

Handbook for Families



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This handbook is our attempt to articulate the policies and practices of our agency.

*Please read it carefully and review it as necessary.
If you have a question about something in the handbook,
or if your family is dealing with a situation not addressed here,
please get in touch with Joe Pinsonneault, the Executive Director, immediately.*

1. Background

For over four decades, Brown Fox Point Early Childhood Education Center has provided a high quality preschool and childcare program to families that live, work, or study in our community. Originally formed through the joint efforts of Brown University and the Fox Point Neighborhood Association, we operated within a department of Brown until 1979 when we incorporated as an independent non-profit agency.

We are licensed by the Department of Human Services and are rated five stars by BrightStars, RI's Quality Rating and Improvement System. Since 1996, Brown/Fox Point has been accredited by the National Association for the Education of Young Children (NAEYC), the nation's largest organization of early childhood professionals, through a rigorous, voluntary process by which early childhood programs demonstrate that they consistently meet national standards of excellence.

The outstanding faculty has been trained in the RI Early Learning and Development Standards and uses them in all aspects of our work. We maintain strong links to a number of organizations in the community, including, the Providence Public Library, the Providence Public Schools and many others. Following the USDA nondiscrimination statement, this institution is an equal opportunity provider.

As a nonprofit agency, Brown Fox Point is governed by a Board of Directors. The Board is composed of members of the community, including family members of children who have been enrolled at Brown Fox Point.

2. Mission Statement

Brown Fox Point Early Childhood Education Center is a community of childcare professionals and families who recognize that providing high-quality early education and care in a diverse and inclusive environment is of the utmost importance to a child's well-being and development. Through its full-day preschool, the Center provides meaningful, developmentally appropriate learning in an environment that is safe, nurturing and creative. Mutual respect is the guiding principle of the Center. The Center is committed to maintaining an emergent, anti-bias curriculum and supporting the professional development of its staff.

3. Philosophy

Brown Fox Point Early Childhood Education Center is a preschool designed to meet the needs of families in the greater Providence community. Our program offers full-time quality care and education that stimulates learning in all areas of a child's development. Teachers blend meaningful learning experiences, developmentally appropriate practices and a nurturing atmosphere to create a safe and creative learning environment.

Children are respected at Brown Fox Point. Teachers listen to children, observe them in action, assess development and plan curricula based upon children's interests and needs. All lessons and activities planned are fully aligned with the Rhode Island Early Learning and Development Standards. Throughout the course of the year, children and teachers together build a community of learners where each individual member is valued for the strengths that they bring to the group. In classrooms that are safe, comfortable, structured, and calm, children can have successful learning experiences. By balancing independence with clear expectations, teachers help children to be part of a community. Teachers actively model and facilitate problem solving and conflict resolution skills, with the ultimate goal of empowering children to solve problems on their own.

At Brown Fox Point, children develop and learn in natural ways – by playing and interacting with their peers. Through their play, children engage, explore, and create. Through their play, they make sense of their world, learn about themselves and others, develop language, gain self-confidence and self-control, problem-solve, and understand and express feelings. The process of each activity or experience is the focal point of its implementation, not the product, guiding children to think, reason, question, and ultimately, learn how to learn.

Our community is extremely diverse in many ways including economically, culturally, and linguistically. The Brown Fox Point community is inclusive of all genders and follows best practices regarding LGBTQ rights and inclusion in early childhood. Our classrooms are places where differences are valued, and children and their families are appreciated and respected. We include children with developmental delays and of differing abilities and work with the Providence School Department to provide special services when appropriate. Using an anti-bias approach, teachers help children learn about the diversity of our community, supporting acceptance of differences and promoting self-esteem, pride, and awareness of rights in all children.

Our goal is to develop a relationship of trust with all families. Our guiding principles in parent-teacher interaction are mutual respect, transparency, courtesy, and recognition of the importance of both parents and teachers to the child's successful school experience. We encourage families to play an active role in determining appropriate goals for your family and child and to seek out support from us and others in striving toward those goals. We will do all we can within our community to advocate with and for your family and child.

4. Faculty

Brown Fox Point is staffed by professionally trained teachers who implement the program, plan developmentally appropriate activities, and care for the physical and emotional needs of the children. Two full-time lead teachers share responsibility for curriculum, assessment, instruction, and the overall well-being of the children. In addition to the two lead teachers, each classroom has a full-time teacher, and we provide additional full-time multi-classroom teachers to provide support to classrooms as needed.

All lead teachers have a Bachelor's or Master's degree in early childhood education or a related field. All participate in a continuous program of in-service training and workshops pertaining to issues of child development and early childhood education. Working with the faculty are the Executive Director, Education Administrator, Operations Administrator, and the Financial Administrator.

In addition to our faculty, we have volunteers and student interns from a variety of organizations including teacher education programs at local colleges and universities. We are grateful to them for their time and energy.

5. Eligibility Determination

The Center serves children regardless of race, religion, sex, color, or national origin. The only conditions for enrollment are that children must be at least three years old and must be fully toilet trained.

6. Enrollment and Fee Policies

Classroom Placement. We have four mixed-age group classrooms (Chickadees, Puffins, Robins, and Sparrows) with a range of children based on date of birth, gender, and other factors. While we will consult with you on most decisions involving your child, we reserve the right to determine your child's classroom placement and teachers. We also reserve the right to change your child's classroom placement based on the needs of your child and the classroom.

Enrollment Materials. You will receive materials *that must be completed and returned before the child's start date*, including:

1. Physical and Immunization Form
2. All allergy and medication information, including BFP specific forms
3. Family Information and Enrollment Form
4. Emergency and Pick-up Form

You will also receive a Tuition Agreement and a Community Field Trip Permission Form, both of which must be signed and returned.

For the safety of your child, you must keep all personal information records up to date. ***It is your responsibility to notify the office of any changes to pertinent information regarding your family, including employment, address, telephone numbers, hours of work, care and/or custody arrangements.*** You are ensured complete confidentiality of personal information.

Transitions. Once you have agreed to enroll your child at Brown Fox Point, we want to do all that we can to ensure that your child's transition to the program is successful. Therefore, we require at least one adult family member to attend a Transition Workshop well in advance of the child's first day. In addition, we strongly recommend that you and your child visit several times prior to your child's first day. During visits, you and your child can meet the teachers and staff, explore the classroom and playground together, practice key preschool skills, and interact with other children. If you have not done so already, you can also meet with and receive a tour with one of the Administrator's. If in the past transitions have proven to be challenging for your child we may implement a more gradual transition based on the best interest of your child and the Center. We refer to this process as our Paced Entry Program.

Class List. In the fall, you will receive a class list with the names, email addresses and phone numbers of the families in your child's class. If you do not want your family's information to appear on such a list, please let the Operations Administrator know prior to your child's start date.

Disenrollment. Under extremely rare circumstances in which we have determined that we cannot meet the needs of a child, a family may be asked to withdraw their child from the program. We will consider this outcome only after all other avenues have been explored, including conversations with the family in consultation with experts in the field and extensive efforts to identify special resources and supports. If it becomes clear that the child's needs are not being served in the Center, the family will be given advanced notice in writing and support to enable them to find a suitable placement elsewhere.

Fee Policies. Brown Fox Point receives support from community donations and governmental subsidies (such as the Child & Adult Care Food Program). We also receive in-kind support from Brown University. This funding enables us to offer quality care at reduced rates for those who qualify.

- During the enrollment process, families pay a two-week non-refundable deposit, which will be applied to the last two weeks your child is enrolled at Brown Fox Point.
- Tuition is \$360/week (\$1500/month) as of September 1, 2022.
- Brown Fox Point charges tuition for 50 weeks per year. We do not charge fees for the two full weeks that we are closed, which are the last week of December and the last

week of August. Fees are not waived or prorated for other days that BFP is closed.

- Tuition covers all regular program costs including food, beverages, classroom materials, and the like. Costs not covered by tuition include \$32 for your child's Tot Cot (nap cover), fees for late pickup, penalties for checks returned unpaid, payment for replacement underwear and socks, and admission to special events on no more than two summer field trips (each of which are capped at \$10/child.)
- Financial assistance is available for qualifying families. Applications and related documentation should be submitted after your child has been offered a spot. The finance committee reviews the applications and families will be notified of their financial aid eligibility soon after. Financial aid awards generally range from a 5%-50% reduction in tuition.
- On the 25th of each month, you will be billed (electronically) for the following month's tuition, which is always due by the 5th. Payment can be by cash, money order, personal check, or bank check submitted to someone in the office. Payments may also be made by credit card or ACH on the LifeCubby App. Families will be charged a 1% admin/technology fee for each online payment. If more than three of your tuition payments are received after the 5th of the month, we reserve the right to ask you to withdraw your child from the program.
- *Fees are payable in full regardless of days missed by a child.* If your child is sick, you are still responsible for tuition payments for that period of time. Fees are not waived when the Center is closed for holidays, seasonal cleanings, staff development, inclement weather, or building-related emergencies.
- *Family vacation* - You may suspend your child's enrollment and tuition payments for two full weeks during each enrollment year (weeks must be Monday - Friday). These two weeks of your choice must be planned and requested in advance and in writing to Donna or Joe only. We will not credit your tuition for a previous vacation.
- Children are enrolled for a full year. If you withdraw your child at any time, we require a minimum of one month's written notice. You will be billed for that month even if your child does not attend.

- Please do not give payments of any kind to teachers or leave them in your child's belongings.

7. Curriculum Framework

Brown Fox Point Early Childhood Education Center is a community preschool. Our program is creatively designed to offer full-time, quality education and care in a unique environment that stimulates learning in all areas of a child's development. Working in teams, teachers blend meaningful learning experiences with nurturance, guidance, and affection.

Brown Fox Point's unique program provides early learning where young children freely develop together in a safe and warm environment. Each teaching team creates a unique curriculum based on the needs and interests of the children in their care. The emergence of curricula in this way makes it unique to each group of children, from classroom to classroom and year to year. It also means that learning experiences are meaningful, child-centered, non-commercialized and individualized.

Although our curriculum is unique, individualized, and emergent, teachers plan learning experiences on distinct principles essential to age-appropriateness in early childhood settings. All of the teachers use play-based activities, hands-on tasks and direct experiences that enable children to begin to construct a working knowledge of the world around them. The process of each activity or experience is the focal point of its implementation, not the product. Process-oriented curricula guide children to think, reason, question and learn.

Children participate independently, with the entire group and cooperatively in small groups. Each day is balanced with free-choice time and planned, structured activities in specific time blocks. Activities throughout the day are either child-initiated or teacher-directed. This variety promotes independence, provides opportunities for children to practice and acquire social skills and fosters the development of a positive self-image. Acquisition of prosocial behaviors permeates our program. Our employees are devoted to using natural and planned opportunities to help children develop problem-solving skills, to learn the importance and experience the benefits of cooperation and to create a true sense of community.

An important component to our program is an appreciation of diversity and the value we place on our anti-bias approach. As with other facets of our program, this broadly cultural element is drawn from our diverse population of children and their families. Throughout the center and in everything we do, we view and present diversity as a respectful engagement with people, differences, and ways of living. We hope that children will recognize diversity as an essential and valuable part of society.

These principles of child-centered instruction, developmental appropriateness, emergent curriculum, active family involvement, engagement with diversity, and commitment to socialization enable our program to succeed as we promote the development of the whole child. Teachers work in teams and as a center-wide faculty each week to design curriculum that responds to the needs and interests of their children. We use the developmental domains

identified in the Rhode Island Early Learning and Development Standards (REILDS) as the basis for our on-going assessments, and we design activities involving dramatic play, sensory activities, writing, scientific experiments, dance, music, mathematical concepts, cooking, walking field trips, and many more with content that engages them. In addition, our teachers meet weekly in curriculum meetings, care coordination meetings, and classroom meetings to determine appropriate responses to the individual, emergent needs of each child.

Curriculum - Content

What Children Should Know, Understand, and Be Able to Do

Our curriculum framework is intended to guide teaching staff as they develop quality level classroom experiences for children.

Within our curriculum we address the 9 Domains of Learning and Development as outlined in the RIELDS, they are as follows:

- **Social and Emotional Development**
 - Relationships with Others
 - Sense of Self
 - Self-regulation

- **Physical Health and Development**
 - Health and Safety Practices
 - Gross Motor Development
 - Fine Motor Development

- **Language Development**
 - Receptive Language
 - Expressive Language
 - Pragmatics
 - Language Development of Dual Language Learners

- **Literacy**
 - Phonological Awareness
 - Alphabet Knowledge
 - Print Knowledge
 - Comprehension and Interest
 - Emergent Writing
 - Literacy Development for Dual Language Learners

- **Cognitive Development**
 - Logic and Reasoning
 - Memory and Working Memory
 - Attention and Inhibitory Control
 - Cognitive Flexibility

- **Mathematics**
 - Number Sense and Quantity
 - Number Relations and Operations
 - Classification and Patterning
 - Measurement, Comparison, and Ordering
 - Geometry and Spatial Sense
- **Science**
 - Scientific Inquiry and Application
 - Knowledge of Science Concepts
- **Social Studies**
 - Self, Family, and Community
 - Self, History, and Geography
- **Creative Arts**
 - Experimentation and Participation in the Creative Arts

Curriculum - Context

The Materials, Environment, Daily Schedule, Group Size

Materials and Learning Environments

The Tools and Textbook for Learning

Brown Fox Point creates a safe learning environment where children can actively explore, experiment, and discover their surroundings. Our preschool classrooms have a daily schedule that is posted for children and parents, which outline the daily activities. Shelves and learning areas are clearly marked and defined with pictures and words for children. Our classroom set-up includes learning centers, these are as follows:

- Art Area
- Sensory Tables
- Block Area
- Manipulatives
- Science/Nature
- Writing Center
- Dramatic Play
- Math Area
- Group and Music and Movement

Teachers make modifications to their environment to reflect the objectives and goals outlined in their planning, as well as the interests of the children. Our well-planned space encourages children to perform tasks appropriately, demonstrate positive behavior, and encourage their growth and development. Materials are chosen specifically to meet the needs of our children,

are easily accessible to our students to ensure appropriate exploration and experimentation. Additionally, they are selected to reflect diversity; are safe, but challenging; promote action and interaction; support independent use, are rich in variety, and accommodate children with special needs. Materials are rotated to reflect the emergent curriculum, and to accommodate new interest and skill levels. Classrooms are designed to have quiet and noisy areas, messy and neat areas, and individual and group areas, which provide opportunities for appropriate and diverse types of play.

Daily, the children have the opportunity to play outdoors for at least 60 minutes in our expansive naturalized playground. Weekly teachers plan for outdoor activities to occur that encourage learning in all the developmental domains.

Daily Schedule ***Routines and Structure***

The daily schedule that is outlined below is a general guideline of school-wide practices. The schedule in individual classrooms may vary. Each class has a daily schedule posted.

7:30 – 9:30: Children arrive at the Center with a parent or guardian and go to the appropriate classroom. Learning centers are open for free play and breakfast is available until 9:00.

9:30 – 10:00: Children and teachers sit at circle time as a group to discuss the past day's events, to plan for the current day, and to discuss issues that have emerged in the classroom and can benefit from group discussion, writing, or drawing.

10:00 – 12:00: Outdoor Play and Center Time.

- Brown Fox Point has a wonderful outdoor play area in which the children develop their gross and fine motor skills, collaborate, work out conflicts, and explore the world around them. Brown Fox Point children are also great travelers, taking the walks throughout the city and to different area parks, work places, and sights.
- Center Time features developmentally appropriate small group activities, both teacher-directed and child-initiated, that are planned in accordance with the Center's overall philosophy. Center time provides an opportunity for cooperative and independent learning within a developmentally supportive structure. Centers may include art, blocks, science and nature, books, writing, math, sensory tables, dramatic play and music.

12:00 – 1:30: Lunch. The Center provides a nutritious lunch every day; menus are made available each month. After lunch, children do things to wind down in preparation for rest, including relaxation exercises, outdoor play, and stories.

1:30 – 3:00: Rest time. All children are encouraged to bring a soft rest toy and some bedding from home to go on their center-provided cots or mats. Children rest quietly with dimmed lights and soft music.

3:00 – 3:30: Snack. Following rest, children awaken to a nutritious snack and drink.

3:30 – 5:30: Free choice. The final two hours – during which most children are picked up by their parents or guardians – are usually a flexible time that includes learning centers, games, stories, dancing, and outdoor play.

Group Size

Teacher/Child Ratios

Our staffing pattern includes 3 full-time staff members per classroom, 2 Lead Teachers and 1 Teacher. This ensures that classroom staff have the opportunity to facilitate the children’s development individually, and in small and large group activities. There are 18 children in a mixed age group, creating a child teacher ratio of 1:6

Curriculum - Process

Applying Our Knowledge About How Children Learn

Research and Theory

Our curriculum is grounded in research and theory. All of which informs decision-making in the field of early childhood, and our approach to working with young children, they are as follows:

Jean Piaget

Observed their own children (and their process of making sense of the world around them) and eventually developed a four-stage model of how the mind processes new information encountered. They posited that children progress through 4 stages and that they all do so in the same order. These four stages are:

- **Sensorimotor Stage (Birth to 2 Years Old)**
- **Preoperational Stage (Ages 2 to 4)**
- **Concrete Operations Stage (Ages 7 to 11)**
- **Formal Operations Stage (Beginning at Ages 11 to 15)**

Sara Smilansky

Their research outlines the importance of play in children’s learning. She outlines the four types of play including:

- **Functional Play**
- **Constructive Play**
- **Dramatic or Pretend Play**
- **Games with Rules**

Abraham Maslow

Their research described a hierarchy of needs common to all human beings. The hierarchy is based on meeting basic needs first before children can move to the next level of learning. The hierarchy starting from the basic needs and moving up includes:

- **Physiological Needs**
- **Safety Needs**
- **Belongingness and Love Needs**
- **Esteem Needs**
- **Cognitive Needs**
- **Aesthetic Needs**
- **Self-Actualization**

Howard Gardner

Gardner suggests that children can be intelligent in many different ways, as opposed to just traditional concepts. He breaks down intelligence into many different types:

- **Linguistic/Verbal Intelligence**
- **Logical/Mathematical Intelligence**
- **Musical/Rhythmic Intelligence**
- **Spatial/Visual Intelligence**
- **Bodily/Kinesthetic Intelligence**
- **Interpersonal Intelligence**
- **Intrapersonal Intelligence**

Erik Erickson

Erikson's psychosocial theory of development considers the impact of external factors, parents and society on personality development from childhood to adulthood. According to Erikson's theory, every person must pass through a series of eight interrelated stages over the entire life cycle, these stages include:

1. **Infancy: Birth-18 Months Old - *Basic Trust vs. Mistrust – Hope***
2. **Toddler / Early Childhood Years: 18 months to 3 Years - *Autonomy vs. Shame – Will***
3. **Preschooler: 3 to 5 Years - *Initiative vs. Guilt – Purpose***
4. **School Age: 6 to 12 Years - *Industry vs. Inferiority – Competence***
5. **Adolescent: 12 to 18 Years - *Identity vs. Role Confusion – Fidelity***
6. **Young Adult: 18 to 35 - *Intimacy and Solidarity vs. Isolation – Love***
7. **Middle-Aged Adult: 35 to 55 or 65 - *Generativity vs. Self-Absorption – Care***
8. **Late Adult: 55 or 65 to Death - *Integrity vs. Despair – Wisdom***

Research indicates that children's brains are actively growing at a rapid pace during their early years. Optimal periods of opportunity or "prime times" during which the brain is more

susceptible for learning new skills occur during this time. Children need to be exposed to new experiences to foster the growth of healthy brain development.

Brown Fox Point early Childhood Education Center takes all of the above research and theories to develop our curriculum.

8. Anti-Bias Approach

Brown Fox Point is an anti-bias program that believes all children deserve high-quality and equitable early care, regardless of race, culture, linguistic difference, economic circumstances, gender identity or presentation, family structure, disability, or physical appearance. As stated in our Family Handbook:

*“Our community is extremely diverse in many ways including economically, culturally, and linguistically. The Brown Fox Point community is inclusive of all genders and follows best practices regarding LGBTQ rights and inclusion in early childhood. Our classrooms are places where differences are valued, and children and their families are appreciated and respected. We include children with developmental delays and of differing abilities and work with the **Providence Public School Department** to provide special services when appropriate. Using an anti-bias approach, teachers help children learn about the diversity of our community, supporting acceptance of differences and promoting self-esteem, pride, and awareness of rights in all children.”*

First and foremost, we follow the guidance of the **National Association for the Education of Young Children**, the national governing board for early childhood programs and educators. Regarding our anti-bias curriculum, NAEYC has published several resources, including a guiding text titled **Anti-Bias Education for Young Children and Ourselves** (Derman-Sparks, Olsen). In this guiding text, a developmental continuum for young children developing an anti-bias mindset is laid out in four goals:

1. **"I'm okay."** (Each child will demonstrate self-awareness, confidence, family pride and positive social identities.)
2. **"You're okay."** (Each child will express comfort and joy with human diversity; accurate language for human diversity; and deep, caring human connections.)
3. **"That's not fair."** (Each child will increasingly recognize unfairness, have language to describe unfairness and understand that unfairness hurts.)
4. **"Let's change it."** (Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.)

As with any other part of early development, each child comes to us with unique strengths and challenges along this continuum. Teachers are prepared to meet your child where they are and support them in developmentally appropriate ways as they grow.

Developing an anti-bias mindset is not only a child's pursuit, though. Teachers and staff at Brown Fox Point also strive to embody all four anti-bias goals in all our professional interactions. It is our hope that you will join us in this challenging, but ultimately vital community-building, work!

FAQs

Nothing at Brown Fox Point appears to be separated by Gender. Why is that?

Brown Fox Point's family and staff population includes a wide variety of gender identities and presentations, extending beyond the traditionally recognized gender binary (boy/girl, man/woman). Research indicates that best practice in early childhood is to affirm children's gender identities and presentations, and to actively and explicitly challenge harmful gender norms and stereotypes. As such, children at BFP will never be separated by gender. All dress-up clothing, materials and activities are available equitably to all children, and it is expected that all members of our community will respect the genders and gender-presentations of other members.

Will you talk about race with my child? Aren't children "colorblind?"

While it is commonly believed that children "don't see skin color," research shows otherwise. In fact, infants as young as 3 months show a preference for faces with the same skin color of their primary caretaker, while most children (of all races) show an innate preference for lighter skin-tones by age 3. Our program philosophy, in line with best practice in our field, holds that addressing the cultural norms that create these racial biases is an important part of children's development during their preschool years. As such, race and skin tone are discussed in developmentally appropriate ways within our curricula. Often, this is as simple as using a variety of paints to mix just the right color to paint a self-portrait. Should race or skin tone come up in a more complicated context, teachers will reach out to administrators and families as appropriate before developing next steps.

How is difference discussed generally at Brown Fox Point?

Anti-bias work isn't just about race, culture, and gender! We serve a diverse and beautiful community and seek full inclusion for all our members! While we work hard to tailor our approach to the needs of individual children and families, the following language is a good overview of our "default" language around difference:

- **Factual, developmentally appropriate descriptions:** This is a way for us to reflect reality back to young children and build trust. Our teachers observe in this way already ("You're wearing a blue dress!" "You're eating your pizza crust first!"). We will use this sort of descriptive language regularly in the classroom, in relation to all children, including to shine a light on diversity ("I speak only English and a little bit of Spanish, but Liz can speak English and lots of Spanish. And Aagami speaks English, French and Hindi!")
- **"Some people" language:** This is a way of using language inclusively in many ways in the classroom. "Some people" language is, at its core, another way of being truthful with

children. It hinges on accurate "some people" statements which may be simple observations ("Some people like cheese on their pasta.") or a way to push back on assumptions ("Some kids have a mom and a dad. And some kids have two moms or two dads, or just a mom or just a dad!")

- **"The plan"**: If we're being honest, every child at Brown Fox Point will have their own unique "plan" each day. Some children will have home lunch, and some will eat school food. Some will stay awake at rest, and some will sleep. Some will need lots of teacher help at drop-off and some will transition independently. This gives us the opportunity to observe these differences using the sentence "That's their plan!", typically as a response to the question "Why do they...?" ("Why does Roberto always hold a teacher's hand on the stairs?" - "That's their plan!")

Something happened at Brown Fox Point that made me, or another member of my family feel unsafe or invalidated. What should I do?

Talk to us! Anti-bias education and, more importantly, embodying an anti-bias mindset is a process not a destination. We, as a community, grow and evolve through open, respectful dialogue with each other. Please, do not hesitate to reach out if you have any concerns about how your child or your family is being respected and included here at Brown Fox Point!

9. Toileting

Healthy toileting is essential for children's successful experiences at Brown Fox Point, and we provide the structure and consistency necessary to support those successful experiences. This occurs throughout the year but is particularly true during a child's transition into the program, where teachers will support children in navigating the bathroom and have times where the expectation is everyone goes to the bathroom (before outside time, nap). In addition, we reinforce behavioral expectations with phrases like, "Everybody tries!" "Sometimes we have to do things we don't want to do." "It's not a choice." The teachers will also have moments during the day where they invite children to come to the bathroom and use language to the whole group, such as "check your body".

While we support successful toileting in a number of ways, we will not toilet train children at school, and we are not trained to address and treat medical issues associated with toilet training. To ensure happy, successful experiences, children must be fully toilet trained before arriving at Brown Fox Point.

Being Toilet Trained at BFP means your child:

- must know how and when to use the toilet independently
- is able and willing to use an unfamiliar toilet
- independently wipes themselves
- has no accidents while awake

- will pause play prior to going and will go to use the bathroom successfully
- can remove and put clothing back on as needed, in a developmentally appropriate amount of time
- doesn't have toileting issues which interfere with their function in the classroom (eg. follows classroom routines along with classmates, engages in play and learning activities, follows classroom rules for appropriate behavior).
- does not have a medical condition, which affects their ability to control bodily excretion or results in medication use that has this effect.

For health and sanitation reasons, if your child has a messy accident that is beyond what a child independently can clean effectively (determined by the center), we will ask that you come to clean up your child or take the child home for the day.

We understand that children have moments in their lives (e.g. major transitions) where they may have setbacks, which may cause them to have accidents that resolve after a short period of time. During these setbacks, we will work with your family to create a plan (timelines, language, etc.), while keeping sanitation, health, and safety at the forefront of what we plan.

If after 6 weeks from a transition or identified set-back, documentation shows that your child is not meeting these expectations, meetings will be held at the discretion of the administration to determine if continued enrollment is beneficial and under what circumstances.

If your child does not demonstrate independent toilet training as defined above, BFP reserves the right to ask a family to withdraw the child until they meet all toileting expectations. During the time the child is away from the program, the family is responsible for paying tuition, to hold their spot.

We live in a society in which conflicting information about toilet training can be very confusing for parents. As a result, we believe that open, honest communication between parents and our program staff is the best way for a child to transition effectively into the Center and to maintain healthy, appropriate toileting while here. If you have questions, please set up a meeting with the Executive Director immediately.

10. Behavioral Development

We are devoted to supporting every aspect of your child's development, including appropriate behavior. Challenge, anger, and conflict are healthy, appropriate elements of human relationships and critical components of early childhood development. Our curriculum is designed to support your child's behavioral development by providing them with a positive, stimulating environment, using a well-planned structure, observing comments, opportunities for choice, and other strategies to prevent behavioral problems before they arise.

Behavioral expectations are discussed openly with children so that they understand the rules and routines of school life. Teachers make “observing comments” about children’s behavior to help them develop self-awareness and to facilitate productive social strategies. Teachers discuss and model problem-solving skills and conflict resolution techniques regularly, so that the children learn how to address the inevitable challenges they face as they grow. Whenever possible, teachers determine natural, logical consequences that fit the individual situation in order to demonstrate why a given behavior is inappropriate. We do not punish children at Brown/Fox Point under any circumstances. No physical or verbal abuse is allowed, nor do we associate consequences with food, rest, or toileting.

When a child’s challenging behavior becomes disruptive to the typical flow of the classroom or increasingly concerning to the teachers, we will begin the Care Coordination process. Care Coordination is a system to ensure that children’s behaviors are being accurately tracked and that we as a Center are providing the care needed to get the child through the challenging period. Care Coordination also ensures regular communication with teaching staff, administrative staff, and families.

11. Child Development Assessment

To provide meaningful curriculum and instruction, regular, on-going, authentic assessment of children's development and learning is essential. Our highly trained lead teachers collect data on each individual child and maintain both digital and paper-based portfolios of their work to discover their interests, unique characteristics, attitudes, and abilities. This information is gathered authentically: instead of subjecting children to instruments, quizzes, and tests, teachers observe what children know and are able to do in their natural environments and relationships throughout the day, documenting that information in a variety of ways.

In addition to teacher assessment of children we ask for family input in the beginning of your child’s transition using the Ages and Stages Questionnaires. Each family will be asked to fill out two questionnaires for their child online and the teachers complete the same surveys to identify what is happening in the classroom. The results are compared and discussed at a parent/teacher check in about the transition to the program.

This regular, iterative assessment drives both individual and group curriculum design. Teachers meet weekly in classroom co-teacher pairs to discuss children’s needs and to develop appropriate curriculum based on those needs. In addition, cross-classroom teams meet twice weekly with both the Executive Director and the Education Administrator to discuss appropriate, research-based concerns related to instruction that are appropriate for meeting children’s needs.

Teachers informally share that information with parents through weekly notes, emails, phone calls, and conversations, and they formally share information with family members in January and again in June in the form of detailed, research-based progress reports. (All families also meet with teachers in October to review your child’s transition into the school or a new classroom, set shared goals, and determine assessment and communication strategies.) We close the Center for a day each January to enable teachers to meet with family members and discuss your child’s

progress. However, you need not wait for progress report time to request a conference. Teachers can schedule a time to meet with you if you have questions or concerns about your child, or if you simply want more information about their development.

On occasion, your child's teacher or the Executive Director may request to meet with you regarding our assessments of your child. Our goal is to work together for a successful outcome by sharing information about what is happening with your child both at the Center and at home and planning together proactive next steps in both contexts. Based on our follow-up meetings, we may decide to adjust our curriculum, to suggest ideas for supporting your child at home, or to seek outside assistance through referrals for professional evaluation.

What is the Function of Assessment?

(From the NAEYC position statement)

1. Make sound decisions about teaching and learning
2. Identify significant concerns that may require focused intervention
3. Help programs improve their educational and developmental interventions
4. Share information with others
5. Plan professional development opportunities for staff

How Do We Document Children's Development?

- **Observations**
 - *running records*
 - *anecdotal observations*
 - *checklists*
 - *rating scales*
 - *samplings*
 - *journal/notebook entries*
- **Children's Work**
 - *work samples (art, writing, etc.)*
 - *captioned photographs*
 - *audio tapes*
 - *video tapes*
 - *child-created books*
- **Interviews**
 - *child interviews*
 - *parent/guardian interviews*
 - *child-to-child survey*

What/Who Will Be Assessed Each Week?

- Every individual child, alone, one-on-one, in small groups, with adults
- Instructional groups of children
- The entire classroom as a whole
- Your classroom's curriculum, environment, family engagement, etc.
- Brown/Fox Point's program

12. Family/Teacher Communication and Family Engagement Plan

This Family Engagement Plan is our attempt to articulate the important role that family members have regarding their child's education, as well as their involvement in the classrooms and center. We view parents as the primary educators of their children and perceive our role as facilitators of learning. To that end, we believe in order for there to be success for all stakeholders, the establishment of strong partnerships must occur. These Partnerships are based upon our principles and values that include: **Honesty, Transparency and Trust.**

The intended purpose of this document is to be a guide and resource for families, the program and staff, as we partner in the development and education of your young children. Please read it carefully and review it as necessary. If you have a question about something in the handbook, or if your family has suggestions to enhance our efforts, please get in touch with Joe Pinsonneault, the Executive Director.

Transitions

Once you have agreed to enroll your child at Brown Fox Point, we want to do all that we can to ensure that your child's transition to the program is successful. Therefore, we require at least one adult family member to attend the Center's Transition Workshop well in advance of the child's first day. In addition, we strongly recommend that you and your child visit several times prior to your child's first day. During visits, you and your child can meet the teachers and staff, explore the classroom and playground together, practice key preschool skills, and interact with other children.

Overview Night is a chance for you to spend some time in the space where your child spends a big portion of their day! You'll have the opportunity to chat with your child's teachers about the classroom, curriculum, and assessment as well as mingle with some of the other families. If you have questions about your child specifically there will be a sign-up in the classroom for October check-ins (an informal meeting with your child's teacher about the beginning of the school year).

Overview Night isn't mandatory but is certainly encouraged. There is no formal presentation of any kind so feel free to stop in anytime between 6:00-7:30. Childcare will be provided for currently enrolled children if you have no other option. All families receive a copy of the RI Early Learning and Development Standards Family Fun Activities Packet at this event.

Transitions at the center are minimized due to the utilization of the mixed age classrooms, where children remain with the same teachers for their entire enrollment at the center. Additionally, Kindergarten transitions are supported by our collaborative partnerships with local private and public schools, which include screening and outreach activities.

Getting Involved and Staying Informed ***Open Door Policy & Participation***

Brown Fox Point has an open-door policy. You are welcome in the school at any time, and we encourage you to be participants in the classroom. Once your child has successfully transitioned into the program, feel free to have lunch with your child or to visit during a break in your schedule, except rest time. (Keep in mind that some children find unplanned visits disruptive, particularly when they are transitioning into the Center; we encourage you to discuss any such concerns with your child's teachers.) If you are planning to visit for lunch or during a break, please check in with your teachers in the morning to find out about the schedule for the day. Also, if you would like to share an activity with the children, you must plan this with the classroom teachers.

Family/Teacher Communication

Each classroom has a family bulletin board, on which you will find information about the daily schedule of activities and other items that will help you be more informed of your child's experience here. Correspondence from the administrative staff will be placed in your child's cubby or e-mailed to you on a regular basis. Finally, we have an active Facebook page that provides photographs, information, and updates on school holidays, closings, and events.

Our guiding principles in parent-teacher interaction are mutual respect, transparency, courtesy, and recognition of the importance of both parents and teachers to the child's successful school experience. Our goal is to develop a relationship of trust with all families. However, despite all efforts to ensure clear communication, misunderstandings may develop between you and your child's teachers.

Under these circumstances, we encourage you to set up a meeting so that you can speak directly to the teachers to express your concerns. (Drop-off and pick-up are not good times for these conversations, as teachers have to oversee their classrooms.) In most cases, an open, respectful discussion produces a mutually agreeable resolution. If your concerns are not addressed adequately, you should meet privately with the Executive Director to discuss the issue. Often, the Executive Director will offer to facilitate a meeting between you and your child's teachers, with the goal of determining what each of us can do to address your concerns.

The Family Association of Brown Fox Point Early Childhood Education Center

The Family Association seeks to support the Center to carry out its mission of being “a community of childcare professionals and families who recognize that providing high-quality early care and education in a diverse environment is of the utmost importance to a child's well-being and development. Through its full-day preschool, the Center provides meaningful, developmentally appropriate learning in an environment that is safe, nurturing, and creative. Mutual respect is the guiding principle of the Center. The Center is committed to maintaining an emergent, anti-bias curriculum and supporting the professional development of its staff.” To that end, the Family Association:

- ***Creates programming designed to support families as they balance home and work; and***
- ***Coordinates fundraising activities with a special emphasis on enrichment activities for the children, financial aid, and teacher appreciation.***

The Family Association consciously seeks to be inclusive of all members of the Brown/Fox Point community and welcomes your ideas and participation.

Brown Fox Point has a Family Association whose mission is "to promote a sense of community in the school and to develop and support enrichment programs and services for our children and families." The Family Association sponsors potluck dinners and picnics and raises funds for a summer arts enrichment program, as well as field trips. The Family Association meets as needed at the Center to plan workshops and family events. All families are encouraged to participate in the Family Association and to consider a leadership role.

General responsibilities of the Family Association, include:

- 1. Establish the purpose of the Family Associations meetings***
- 2. Plan and organize a series of family focused workshops***
- 3. Select and organize fund-raising activities and events, for example: Bake Sales, Potluck Dinners, Picnics, and the Family Fun Day and Auction***
- 4. Establish Classroom Representatives to ensure that each classroom is represented equally on the Association***
- 5. Plan and organize the Annual Teacher Appreciation activities***

Lending Library

Brown Fox Point has a lending library for family members with books on parenting, early childhood, and many other topics, available in the main office. We also have a selection of children's books dealing with sensitive topics. If you are looking for information on a particular subject, please feel free to browse our family area in the office. Materials from the lending library may be borrowed for one month.

Family Workshops

Brown Fox Point hosts evening workshops for adult family members on a variety of topics usually 5:30-7pm during the year. Information about upcoming events will be distributed in advance, and childcare will be provided. Please feel free to suggest topics that are of interest to you and your family.

Resources

Brown Fox Point maintains relationships to many organizations and individuals that provide resources and opportunities for families with young children. We work closely with organizations such as the Providence Public Schools, Ready to Learn Providence, the Fox Point branch of the Providence Public Library, the RI Department of Education's early childhood office, and many others. We also have on-going relationships with experienced experts in the field of early childhood. We strongly encourage you to approach us with any questions you may have concerning your children's developmental, health, mental health, behavior, and future educational needs, so that we can put you in contact with these beneficial resources.

13. Confidentiality

Following our state's licensing requirements, Brown Fox Point treats information about your family and child with the strictest confidentiality. Only permanent teaching, administrative staff, regulatory authorities, and you (parents or legal guardian) have immediate access to your child's file, which holds their assessment, medical, and other personal information. This information is used only for the purposes of communicating more effectively with you and designing the best environment, experience, and curriculum possible for your child. We will only release your child's assessment information if you have given us a written release to do so.

If you apply for financial aid, your family's financial information is reviewed in full only by the Executive Director and the Financial Administrator. They redact all identifying information from your application before forwarding it to the finance committee, a subcommittee of board members who are not current parents. Teaching staff never have access to a family's financial information.

14. Health and Safety

RI State Law Regarding Pediatric Health Documentation. Rhode Island requires documentation by your child's pediatrician prior to enrollment. Every child must have annual documentation of:

- a general pediatric health examination;
- a lead screening (FeP); and
- up-to-date immunization records (or documentation of a release from immunization from parents or guardians – see www.health.ri.gov/immunization/).

If your child has any medical conditions, including asthma, any allergies (including foods, medicines, and environmental) and/or any developmental concerns, your pediatrician's report should also address these conditions in detail. If your child has Asthma, your pediatrician will need to fill out an Asthma Action Plan. If your child has a food allergy or any other allergy that could cause anaphylaxis, your pediatrician will need to complete a Food Allergy & Anaphylaxis Emergency Care Plan. Both forms are available in the main office and need to be completed prior to enrollment.

If your child has specific medical or dental needs ordered by a physician, which require a special medical management procedure, an adult who is trained in the procedure must be onsite whenever the child is present.

If your child has special feeding needs, prescribed by a medical professional, the type and quantity of food your child consumes will be documented, along with any specific procedures that were needed. All staff working with your child will be trained in the procedure and documentation.

RI State Law Regarding Medicine Dispensation. Brown Fox Point staff are only able to dispense prescription medicine to children. All prescription medication should be handed to an administrator and include a written order from a licensed physician. The medication must be in the original containers and labeled clearly, including the dosage, child's name, and name of the medication. It is advised that all medications be administered at home, whenever possible.

RI State Law Regarding Child Abuse/Neglect. Rhode Island requires that "any suspected case of child abuse and/or neglect must be reported to the Department of Children Youth and Families by calling 1-800-RI-CHILD." If the staff at Brown Fox Point has any reason to believe that a child is being or has been abused or neglected, we will, as required by law, report the information to the DCYF.

Policies Regarding Illness. Brown Fox Point is a place for healthy children. If in our estimation an illness prevents a child from participating comfortably in activities, then the illness requires a greater need for care than we at the Center can provide without compromising the health and safety of the other children. If your child is ill, please call the Center to provide information as soon as you have it. If a child at Brown Fox Point has a communicable disease, such as strep, hand foot and mouth, or chicken pox, we will notify all families as soon as possible.

Children who become ill while at the Center will be kept in a quiet area of the classroom or the office until the adult family member arrives. When you receive a call that your child is ill, *please make arrangements to pick up your child as soon as possible* in order to protect the health and well-being of the other children, as well as for your child's comfort.

Different symptoms require different follow up. Please see the list below and the requirements for each:

A. Diarrhea:

- If your child has more than one loose stool in a day, we will call you to pick up the child as soon as possible.
- The child may return to the Center after having no diarrhea for 24 hours.

B. Fever:

- If a fever is suspected, we will check the child's temperature.
- If the child's temperature is 100.4° or higher, we will call you to pick up the child as soon as possible.
- The child may return to the Center 24 hours after their temperature has returned to normal, without the use of a fever reducing medication. If the end of the 24-hour window falls after 9:30 AM, your child should remain home for the day.

C. Rash:

- Rashes can be symptoms of contagious diseases such as chicken pox, impetigo, ringworm, etc.
- If we note a rash, we will notify you and check the child's temperature.
- If the child's temperature is 100.4° or higher or if the rash is concerning for a possible communicable disease, we will call you to pick up the child as soon as possible.
- The child may return to the Center after his or her temperature has dropped below 100.4 ° for 24 hours, without the use of a fever-reducing medication and/or the rash has been deemed non-contagious by the child's physician. We reserve the right to request a physician's note to indicate that the child's condition is not contagious or is being appropriately treated.

D. Congestion, Cough, and Nasal Discharge:

- If a child exhibits lung congestion, a continuous cough, or purulent discharge from the nose and it is interfering with the child's involvement in the regular classroom routine you will be asked to pick up your child from the Center.
- A child diagnosed with pertussis (whooping cough) may return to the Center only after 5 days of appropriate antibiotic treatment.

E. Conjunctivitis (pinkeye):

- There are many different causes of pinkeye, some of which are contagious and some that can pose serious risk to the eye.

- Viral conjunctivitis, while not serious, can be extremely contagious. Like a child with congestion, a cough, or nasal discharge, if the condition is interfering with the child's involvement in the regular classroom routine you will be asked to pick up your child from the Center and a physician's evaluation may be requested.
- Any child with purulent eye discharge, eye pain, visual changes or fever should be evaluated immediately by a physician. A note from a physician may be required for the child to return to the Center.

F. Head lice:

- The first time we find lice or nits in your child's hair, we will call you immediately. Until you arrive for pick up, we will limit your child's interactions with other children, doing our best to provide developmentally appropriate activities during that time.
- Your child may return after completing treatment that has removed all lice and nits, which we will confirm upon arrival the next day.
- If we find nits in your child's hair on a subsequent day, or if we find a live louse in your child's hair, we require that you pick up your child immediately for treatment.

G. Vomiting:

- Children who have vomited at home must be kept at home until they have been free from vomiting for at least 24 hours
- If a child vomits while at the Center, we will call you to ask that you pick up your child as soon as possible.
- If the end of the 24-hour window falls after 9:30 AM, your child should remain home for the day.

H. Sore Throats:

- Occasionally, sore throats are caused by strep bacteria, and one cannot determine this without a strep culture taken and tested by a physician. A child who tests positive for a strep culture must be on antibiotics for 24 hours before returning to the Center. As strep is contagious, please inform the center so that we can notify other families.

In all other situations, the Center reserves the right to request a doctor's written release if such a statement is deemed necessary by the Executive Director.

In Case of a Minor Injury. The staff at Brown Fox Point will provide treatment for any injury requiring basic first aid. The teacher will complete an incident report, a copy of which will be given to you, and you will be contacted as soon as possible.

In Case of a Medical Emergency. We work closely with the Brown University EMT and security staff and will call 911 if necessary to insure prompt medical care of your child. In addition, the majority of our staff is trained in CPR and first aid, and we have been trained in the use of the AED located in our office. Every effort will be made to contact parents/legal guardians or emergency contacts immediately. In order to authorize staff to assure prompt medical care, you are required to sign the emergency form provided in the enrollment materials.

Handwashing. Brown Fox Point will teach your child the steps to effective handwashing: wetting hands, getting soap, making suds while counting to 20, rinsing, drying. This healthy habit promotes good hygiene and helps to stop the spread of disease. We wash hands upon arrival at school, after using the bathroom, when entering the classroom, before eating, and before and after wet or messy classroom activities. Families are expected to bring their child to the sink to wash hands upon arrival to the classroom. Everyone entering a classroom must wash their hands (adults may use hand sanitizer) upon entry.

Dental Hygiene. Brown Fox Point is happy to provide your child with opportunities to brush their teeth. Simply bring in a toothbrush and case, which your child will keep in their cubby.

15. COVID-19 Response

Monitor to Stay Protocol

Implemented when the transmission rate in Providence County is Low to Medium

Our goal is to keep the classrooms open, while maintaining the utmost level of health and safety precautions and avoid a center wide outbreak and closure. Therefore, the following policies, procedures and protocols have been developed to support this effort if an individual has tested positive for COVID-19 and has been in close contact with others.

Signs and Symptoms of Illness- Prior to School

If your child has any of the following symptoms (except for documented pre-existing conditions, such as allergies, asthma, etc.), **do not bring them to school and contact the administration.** These symptoms include:

- *Cough*
- *Shortness of Breath/Difficulty Breathing*
- *Fever/Chills*
- *Muscle/Body Aches*
- *Sore Throat*
- *Headache*
- *Nausea/Vomiting/Diarrhea*
- *Runny /Stuffy Nose*
- *Fatigue*
- *Loss of Taste or Smell*

Testing will be required, and a documented negative result must be provided before your child can rejoin their classroom (see below for detailed information regarding testing requirements).

While at School

We will conduct periodic symptom checks throughout the day. If your child develops any of these symptoms while at school (when determined by the administration) your child will be isolated in the office, and you will be contacted to pick up your child promptly. Testing will be required, and a documented negative result must be provided before your child can rejoin their classroom.

Testing Requirements

We accept the results of Home Rapid Tests, with proof of the results. A photo of the test cartridge (with the time, date, and labeled your child's name), will need to be sent to Joe, Alex, and Lesley prior to arrival at the center. Once at the center, you will be required to complete a test attestation form.

Drop-Off

- Someone from the office will be in the courtyard or lobby to ask you questions related to symptoms and circumstances; you will need to attest that your answers are accurate at that time.
- We will then check your child's temperature with an infrared forehead thermometer.
- Once cleared, you will be able to escort your child to their classroom or on to the playground as usual.

Mask Wearing-

- All children (except meals and rest time) and adults are required to wear masks in the building.
- All children and adults are required to wear masks outside and on the playground.

Test to Stay Protocol

Implemented when the transmission rate in Providence County is High

In addition to the requirements of our Monitor to Stay Protocol, our Test to Stay Protocol includes the added safety precaution of testing daily (for a specific period of time, as recommended by the RIDOH).

- Families will need to sign an agreement to participate in this protocol.
- BFP (while government testing resources are available) will supply families with the number of tests needed to participate.
- Proof of the test results are required. A photo of the test cartridge (labeled your child's name and the time and date of the test), will need to be sent to Joe, Alex, and Lesley prior to arrival at the center. Once at the center, you will be required to complete a test attestation form.
- If negative, your child will be able to attend school as usual. If positive, you will need to keep your child home, and someone from the administration will contact you regarding quarantine and testing requirements.

As always, our goal is to keep everyone safe and healthy and proceed with extreme caution. ***We recommend that all individuals test regularly, to minimize the risk of transmission.*** Please make

sure to check your email regularly, as the administration will keep you updated as to the status of a COVID-19 Response, and changes to these protocols as guided by the RIDOH.

16. Emergency Plans

The Center conducts regular fire drills to familiarize the children with evacuation procedures. Each classroom has two evacuation routes (primary and alternate), and a designated spot outside the building to gather and await permission to return to the classroom.

In the event of an emergency evacuation, we use the following emergency procedures:

- Administrators inform Brown police and security, who help to facilitate the transfer of students and staff to the Barbour Hall Building, on Charlesfield Street.
- Administrators post signs on the doors of the school to inform families.
- Staff walk calmly with children, taking the emergency contact binder and the classroom attendance sheets.
- If the Center must close during a school day, we begin contacting families to pick up children. If the evacuation is temporary, we contact parents as soon as possible and before the end of the day.

In case of an unforeseen emergency requiring children and staff to remain on the premises beyond regular hours, the Center has a supply of food and water on hand to keep children as comfortable as possible.

We are also required to practice "lockdown drills," during which children are moved to safe areas of a room and kept there until released by the building administrator or a safety officer. We call the procedure "gathering time," so named because teachers gather children in an area and keep them still and quiet until released. We do not discuss the reasons for this requirement with your children, nor do we share the official "lockdown" name with them.

Instead, we use research-based best practices to approach this requirement in a calm, trustworthy manner while taking every precaution to make sure we both comply with the regulations and keep your children safe.

17. Arrival and Departure

Start of the day. Arrival time is between 7:30 and 9:30. ***We expect that all children are here by 9:30 to begin our morning without interruption.*** If your child has an appointment in the morning and you will be later than 9:30, please call the office to let us know. Unless there are urgent, extraordinary circumstances, you may not bring your child to school after 11:30. Anyone arriving after 9:30 needs to notify the office, prior to arrival.

Parking areas. You may use the following for pick-up and drop-off parking:

- Charlesfield and Benevolent Streets. Signs indicate when these parking spots are available.

- The north Brown University lot directly behind King House off Benevolent Street. ***Put on your car's hazard lights to indicate that you're a B FP family or your car may be towed or ticketed.***

Please do not park in the staff parking lots in the front or back of the building. After parking your car, please turn your car off when coming into the program. Please do not leave your car idling in the parking areas.

Sign in and out. You or the adult responsible for your child must sign that child in and out every day. Each classroom has its own iPad, which you will use to sign your child in and out of school.

Transition challenges. Arrival and pickup can be stressful transition times for children and families. Children are often confused by the differences between "home rules" and "school rules," and they may respond to those differences by testing limits. To help children during these transitions, families are asked to follow classroom rules while at the Center. Teachers and administrators have many strategies to assist families that have difficulty separating from or picking up their children in a timely fashion; please talk to us if this is an issue for you or your child. Drop off and pick up should be done in a timely manner to keep routines consistent for other children in the classroom.

Please stay with your child at all times! Children may never be left alone by any adults while at Brown Fox Point. You must accompany your child into their classroom and acknowledge to the teacher that your child has arrived. Children may not enter or exit the building or classrooms alone and may not visit or walk through the bathroom alone.

Playground rules during pickup times. Brown Fox Point is fortunate to have a wonderful playground, with varied activities available to all the children in the Center. During pickup time, the playground is filled with excited children, socializing families, and busy teachers and staff. While this makes the playground a wonderfully social part of Brown Fox Point, it also can lead to a lack of consistency, structure, and safety for the children. As a result, we ask that you recognize and follow these guidelines:

- Children often use pickup time to test the rules of teachers, parents, or both. For the safety of your child and of the other children, it is crucial that everyone follow the guidance provided by the teachers on the playground.
- When you sign your child out, please take a moment to notify your child's teacher as your family is leaving the playground. Please do not arrive, leave without your child, and then return later for pickup; this is very confusing to children and staff alike.
- Because it was not designed for infants and toddlers, the playground is unsafe for children who are younger than three years old. If you do bring a toddler with you, please limit their play to the sandbox.
- Older siblings often come for pick-up time. The older children should stay close by and be supervised by you at all times. Do not leave them on the playground while you go inside to get items.

Classroom/Playground Closing Time. At 5:25, the classrooms and playground will close. If you are picking up your child after this time, pick up will happen in the office. The iPad and all the child's belongings will be with them in the office. We ask that you do not return to the classroom after this time.

Door codes. At the start of the year, every family gives us a unique door code consisting of four digits and an asterisk. Please provide this door code to other adults who regularly pick up your child.

Authorized adults. Children can be picked up only by those adults who are authorized to do so. If an individual other than the child's parent or guardian is picking up the child, we must be notified in advance, preferably in the morning when the child is brought to school. If changes occur during the day, you must notify us by email or phone. Person's unknown to us will not be allowed to pick-up your child unless we have been notified in advance and a picture ID is presented at the time of pickup.

Children will not be released to any adult that appears to be under the influence of alcohol or other substances.

Legal matters. If your child's situation involves a court-ordered custody arrangement or restraining order, you must provide Brown Fox Point with a copy of such arrangements for your child's file.

18. Late Pick-Up Policy

Parents or guardians are required to pick up children no later than 5:30 pm. If you are late picking up your child, your child will remain with an administrator and teacher in the office until an appropriate adult arrives. In addition, a staff person will attempt to contact home, work, and your emergency telephone numbers after 5:30 pm, and if we reach someone, we will ask that person to pick up your child. If you know that you are going to arrive at or after closing, please call the Center no later than 5:15. Although a phone call will not dismiss the late charges, it will enable us to inform your child where you are and why you're late.

You will be charged a fee for each late pickup, which increases with each occurrence. For the first occurrence, you will be charged \$0.50/minute; for each additional occurrence, the fee increases by \$0.50/minute (2nd-\$1.00, 3rd-\$1.50, and so on). Late fees will be calculated at the end of the month and charged to your child's account. If late pickups become a regular occurrence the Executive Director may contact you to come up with alternate pick-up plans.

19. Food and Drink

We provide a nutritious and child-friendly breakfast, lunch, and afternoon snack for all children daily at no additional cost to families. Monthly lunch menus are emailed and posted in each of the classrooms. We also ensure that your child is well hydrated throughout the day with water readily available at all times and other drinks available with meals.

You are welcome to send food from home, bearing in mind that we are a nut- and pork-free school. Please check all labels and do not send in any food that may contain nuts/peanuts or come from a facility that processes nuts. All food from home must have your child's name and the date written on it. If your child does not eat all the food that you have provided, unless it is messy or difficult to pack back up, we will send the uneaten food back home so that you can be aware of your child's intake. ***Please do not bring in food to share among children unless you've consulted with the Executive Director beforehand, who may have to deny your thoughtful offer due to allergies or program requirements. If your child has any food allergies or dietary restrictions, please submit a detailed list to the main office.***

20. Children's Clothing and Other Items from Home

Clothing. Children at Brown Fox Point are active and creative, and you should dress your child each day in clothing that can get dirty and messy. Please provide your child with simple clothing that is free of complicated fastenings and is washable and sturdy. The temperature changes rapidly here in Rhode Island; please provide sweaters and jackets throughout the fall and spring. Please provide all children with long pants from at least October through May. If your child wears a dress, for sanitary reasons we ask that they wear shorts or tights underneath. Please consider leaving a sweater or sweatshirt year-round, so your child has it available if they get cold in the air conditioning, in the summer.

Please keep a complete set of extra clothes in your child's cubby in case of accidents and replace those clothes as they are used. Label all personal clothing and belongings with your child's name. If something is missing, please check the lost and found box in the front hall.

If your child borrows clothing items from school, please launder and return them to us as soon as possible. For sanitary reasons, we keep a supply of new underwear and socks; if your child has an accident and does not have their own undergarments, we will provide a new pair that you must pay for and can keep.

In the winter, your child should have the following clothing: snow pants, insulated/waterproof mittens, a hat, waterproof snow boots, and a warm winter jacket. These items are not just for snow. In cold weather they will keep your child warm, and they provide a waterproof layer.

Footwear. Outdoor play requires sneakers or other rubber-soled, closed-back, and closed-toe shoes. Please do not dress your child in flip-flops, clogs, or high-heeled shoes. They are often responsible for stubbed toes, splinters, trips, and falls, and they do not give sufficient support when children go on walks or play on our climbing equipment.

Items for Your Child's Cubby. Please bring the following items from home and keep them at the Center. Label everything!

- A tot-cot (available for purchase in the office) and a soft toy for rest time.
- An extra set of season-appropriate clothing, including underwear, pants or shorts, shirt, shoes, and socks.
- In summer, a bathing suit, a towel, and a bottle of sunscreen.

Although your child is welcome to bring books or music to share with the class, all toys and jewelry should remain at home. Pacifiers (binkies) are unhygienic in a classroom setting and must also stay at home.

21. Outdoor Play

Weather permitting, children generally go outside to the playground twice per day, once in the morning and a second time in the afternoon (except for some winter weeks when it gets dark quite early). This time is important because a growing child's body needs exercise and practice in physical coordination and gross motor skills. Please do not ask teachers to keep your child indoors! ***If a child is too sick to be outdoors, they should not come to school.***

Please provide appropriate clothing and footwear, including weather-appropriate outerwear.

22. Field Trips

Field trips are an important part of Brown Fox Point's curriculum. They allow students to explore, in groups and independently, the world around them, developing the social, cognitive, cultural, behavioral, and emotional skills they need to negotiate their worlds. To ensure that all field trips are safe and developmentally appropriate, please follow these guidelines:

- You will need to submit a special permission slip for each long trip. (You will submit a general one for community field trips.) Your child's teachers will provide these at least one week in advance of any trip that requires them.
- Teachers coordinate many logistics on the day of a field trip, and children arriving late present substantial challenges. As a result, on the day of the trip, please do everything you can to get your child to Brown Fox Point at the appointed time, which will be posted by the teachers (as a reminder) and stated on the permission slip.
- Children who arrive after the class has left for their field trip may stay at Brown Fox Point, either with office staff or in another classroom. The only exceptions to this rule involve families who can arrange transportation to the field trip site; in that situation, the child can join his or her classroom.

- We welcome chaperones from children’s families. Please ask your child’s teachers what would work best on a given field trip.

23. Rest Time

After their busy, active mornings, your child will be tired! All children rest on cots in a darkened room for 1 ½ hours each day between 12:45 and 2:15 p.m. This is an important quiet time in the child's day in the Center, a time for sleeping, daydreaming, reflecting, and quiet individual play. The expectation is not that every child sleeps, rather that each child is quiet and restful on their cot. Children who do not fall asleep by a teacher-designated time can choose books to look at quietly on their cots. After one hour, all children that are up will be offered an activity box to quietly play with on their cot. By law, we are not permitted to keep children awake at rest time. We also will not wake a child from sleep before rest time ends without a physician’s note stating that it is necessary.

24. Center Calendar and Closings

Our yearly calendar can be accessed on our website and will also be shared with families via email.

We are closed most federal/state holidays, and we close 2 days per year for staff development and planning (in early spring and in early summer), and once in late January or early February for Parent-Teacher conferences. We also close for winter break between Christmas and New Year's Day and for staff development week during the last week of the summer. (You will not be charged tuition for winter break and staff development week.)

If you want to know whether or not the Center will be open on a stormy day, check local media sources, our Facebook page, and your email. (We rarely are able to change our telephone voice mail message in the build-up to a storm!) We make a decision no later than 6:30 am on the day of any given storm, and sometimes on the night before. Generally, in inclement weather, Brown Fox Point analyzes the data provided by weather experts, and makes the best possible decision, ensuring the safety of our community members. Our goal is to limit the interruption of services, so it is possible that we might implement a delayed start or early dismissal to provide care for a portion of the day.

25. Birthdays and Holidays

Birthdays can be complicated times for children this age, particularly when their peers may have fewer or more resources for gifts and parties. We do not have birthday parties at school. Please do not bring party items from home. If you are having a party for your child outside of school and plan to invite children from Brown Fox Point, please do not distribute the invitations at school.

We approach holidays in a purposeful manner. We address, however, we do not celebrate holidays at Center; instead, we rely on you, our families, to help us to validate and commemorate

the holidays that are important to you and your children, in a manner that recognizes your traditions and respects those of others. Please talk to your teachers or to the Executive Director if you'd like to share your family's traditions with us.

So we can find that balance between including our families' traditions, but prohibiting children's exclusion, we ask that families not send their child to school expecting celebrations of events that are meaningful to particular families, however not everyone in the BFP community.

26. Letters of Recommendation

Each year, many families request letters of recommendation to support their children's applications to other schools. When requesting letters, families need to allow teachers *at least two weeks* to complete the required forms.

If you know the schools you are considering have application deadlines in January or early February, please provide our teachers with recommendation forms in early December to ensure that they are ready on time, as many forms come in during this time and teachers are working on Family Conferences.