Each child is a valued member of the classroom community and their wants/needs are validated and respected. Caregivers use proactive guidance strategies to protect the health and safety of young infants. For example, teachers remove objects that children should not handle, anticipate and move infants away from potential hazards, and separate children whose explorations of each other might cause harm.

Mobile Infants (8-18months)

Teachers use facial expression, body language, tone of voice, and “I” statements to communicate. An “I” statement (“I can see you are sad, maybe you are really missing Mommy today”) is very different than a “You” statement (“You have been crying all day”). “I” statements also describe to children what they are doing and what they *might* be feeling, rather than assuming how they feel and labeling their behavior as negative. Teachers encourage problem solving and independence; they may observe before stepping in to prevent a conflict to allow mobile infants an opportunity to become confident problem solvers.

Toddler (18-36 months)

Teachers recognize the important developmental milestones of asserting feelings and the need to make their own choices and decisions. Teachers support the child’s need to be independent. Teachers proactively provide appropriate opportunities for children to say no. They anticipate potential problems and assist children in finding solutions. Teachers recognize that many toddler behaviors are efforts to communicate, so they model and provide children with the words they need to express themselves.

Preschooler (3-5 years)

Teachers respect children’s growing independence and increasing ability to solve problems on their own. The teacher’s role in behavior guidance is to use natural and logical consequences to encourage self-control. Children work together to establish classroom rules for behavior that are stated positively, so that children understand the expectations, instead of just what not to

do. As children are developing more social-emotional competencies, teachers wait before intervening in children's conflicts to give them an opportunity to work through the situation on their own.

Termination/Dismissal

Concordia Day seeks to accommodate a wide range of individual children's differences, but on occasion our program is not equipped to handle the emotional or physical needs of a child or a child's behavior may warrant the need to find a more suitable setting. Some examples may include:

- A child appears to be a danger to him/herself and other children at the center.
- Medical, psychological, or social service personnel working with the center determine that continued care at the center could be harmful or not in the best interest of the child.
- Accommodations required for the child's success and participation would place an unreasonable burden on center resources and finances, and removal is in the best interest of the child or center.

In the case of a child's unacceptable behavior, we work with the parents using these procedures:

1. Teacher documents a child's behavior in an incident report.
2. Teacher and Site Director discuss the situation.
3. Parents and program staff meet to discuss the situation in a positive manner.
4. Parents and program staff work together to devise an action plan.
5. Parents and program staff schedule a date to evaluate if the plan has been effective.
6. If the action plan has not been effective, Concordia Day staff will provide referrals to outside resources for childcare and support that would better meet the child's needs.

Families must follow the policies outlined in this manual. In addition to the above situations, your child may be immediately dismissed from the program, at the discretion of the Site Director, if your family fails to comply with the regulations of the program, including:

- Payment of tuition and fees
- Timely pick-up of the child
- Failing to provide required documents or complete required forms, including but not limited to physical and birth certificate, on a timely basis

We expect our enrolled families to exercise good judgment, loyalty, honesty, respect, and integrity in all dealings with Concordia Day, its employees, and children, on or off premises. Any conduct that could be detrimental or harmful to Concordia Day, its facility, staff members, or others we serve, is unacceptable. Families may also be immediately dismissed from the program, at the discretion of the Site Director, should your family:

- Exhibit conduct that is inconsistent with the philosophy and goals of the program
- Exhibit aggressive, rude, or inappropriate behavior toward any children, staff or other visitors
- Exhibit behavior that endangers any center children, staff, or visitors
- Exhibit conduct that could be detrimental or harmful to Concordia Day, its employees, or children on or off premises, including electronic behavior
- Spread rumors or accusations about Concordia Day, its employees, administrators, families, and visitors through gossip or other means of communication, e.g., e-mail, text messaging and social media

Anti-Bullying Policy

Concordia Day recognizes that bullying is a serious form of violence that can hurt people in a way that can affect the rest of their lives. Bullying is the repeated physical or psychological intimidation which creates a pattern of harassment and abuse.

Solutions to bullying are multi-faceted, beginning with our policy that states clearly that bullying is not acceptable and is not to be tolerated by anyone regardless of age, gender or position. We incorporate anti-bullying into the curriculum and encourage you to speak with your child about bullying.

Children cannot handle acts of bullying on their own; they need the support of their teachers and parents. We strive to address bullying behavior in a fair, age-appropriate and consistent manner. We monitor and speak up whenever we see bullying occur, and children are encouraged to tell an adult if they see or experience bullying. The child being bullied has a say as to how he or she would like to address the situation:

- Speak with the person doing the bullying, alone or in the presence of an adult
- Work with the Site Director or Assistant Director and the parties involved
- Work it out with the classroom teacher
- Involve parents

The child who is bullying is included in creating a plan to better manage his or her feelings.

Health and Safety

Health and Safety

Smoking Policy

Smoking is never allowed on any of the Concordia Day premises. We fully comply with the 2008 Smoke Free Illinois Act which prohibits smoking in places of employment or within 15 feet of the entrance to any of our facilities. The use of e-cigarettes and other tobacco products is prohibited under the smoking policy.

Food

Meals & Snacks

Our program ensures children receive healthy snacks and meals. We offer a mid-morning snack, lunch, and mid-afternoon and evening snack with healthy foods, avoiding "junk" food and sweets. A catering company provides organic lunches each day. We purchase our own snack foods to prepare and serve the children. We do not serve any products that contain high fructose corn syrup, artificial flavors, or colors. We provide hormone free milk or water to drink at mealtimes; never juice.

Each month's menu for lunch and snack is posted on the bulletin board outside each classroom, included in our monthly newsletter emailed to parents, and posted on our website.

Infant Foods & Formula

Parents of infants will provide specific, written information on food and formula to their child's teacher. It is important that the teachers caring for your child have accurate information regarding formula changes, dietary restrictions, and new food introductions in order to provide the best care. Other than formula and breast milk, we must provide all food for your child. We cannot accept food from home unless accompanied by a physician's note. In addition, we do not offer solid foods to children younger than six months unless your child's health care provider recommends it.

Milk

After one hour, we discard any formula or breast milk that has been served but has not been completely consumed after a feeding or has not been refrigerated. We serve whole milk in the infant and toddler classrooms to children who are not on formula or breast milk. We serve 1% milk in our twos and preschool rooms. Parents may provide non-dairy milk only with a physician's note.

Outside Food Prohibited

Concordia Day provides all meals for the children (other than breast milk and formula for bottle-fed children). Exceptions are considered for religious and medical reasons only. A physician's note must accompany all requests for dietary changes due to medical reasons. If an exception is permitted, you are responsible for following the Peanut Safe Policy and may not bring food that contains peanuts, peanut products, or that have been produced in a factory that processes peanuts or peanut products. If you have a doctor's note to bring outside food, you

must provide nutritional food, which excludes “junk” food, sweets, desserts, sugary beverages, candy, or other food products lacking nutritional value.

Celebration Policy

You are permitted to bring a treat or snack for children in the classroom to celebrate a special occasion. As a part of our commitment to healthy lifestyles, we ask that you bring healthy snacks or non-food items to celebrate birthdays and holidays. Please speak to the Site Director or Assistant Director for a list of approved food and items to bring for that special celebration.

Peanut Safe

Due to the prevalence and severity of some peanut allergies, Concordia Day has a peanut safe policy. Because peanut allergies can be serious and life threatening for some children, we strive to provide a safe and healthy school environment for everyone. Our food program avoids foods containing peanuts or peanut products.

Peanut safe environments can only be achieved if everyone does their part. We ask you to not bring any food into the center that contains peanuts, peanut products or that has been produced in a factory that processes peanuts or peanut products. Your help and cooperation is integral.

Although we strive to provide an environment safe of peanuts, we cannot guarantee a peanut-free environment.

Child and Adult Care Food Program

Concordia Day is a member of the Child and Adult Care Food Program, which provides a small subsidy to serve nutritious food to the children. The Child and Adult Care Food Program is available to all eligible children without regard to race, color, national origin, sex, age, or handicap. Any person who believes that he or she has been discriminated against in any U.S.D.A.-related activity should write to the Secretary of Agriculture, Washington D.C. 20250.

Pick-Up Policy

Sign Out of Child

At the time of pick up, your child must be signed out by a person on your authorized pick-up list. This policy is for the protection of you and your child. Failure to sign a child in or out will result in a \$5.00 penalty assessment. Multiple incidents of failure to sign out a child could result in dismissal from the program.

Pick Up Time

You may pick up your child at any time during the day, although we encourage you to plan around the classroom schedule so that your child can fully experience our program activities. If you need to pick up your child earlier than usual, please inform your child's teacher.

Late Pick Up

We ask you to strictly adhere to the 6:00 p.m. pick-up deadline. If, for some reason, you are delayed, please call the center to inform us. Calling the center to give an estimated time of arrival allows us to notify our staff and your child regarding the time that you will arrive; however, a phone call does not waive the late fee. While we understand that emergencies do arise, if you are delayed and unable to pick up your child before 6:00 p.m., you are solely responsible to make other arrangements for pick up.

Children who are not picked up by 7:00 p.m. may be released into the custody of the Chicago Police Department. This is not our choice, it is the law.

We charge a late pick-up fee of \$10.00 for the first fifteen minutes plus one dollar each minute thereafter. This is payable with your next tuition payment. Repeated tardiness will necessitate that your child be withdrawn from the program.

Authorized Pick-Up Person(s)

Only those persons authorized in writing by the legal guardian (on the Authorized People to Pick Up Section of the application) will be allowed to pick up your child. This policy is for the protection and safety of your child. Under no circumstances can we release your child to anyone who has not been properly authorized in writing by the legal guardian.

You should secure at least three (3) alternative persons who can pick up your child. Each person designated as an alternative pick-up person must meet all of these requirements:

- Be 18 years of age or older.
- Have a current photo ID to present at the time of pick up (driver's license or other recognized form of identification).
- Be available to pick up the child before 6:00 p.m.
- Be authorized by you, in writing, as an alternative pick-up person on the Authorized People to Pick Up Section of the application.
- Have a current telephone number on the Authorized People to Pick Up section of the application.

Parents must understand that, unless a copy of a certified legal document to the contrary is on file at the center, both parents listed on the birth certificate will be acknowledged as legal guardians.

We adhere to the following provision stated in the Illinois Child Care Act. 225 ILCS 10/7.1) (from Ch. 23, par. 2217.1)

Sec. 7.1. (a) (1) A facility described in Section 2.09, 2.10, or 2.18 shall retain on file a list provided by the legal guardian of each child under its care, designating persons to whom it may release custody of such child, including:

(A) a primary list containing the names of persons to whom the facility can expect to usually release custody of the child, and

(B) a contingency list containing the names of persons to whom the facility can expect to occasionally release custody of the child, and setting forth the manner in which such child may leave the facility in the custody of any such person.

(2) No such facility shall release custody of any child under its care in any manner not authorized by the child's guardian, or to any person who is not known to the operators of the facility as, or cannot present sufficient identification proving himself to be, an individual listed by the child's guardian as one to whom custody of the child may be released.

Lastly, **you** are required to keep these information accurate and current **at all times**. It is not the responsibility of the center to verify that this information is up to date.

Mandated Reporting

The State of Illinois, Department of Children and Family Services, requires that all staff members of day care institutions look for, and report evidence of any and all cases of suspected child abuse. When a child's health and safety is endangered, staff members are legally obligated to report their suspicions of abuse or neglect to the appropriate authorities by calling the state's DCFS hotline. In the process of investigating such reports, the authorities may have access to the child's records on file at the center.

Health and Medical

As required by state law, every child enrolling in our programs must have a health form on file on which your doctor verifies that the child's immunizations are up to date. A physical examination, including a T.B. test and lead test, by your doctor is required. This form should be less than 6 months old when your child first starts and must be updated every two years. We will notify you when a current medical form is needed.

Before your child's entry into the program and as a condition of remaining enrolled in the program, when a child is overdue for any routine health services, you must provide evidence of an appointment for those services. The exception is for any immunization for which parents are using a religious exemption.

Do not bring your child to the program if he or she is suffering from any contagious or communicable diseases. We do not admit any child with these symptoms or conditions:

- Temperature of 100°F or greater (If under 101°F, fever must be accompanied by any of the symptoms of coughing, nasal discharge, fatigue, or sudden change in mood or disposition in order for your child to be excluded from the program.)
- Vomiting
- Diarrhea
- Chicken Pox
- Strep Throat
- Any unexplained rash
- Nasal discharge accompanied by any of the symptoms of coughing, fatigue, fever of 100°F or greater, a sudden change in mood or disposition
- Mucus producing cough
- Redness of eyes or discharge
- Signs of body pests, such as head lice and/or nits

In addition to these symptoms, we will also take into consideration your child's ability to participate fully in our program when determining whether or not they need to go home. This includes being well enough to go outdoors for play and being able to participate in the daily classroom routine.

If a child becomes ill while at Concordia Day, we will notify you, and you will be required to take your child home until fully recovered. If necessary, your child is separated from the group to avoid infecting other children.

After your child is free of any symptoms for a period of 24 hours, your child may return to the program. A doctor's note stating that your child is no longer contagious is required whenever a child has been absent for five days or longer, or returns prior to 24 hours on medication prescribed by your doctor.

Immediately report to the office if your child has been exposed to any contagious disease, such as strep throat, viral infections, pneumonia, pink eye, scarlet fever, etc. Notification is important for the health of all the children in our program.

Medications

We cannot administer over-the-counter medications to any child at any time. Prescription medication will be given to your child if the medication is in its original bottle with the date, child's name, and times of day it is to be administered. We also need a form from you and from the doctor to be completed stating the nature of the illness, type of medication, amount of medication to administer, and the times to be given. We will provide you with these forms upon request. Please hand the prescription to the Site Director, Assistant Director, or Head Teacher, with written instructions attached. We store medicine in a locked box in the refrigerator or in a locking cabinet in the Site Director's office. Medication is not permitted in the classroom.

Incident Reports

Concordia Day staff prepares an incident report for any accident or injury to provide a detailed description of the incident. Parents sign the report to acknowledge receipt and receive a copy.

Medical Emergencies

In the event of a medical emergency or of an accident, we will contact the child's parents. Concordia Day staff will determine if the situation requires immediate medical attention. If so, your child will be taken immediately to:

Milwaukee Site	Kindred Chicago Central Hospital	4058 N. Montrose, 60641
Ravenswood Site	Swedish Covenant Hospital	5145 N. California, 60625

You should go directly to the hospital – not to Concordia Day. Concordia Day carries liability insurance for its operations. In the case of medical emergencies or accidents, the family's insurance is the primary coverage.

Emergency Closings

The Concordia Day President/CEO makes the decision to close Concordia Day based on many factors, including temperature, amount of snow, road conditions, and the safety of our staff and those we serve. We communicate a closing as soon as possible via text message, posting on the Concordia Day website home page, and e-blasts.

Concordia Day is enrolled with the Emergency Closing Center. In the event of a facility emergency, please listen to Chicago media stations for such announcements. Announcements relating any of the emergency actions listed above can be found on WGN radio, WBBM radio, Channels 2, 5, 7, 9, 32 and CLTV.

Emergency Evacuation

Concordia Day has developed an Emergency response plan that helps us respond to many types of emergencies. Depending on the situation, we will use one of these protective actions:

- Shelter In Place – Sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
- Modified Operation – may include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems, such as utility disruptions, that make it unsafe for children but may be necessary in a variety of situations.
- Immediate Evacuation – Children and staff are evacuated to a safe area near the grounds of the facility in the event of a fire or other similar emergency.
- Evacuation and Relocation – If the situation will not allow us to return to the building, we move to an off-site location. We have made advance arrangements and you will receive a text message/e-mail alerting you of the situation and detailed information about picking up your child.

During an emergency, please do not call the school. This keeps the main telephone line free to make emergency calls and relay information. We have set up an emergency notification system. Should any emergency arise, you will receive an email and/or text message informing you of the situation.

We use the contact information you provided on your enrollment forms for your emergency contact telephone numbers. Should your contact phone numbers change, it is important that you notify the front desk immediately.

Also during an emergency, only those persons you list on the designated pick-up form will be allowed to pick up your child. We will not accept different pickup arrangements during an emergency. This will only create additional confusion and divert staff from their assigned emergency duties.

Safety and Building Security

The security and safety of your children is our first priority. Teachers in each classroom do not allow children to leave with anyone unless they are on the authorized pick-up form. Each of our sites has security measures that include external door locks, security cameras, door monitoring from multiple stations, and screening procedures for people entering our buildings.

Our centers use electronic entry systems to help prevent unauthorized persons from entering our buildings and program areas. Staff monitor the external doors to grant entry. You are part of our security systems, too. As you as you enter or leave, do not allow people you do not know to enter our buildings with you.

We provide parents with limited access badges or key fobs for internal doors. You can be issued up to two badges without cost, but you may purchase additional badges. If you forget your badge, you may be asked to show identification before a staff member will give you access to the children's program areas. Please keep your badge in a safe place. If you lose a badge, IMMEDIATELY notify us so that we may deactivate your badge. Replacement badges are available. When you withdraw your child from Concordia Day, you must return all the badges you have been issued to the front desk staff when you give your four week written notice. We charge a lost badge fee for each unreturned badge.

You are responsible for knowing and abiding by these procedures.

Pest Control Policy

Concordia Day is committed to providing children in its care with a safe environment, which includes preventing exposure to pests and pesticides. While pesticides protect children and property from pests that may be found in the facility and its surrounding grounds, under some circumstances they may pose a hazard to children and staff. To minimize potential pesticide exposure to children and staff, pest control practices in this facility focus on prevention and monitoring.

In the areas used by the child care facility, Concordia Day:

- Bases pest management decisions on the results of regular inspections. The facility avoids routine use of pesticides not exempted below.
- Ensures that pesticides are applied by certified pesticide applicators or registered technicians.
- Ensures that pesticides are not applied when children are present at the facility. Toys and other items mouthed or handled by the children are removed from the area before pesticides are applied. Children do not return to the treated area within two hours of a pesticide application or as specified on the pesticide label, whichever time is greater.
- Provides at least two operational days but not more than 30 days advance notice of pesticide application to parents and staff except in emergencies where pests pose an immediate health threat to children or staff (e.g. wasps).
- Notifies parents and staff as soon as possible when advance notice is not provided and include an explanation of the emergency, the reason for the late notice and the name of the pesticide applied.
- Makes accessible, upon request, all records of pesticide applications and advance notices for at least 90 days.

This policy does not apply to the following exempted uses of pesticides:

- An antimicrobial agent, such as disinfectant, sanitizer, or deodorizer, or
- Insecticide baits and rodent baits.

Toy Donation Policy

Concordia Day appreciates that parents, neighbors, and friends provide gift-in-kind donations for our programs. The children benefit from donations of books, games, and toys. For dramatic play, children also enjoy costumes, clothing and shoes in small sizes for girls and boys, purses, and small business jackets. While our preference is for new items, if you have gently used items that you would like to donate, please speak with a program administrator prior to bringing in your donation.

Below are some guidelines to help ensure that your donation can be put to good use:

- It is most helpful when we receive items that are clean. Please wash or wipe down items before donating them.
- Complete items only; for example, no puzzles with pieces missing.
- Books should be in good condition, without missing or torn pages.
- We regret that for sanitary reasons, we cannot accept donated stuffed animals.
- Please do not donate toys or games that require batteries.
- We do not accept weapon toys or other items that can promote violence.

Non Solicitation

Concordia Day recruits and trains teachers and staff to the highest measures of quality so that we provide your child and the other children in our programs the best nurturing and developmental environment possible. Solicitation of employees for alternative employment violates the relationship of trust with Concordia Day and potentially affects the quality of the care we provide to the families enrolled here. By enrolling your children, you agree that for a period of not less than 6 months subsequent to leaving our program, you will not seek to employ, entice away, or even attempt to entice away anyone currently employed by Concordia Day or anyone who was employed by Concordia Day in the preceding six months.

Privacy, Confidentiality, and Document Retention

Concordia Day collects, uses, and retains information about participants in our programs and their families for many purposes, such as account payment, records of the child, donations, etc. These records are required for various licensing and government reporting purposes as well as our own program and business operations and are the property of Concordia Day.

Concordia Day staff members and parents are required to respect the confidentiality of each child and family enrolled in our programs, including enrollment records, anecdotal records, parent-teacher conference notes, developmental assessments and other personal records. Teachers may make notes for their anecdotal records but such notes will be considered as confidential information.

Discussions concerning a child or family, with anyone other than the child's parents or guardians, or other staff members having direct contact with the child, are strictly prohibited. Personal information about families or children in our care will be divulged to staff members only to the extent of what is necessary to know in order to support the child in care. Discretion and privacy are required when discussing confidential family and child information, particularly taking care not to be overheard by staff, parents or children.

Concordia Day uses private and confidential information to compile statistics about our program and operations that we report to licensing, program funders, and other required reporting. Your personal information is not identifiable.

We use photographs, videotapes or tape recordings of children for program purposes as well as program quality assessment, etc. You provide your permission for us to use these for any outside purposes, such as marketing and media, on your enrollment form.

Lists of parents' email or home addresses and/or phone numbers are treated as confidential. This information may be used by staff, parents or others working on behalf of any of the organizations in the family of Concordia Day's ministries for events, projects, communications or other express purposes. Concordia Day may use this information for non-program communications to keep you informed on news, activities, and events as it relates to all of Concordia Day. However, the lists will not be given to parents or anyone else for non-Concordia Day related purposes.

In addition, Concordia Day staff, parents, and other volunteers and representatives may form committees or task forces for activities, such as completing special projects, holding special events, or conducting fundraising efforts. These committees may exchange information, such as contact information or personal background. This information will be used only for its originally

intended purpose. Committee members are prohibited from using any information gained for their personal use.

With the above exceptions, we will not give out information to a third party without your prior written approval. It is our policy not to share information about a family with anyone other than appropriate staff members or our representatives.

Access to Written Records

All records concerning children and families are maintained in locked files at the center. Only the directors, teachers and administrative staff have access to these files. Parents and/or legal guardians may review their children's file, but Concordia Day must maintain the documents on site. Records may not be removed from any Concordia Day premises except as required for legal purposes; in such instances, a subpoena is required for the removal of any records.

Document Retention

We have developed a document retention policy for our various types of documents based on IRS recommendations, industry standards, as well as adaptations from the 23 Illinois Administrative Code Section 375. When records are no longer active, they are archived and stored in a locked closet. After the document retention time has expired, the information is shredded by a professional shredding service.

Program Oversight and Governance

Concordia Day children's programs are directly administered by our Senior Director of Programming and each center has a Site Director. Any concerns about your child's program and care should be first discussed with your child's teacher and the appropriate Assistant Director. If you feel your concerns are not resolved, you may request a meeting with the Site Director and/or the Senior Director of Programming. If after speaking to the Senior Director of Programming, you feel your concerns are not resolved, you may meet with the President/CEO.

In addition, the Board of Directors governs all Concordia Day Place programs. Our Board consists of people who have demonstrated a passion for the Concordia Day mission. Parents whose children are enrolled in one of our programs, members of Concordia Day Lutheran Church, neighbors, and members from other community and business organizations are all eligible. They review organizational goals, funding, program policies, etc. The board does not review individual matters. However, if you have a policy concern you wish to be brought before the Board, send a written request to Rev. Nicholas J. Zook, Board Chairman, at 3855 N. Seeley, Chicago, IL 60618. Board meetings are not open to the public.

Parents are encouraged to participate at Concordia Day. If you are interested in joining Concordia Day committees, we would be happy to discuss your participation.

Enrollment & Tuition Policies

Eligibility and Enrollment

Children must be age eligible for admission to our early childhood programs. The state license for each center specifies the age's eligible for service; in addition, old.

The program year for our early childhood programs begins the first Tuesday after Labor Day and operates a full 12 months; however, families may enter the program at any time during the program year.

When you apply for enrollment, we work with you to determine your start date. We look at your child's birth date, current availability and projected openings to determine your child's start date.

To secure enrollment and a start date, you must submit these enrollment documents and fees:

- Enrollment Forms
- Program Questionnaire Form
- IDHS Certificate of Child Health Examination (to be completed by physician)
- Childhood Lead Risk Assessment Questionnaire (to be completed by physician as needed)
- Child and Adult Care Food Program Enrollment and Application Forms
- Parent Manual Agreement
- Birth Certificate, original or certified copy
- Signed Registration Agreement
- Signed Tuition Agreement
- Registration fee
- Deposit of \$500
- First months' tuition

You must provide these forms before your child's first day of school. These forms are part of our compliance with state licensing and other regulatory bodies. While we provide reminders to you, you are responsible for providing us complete and accurate forms by the deadlines we require. We may require you to remove your child from the program fail to do this.

Wait List

Sometimes we cannot accommodate someone who wants to enroll. This might happen if we do not have any current openings or if we cannot confidently project an opening at the time you apply. If we cannot provide you with a firm start date, you can choose to be placed on our wait list with a \$50.00 non-refundable fee. This fee will be applied to registration costs at enrollment.

To be placed on our wait list, you must submit a complete contact form. When an opening becomes available, Concordia Day fills them from our wait list. Families on the wait list must be available to start on the date of the opening and submit the enrollment fees listed above.

If you are not ready to start on the date of the available opening, Concordia Day will offer the opening to the next family on the wait list. **Concordia Day does not hold open slots.**

The waiting list is updated twice per year, allowing parents the opportunity to stay on the waiting list and update any information including the date of anticipated enrollment. If update forms are not returned to the office by the designated date, the child's name is taken off the waiting list. If a parent is offered a space and declines three times or at the parent's request, the child's name will be taken off the waiting list.

Re-Enrollment/Registration for a new program year

Each spring, Concordia Day begins the re-enrollment registration process with currently enrolled children for the new program year.

For each current child, families must provide:

- Signed Registration Agreement
- Signed Tuition Agreement
- Completed Verification of Information Form
- Completed Family Household & Income Verification Form
- Registration fee
- First month's tuition

All the above must be provided by the stated deadline to have a spot confirmed for the next program year. We will waive the fall registration fee for any child that enrolled after January 1st of the current year. For current families, we apply your deposit to the next program year's deposit.

Please note—If you register for a new program year and then decide not to attend after the registration deadline, you forfeit your registration fee, deposit and first month's tuition.

Tuition

Tuition includes the cost of teacher salaries, classroom materials, snacks, meals, facility and utilities, insurance, and equipment for a whole program year. Tuition rates are based on our overall annual costs and do not represent a *per hour, per day, or weekly rate*; tuition is broken down into smaller amounts for ease of payment.

Tuition is based on enrollment, not attendance. Therefore, tuition payments do not vary with your child's attendance. There are no refunds for any days your child is absent. This includes days absent due to illness, vacation and days the center is closed.

Tuition is determined by the program your child is enrolled in. It does not change with your child's birthday or age.

Sibling Discounts

Concordia Day offers families with more than one child enrolled at Concordia, a 5% reduction on the total tuition for all children. Sibling discounts are applied to tuition only and do not apply to any program fees.

Tuition Payments

Tuition is due on the 1st school day of each month. Late fees will accrue on all unpaid balances after the first school day of the month. Concordia Day will offer the following options for

payment: Direct ACH withdrawal, Credit Card payment (Visa/MasterCard/Amex) a 2.5% transaction fee will apply.

Insufficient Funds/Returned Payment

We charge a \$25.00 fee for any payment that is returned unpaid. After a returned payment, we may require you to use an alternate payment method for future payments going forward.

Late Fees

We assess a \$5.00 late fee for each day your payment is late. After one week, you will be asked to withdraw your child from the program, and you are still responsible for payment of any balance due and you forfeit your deposit.

Concordia Day works with parents to collect outstanding balances but reserves the right to use a collection agency as we deem necessary.

Other Charges and Fees

You are responsible for paying charges and fees described elsewhere throughout this manual, including, but not limited to, late pick-up, failure to sign-out, and t-shirts. These charges are payable in the week the charge or fee was incurred.

Registration Fee

Due at registration is an annual, per child, registration fee, listed on the Tuition and Fee Sheet. This fee covers application to the program.

Tuition Deposit and First Month's Tuition

Also payable at registration is a \$500 deposit and first month's tuition. The tuition deposit will be applied to your child's last week in the program, provided you give appropriate notice. See Withdrawal section below for more information.

Waitlist Fee

If we cannot provide you with a firm start date, you can choose to be placed on our wait list with a \$50.00 non-refundable fee. This fee will be applied to registration costs at enrollment.

Withdrawals

If you registered for a new program year but decide to not attend after the registration deadline, you forfeit your tuition deposit, first month's tuition, and registration fee.

Once your child is enrolled and has started the program, you may withdraw your child by providing a **four-week written notice** to the front desk staff. You forfeit your tuition deposit if you withdraw without appropriate notice. Please ask the Assistant Director or the Site Director for the formal Notice of Withdrawal form and return it to the front desk when completed.

Subsequent re-enrollment will entail an additional registration fee and all other applicable fees and deposits, providing that your account was left in good standing.

Gracias Referral

We like to thank you when you refer families to our programs. For each family you refer, we give you a one-time \$100.00 deduction from your tuition. Once the referred family has been attending and paying tuition for a full month, we credit your account \$100.00. Please note that the referred family must include your name on the application page during enrollment.

PARENT MANUAL AGREEMENT

DATE: _____

CHILD'S NAME: _____

WE HAVE FULLY READ AND UNDERSTOOD THE FOREGOING PARENT MANUAL AND
AGREE TO ABIDE BY ITS TERMS AND CONDITIONS.

SIGNATURE OF PARENT/GUARDIAN

PARENT/GUARDIAN: _____

PARENT/GUARDIAN: _____

ADDRESS: _____

TELEPHONE: _____

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