The Bilingual Child Academy

Inspiring Minds for a World of Possibilities

BCA OPERATIONAL POLICIES & PROCEDURES
PARENT & STUDENT HANDBOOK

Welcome to The Bilingual Child Academy! We are delighted to invite you to join us on your child's journey of growth and learning at one of our family-operated centers.

Our mission is to deliver the highest quality early childhood education in a secure, nurturing, and stimulating environment. The Bilingual Child Academy is dedicated to meeting the physical, emotional, and intellectual needs of preschool children and their families. We achieve this through our well-designed, age-appropriate curriculum and ongoing communication with parents.

In this BCA Parent & Student Handbook, you will find essential information for parents who are enrolled in our dual-immersion childcare program. We kindly ask you to read this handbook thoroughly, sign the acknowledgment form found on the last page, and return it to the front office.

Operating Calendar: The Bilingual Child Academy operates year-round. Each center has its own operating hours from Monday to Friday. At the beginning of each fiscal year, we will provide a calendar detailing any holiday closures or teacher staff development days.

We are excited to embark on this educational journey together and look forward to providing you and your child with a rewarding experience at The Bilingual Child Academy.

Sincerely,

Natalia De La Vega
The Bilingual Child Academy

PROPRIETARY NOTICE

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Parent Handbook

In our efforts to support environmental sustainability, this handbook will be regularly updated and available on our website. Should any policies or procedures be modified, parents will receive electronic notifications. Policies are reviewed and updated annually.

Contained within this packet is comprehensive information about our center. We kindly request that you thoroughly review all pages to gain a better understanding of our program and philosophy. If you have any questions, please do not hesitate to contact the school director.

At BCA, we highly value family and community involvement. To stay informed and engaged, we encourage you to frequently visit our website, where the parent handbook will be continuously updated. Additionally, we invite you to participate in our social media platforms. For more information, please consult your center office.

Thank you for your cooperation, and we look forward to building a strong partnership with you and your child.

About Our School

The Bilingual Child Academy is a Dual Language Spanish Immersion center that offers childcare and private school programs for infants, toddlers, preschoolers, and Pre-Kinder students. We operate under the DBA "Bilingual Child Academy". Each center holds its own legal LLC.

Mission Statement

At BCA, we are committed to providing language enrichment classes in a learner-centered environment. We implement a carefully selected curriculum and foster a nurturing atmosphere where children of all ages can grow socially and emotionally in a global world. The Bilingual Child Academy aims to surround children with experiences that promote physical, social, academic, emotional, cultural, and cognitive growth, creating a community of lifelong learners.

Our Vision

Our vision is rooted in the benefits of a multilingual upbringing and the promotion of bilingualism within our community. We believe that children have a natural aptitude for language acquisition, and being bilingual provides tremendous advantages in the future. BCA is dedicated to creating an environment that inspires a love for learning and language acquisition, incorporating hands-on, child-centered, and culturally enriching experiences. Our developmentally appropriate dual language and immersion (English-Spanish) curriculum fosters school readiness, exposes children to cultural diversity, enhances self-awareness, and supports social and emotional well-being. We strive to empower our preschool children to feel capable, connected, important, and independent. BCA's dedication to children extends to school-age learners as well, as they are at an ideal stage to continue enriching their lives through language and cultural learning, building a community of lifelong learners that extends beyond their immediate surroundings.

Philosophy & Goals

The objective of a high-quality nursery school and preschool program is to facilitate the comprehensive growth and physical development of children. We place equal emphasis on various areas such as physical (fine/gross) motor skills, cognitive development, emotional well-being, and social skills in designing a curriculum tailored to the needs of each child. Play serves as a platform for children to express themselves, enhance their creativity, and develop analytical thinking skills. Through careful observation, our teachers are able to provide support and assistance in areas where a child may need extra guidance. Our primary aim is to foster a positive self-image and promote the overall development of each child.

Owners

Dr. Natalia De La Vega, D.Ed. – Degrees and background include over 10 years of in classroom teaching experience from PreK through 4th grade and everything in between. She holds current TEA Teaching certifications in Early Childhood, K-4, Bilingual Education, ESL, and Gifted & Talented education. She holds a Bachelor's of Business Administration degree from Texas State University, and a Masters of Educational Administration from Grand Canyon University. She is the proud mother of two growing young men.

Pilar De La Vega Sorgente – Degrees and background include a Bachelors of Business and over 35 years in International Relations for a Fortune 500 company. Before that she worked in Mexico City for the Department of Education (DIF) opening schools in rural underdeveloped communities across Mexico. At the very start of her career as a young women, she was also a Preschool teacher in Cd. Juarez. She is fluent in three languages and she is the mother of Natalia Evans and wife to her supportive husband Antonio Sorgente our resident handyman.

BCA is a family run business, and we are glad to welcome you to our family

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Curriculum

BCA is a learner and child-centered academic experience that gives each individual child the opportunity to move through a specially designed Dual Spanish Immersion environment. Utilizing a NAEYC accredited curriculum FROG STREET PRESS, an industry leader in Early Childhood curriculum, children will have a variety of play-based learning activities in which to participate. Teachers incorporate small group and large group circle time, guided activities, outdoor play/recess, and independent centers throughout the time they are with us. The curriculum focuses on learning basic concepts and skills through hands-on experiences and activities. Some centers are designed to develop large and small motor skills while others are more academically oriented. Through our program, each child is given the tools needed to encourage the growth of the whole child and become bilingual at a young age.

TEXAS RISING STAR (TRS)

Texas Rising Star is Texas's quality rating and improvement system for child care and early learning programs participating in the Texas Workforce Commission's Child Care Services program. Texas Rising Star-certified programs demonstrate practices that exceed the minimum health and safety requirements established by Texas Child Care Regulation.

Texas Rising Star offers Three certification levels: Two-Star, Three-Star, and Four-Star. Programs are evaluated in the areas of director and staff qualifications and training, teacher-child interactions, program administration, family education and involvement, and indoor and outdoor learning environments.

BCA is committed to continuous quality improvement and works to maintain the Texas Rising Star certification level assigned to each individual location. The current certification level for each center is displayed at the center and may also be verified through the Texas Child Care Availability Portal.

Curriculum & Pedagogy

Our Program is a language-learning Spanish Immersion program based on the additive principal of "adding" a new language, not taking away the child's current/home language. In other words, we seek to reinforce a child's native language (whether it is Spanish or English), as well as introduce a new language using a thematic approach with real world & hands on learning.

BCA is not affiliated with a particular church or religious denomination. Our curriculum is primarily secular and developmentally appropriate. During culturally significant holidays, classrooms may discuss the traditions, stories, music, and celebrations associated with those holidays. Families are encouraged to share their own cultural and family traditions. Parents may contact the director with questions regarding classroom holiday activities.

Curriculum Standards

Our primary curriculum across all age groups is Frog Street Press. We welcome you to explore more on this wonderful study based curriculum at www.frogstreetpress.com

Our curriculum is our guide on how we nurture children's development. It allows us to offer experiences that help children learn about themselves and the world around them.
Our curriculum includes:

- Planned activities,
- Materials and equipment,
- Interactions between children and providers and among children,
- Our curriculum focuses on all areas of child development
- Cognitive/intellectual - numbers and shapes, counting, patterns and measurement, sense of space, knowledge and experience with the world, art, movement and dramatic play
- Language/literacy - communication (listening, understanding and speaking), knowing about

letters and word sounds and patterns, knowing about print and books
- Social - cooperation, positive social relationships, respect for others, knowledge about families and communities
- Emotional - self-control and knowledge about feelings
- Physical - gross motor skills, fine motor skills, active play and health and safety
- Cultural - awareness and appreciation of their own and others' cultures
- Approaches to learning - initiative and curiosity, engagement and persistence and reasoning and problem solving

Curriculum Goals

Our curriculum is based on providers' observations of the needs, strengths and interests of the individual children in care. It builds new experiences and expectations based on children's previously learned knowledge and skills. We make sure to be intentional in the methods used to support children's learning. Our curriculum also supports children with disabilities and children who are language learners. We currently use Frog Street Press as our primary curriculum, and e supplement our curriculum with the Texas Guidelines. Our teachers write their assigned classrooms lesson plans based on the curriculum goals and assessments reports.

We strive:

- To Foster positive self-esteem and provide opportunities for creative expression
- To support the development of social skills such as sharing, cooperation and empathy
- To enhance physical development through a variety of activities
- To stimulate cognitive development through exploration and discovery

Infant Curriculum:

Designed around the latest scientific early brain development research, Frog Street Infant curriculum is designed to build strong foundations for little ones ages 0-18 months. This child-centered program includes easy-to-use activities that:

- ✓ Equip caregivers to nurture the little ones in their care.
- ✓ Optimize key windows of opportunity for growth and development.
- ✓ Are designed with intention and purpose and organized around developmental learning domains.
- ✓ Feature Dr. Becky Bailey's Conscious Discipline® strategies to enhance social and emotional development.
- ✓ All materials are available in English and Spanish.

Toddler Curriculum:

Designed around the latest scientific early brain development research, this year-round program focuses on enhancing the simple joy of childhood while equipping caregivers to nurture curiosity through exploration. Frog Street Toddler, created by Dr. Pam Schiller, incorporates Dr. Becky Bailey's Conscious Discipline® and includes 52 weeks of activity choices specifically created for children ages 18-36 months. Activity choices:

- ✓ Are organized around five developmental domains.
- ✓ Offer differentiated instruction options to meet the needs of all learners.
- ✓ Can be easily infused into daily routines, such as diaper changing, transitions, and outdoor play.
- ✓ Are designed with intention and purpose to move children forward in their development.
- ✓ All materials are in English and Spanish.

Preschool & PreK Curriculum:

Frog Street Pre-K is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The program is engaging for both teachers and children and is easy to implement! Preschool and PreK classrooms will also incorporate Estrellita Phonics Program for phonemic awareness in both English & Spanish languages.

The cornerstones of the program are:

- ✓ An extensive integration of theme, disciplines, and domains
- ✓ Social and Emotional development includes Dr. Becky Bailey's Conscious Discipline ®
- ✓ Differentiated instruction
- ✓ Equity of English and Spanish materials and instruction
- ✓ Joyful approach to learning

The curriculum itself aligns with Texas Guidelines in early childhood (Pre-K) preparedness for entry into kindergarten as well as NAEYC standards. Most importantly we seek:

- To provide a positive sense of identity and emotional well-being
- To develop age-appropriate social, physical, language and literacy skills
- To encourage thinking, reasoning, questioning and experimentation
- To provide exposure to the arts and encourage creative expression
- To demonstrate proper health, safety and nutritional practices
- To respect gender, age and cultural diversity

Instructional Standards

BCA seeks to promote growth in the following areas using the outlined curriculum, along with highly developed teacher training:

Intellectual development ~

- Language development: Spanish language development and the use of native language in clear phrases. Strong foundation in Native (home) language while building new language skills and vocabulary.
- Problem solving: Learning though exploration
- Personal growth: Show improvement based on appropriate developmental benchmarks
- Reading readiness: Develop eye movement from left to right, listen and understand stories, follow directions, and have conversations. Develop the ability to describe a story read out loud to them; recognize distinct sounds, rhymes, and familiar words; use drawings, scribbles, and shapes to express thoughts and ideas; Identify some letters of the alphabet, and begin to write name.
- Math readiness: Count to 20, classify and organize objects in groups by similarity, recognize and copy simple
  patterns, identify and name common shapes, and recognize that objects can be measured by height, length, weight, and time.
- Science readiness: Use the senses to explore the environment, express interest in and ask questions about
  nature, learn to use simple tools such as blocks and rulers.

Social Development ~

- Basic routine: Learn to follow a daily schedule
- Behavior skills: Learn good habits
- Playing skills (alone and in group): Participate in positive social interaction, cooperation, and individual time

Emotional Development ~

- Choices: Learn to make decisions.
- Free choice time in centers. Children will have choices of centers such as Kitchen, Sand/Water, Building, Dramatic Play (puppet theater), and a variety of other thematic choices in the Science & Social Studies learning tables. This important time allows them to build curiosity and take risks in a controlled environment.
- Curiosity and self-motivation: Learn through exploration and develop initiative

Physical development: (gross and fine motor) ~

- Gross : Large muscle play, outdoor time, dancing

- Physical movement: Circle time, dramatic play
- Balance: Build awareness of obstacles that can create loss of balance
- Fine: Small muscle play and activities that build dexterity with manipulation of fingers, later used for handwriting skills in school
- Eye-hand coordination: Development through the use of toys, books, and other learning tools.

Curriculum Planning / Lesson Plans

Lesson plans are done individually by the Lead Teacher with the guidance of our Frog Street Press curriculum and revised to meet the needs of the class and individual students.

Teaching staff is given planning time and support weekly for preparation of curriculum and progress monitoring.

Our centers maintain a Curriculum Director who ensures continuity in education goals and practices among the centers under our umbrella. The Curriculum director along with center directors review the provided lesson plans and provide feedback to ensure the classroom is meeting correct educational goals and for professional development of staff. Recognizing the importance of reflective practice and planning, our teachers are provided with designated paid time to thoughtfully prepare their lesson plans. These plans are then shared on a weekly basis, prominently displayed on classroom bulletin boards for all to see. Parents interested in gaining deeper insights into our curriculum are encouraged to engage with it firsthand. Detailed lesson plans are available upon request at the front office. We welcome your interest and are committed to keeping you informed about your child's educational experiences.

Professional Consultants

The program consults with professionals on a regular basis, regarding children's Nutrition, Health activities, and support for whole child development. We want to ensure that we are meeting all the needs of the children beyond educational.

BCA is guided by the USDA Food Program. As part of your enrollment the USDA includes a home survey. We appreciate your support in filling this out. The USDA Provides support to our centers in many forms depending on the center needs and parent participation.

Assessments & Developmental Progress

BCA conducts developmental screenings approximately every six months for children from infancy through Pre-K using the Ages & Stages Questionnaires®, Third Edition (ASQ-3).

Our Approach to Developmental Assessments

At our learning center, we believe in comprehensive and regular assessment of our young learners to ensure that we are meeting their developmental needs at every stage.

Developmental Domains

The evaluations cover the following key developmental areas:

1. **Language & Communication:** Understanding language and the ability to express themselves.
2. **Cognitive Development:** Academic skills and problem-solving capabilities.
3. **Physical Development:** Gross and fine motor skills that involve larger movements and manual dexterity.
4. **Social-Emotional:** The ability to interact with peers and adults, and to manage emotions and behaviors.

Additional Assessment Opportunities

Beyond regularly scheduled formal assessments conducted at 6 month intervals, additional evaluations may take place in the following scenarios:

- A parent requests further assessment.
- A child is transitioning to a new classroom or age group.
- For the observation and identification of any developmental concerns.

- A child who has an Individualized Education Plan (IEP) or requires special accommodations.

Assessment Methods and Reporting

Lead Teachers complete developmental screenings using ASQ-3 and ASQ:SE tools with information from classroom observations and families. These screenings are not diagnoses; families will be informed if further evaluation may be beneficial. For more information, please visit https://agesandstages.com

- ASQ 3 is conducted twice per year, followed by Parent conferencing
- ASQ SE (Social Emotional) is conducted once per year in December or as needed for the child's needs.

Using Assessment to Enhance Learning

Data gathered through assessments is crucial for refining our curriculum. It allows teachers to adapt their lesson plans to the individual needs of each student, fostering a more personalized learning experience. Furthermore, ongoing informal evaluations support the identification of any developmental concerns that may require consultation with a developmental specialist.

Transitions

Assessments and observation tools are used to inform instruction as well as transitions. The teaching and administration team makes every effort to transition children with age-appropriate peers as a class. However there are times when it is appropriate to transition children early. There is a system in place to inform administration on the appropriate time to transition children and support children's transitions from groups/classrooms and ensure Kindergarten readiness.

Parent Involvement and Conferences

Parents are integral to the assessment process, and we value open communication and collaboration. We utilize tools such as the Ages and Stages Questionnaires (ASQ) and ASQ: Social-Emotional (ASQ-SE) to gauge progress in diverse areas, including language, literacy, socio-emotional wellbeing, physical development, and fundamental academic subjects like science, math, and emergent literacy.

We share and discuss a summary of assessment results during parent-teacher conferences, which are held every six months. These sessions are an opportunity for parents to provide feedback and discuss any concerns they may have. Should assessments prompt the need for further support or intervention, we ensure that families are at the forefront of decision-making, giving full consent before any referrals or services are provided.

Parent-Teacher conferences are not limited to the biannual schedule; parents are welcome to request additional meetings at any time to discuss their child's progress or needs.

Inclusive Support Services

If external support is identified as beneficial, we wholeheartedly welcome specialists to provide services within our facility. Therapists and service providers are asked to communicate their requirements to facilitate their intervention effectively.
Any involvement from outside services will always respect family privacy, with confidentiality agreements in place and family consent as a prerequisite.

We believe our thorough and compassionate approach to assessments not only aids in developing individualized educational plans, but also builds a strong, supportive bridge between educators, children, and families.

Accommodations / Inclusive Practices and Family Engagement Policies

Our program is committed to fostering an environment that is inclusive and supportive of all families, irrespective

of race, color, nationality, sex, age, or religious beliefs. We actively support the integration of children with diverse needs by taking into account home languages, various abilities, and cultural traditions. The following outlines the accommodations we provide:

- BCA considers reasonable accommodations individually and in partnership with each family. Families should contact the center director to discuss their child's needs.
- Approved therapists may provide services at the center with family consent and prior coordination with administration.
- Communication materials and resources are made available in the languages spoken by the parent and child to support understanding and engagement.
- Our center celebrates cultural diversity through events throughout the year, promoting cultural awareness and inclusion. We invite families to be an active part of these events and encourage the sharing of family photos that represent diverse cultures and traditions. These images will be cherished in your child's classroom, cultivating a sense of community and personal identity.

We believe that these practices contribute to a supportive and enriching environment for both our families and their children.

POSITIVE GUIDANCE STRATEGIES

Positive Measures To Produce Acceptable Behavior:
In order to maintain a happy, healthy, disciplined environment, the children are taught the importance of safety, care of property, good habits, rules of conduct and consideration and respect for others.

- ✓ Constructive methods of guidance are used to maintain group control and handle individual behavior. Our main focus on guidance/discipline (teaching/training) is preventative in nature, as we aim to build self-discipline in the child.
- ✓ Involving the child in the classroom community through choices and consequences.
- ✓ **Respond to behavior in a calm and developmentally appropriate manner.** Staff may intentionally avoid giving unnecessary attention to minor attention-seeking behavior when it is safe to do so; however, the child's emotional and physical needs will never be ignored. Teachers will acknowledge feelings, reinforce appropriate behavior, redirect when necessary, and help the child practice more successful ways to communicate and respond.
- ✓ Invite or assist the child in using the classroom Safe Place as a supportive area for calming and self-regulation. The Safe Place is not used as punishment, forced isolation, or seclusion. A teacher remains available to provide supervision, reassurance, and assistance

Conscious Discipline Model

Conscious Discipline© is a whole-school solution for social-emotional learning, discipline and self-regulation.

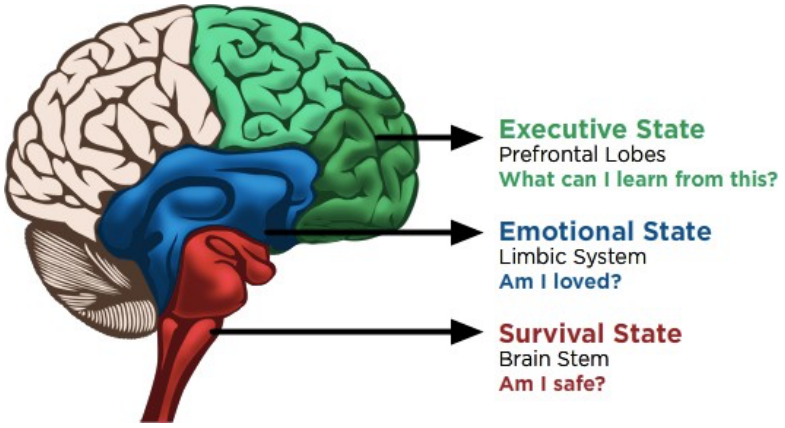
Conscious Discipline is a longtime leader in integrating classroom management and social-emotional learning. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. With Conscious Discipline, our teachers, students and the entire school culture will become a safe haven of cooperation, constructive problem solving and academic success.

Conscious Discipline is evidence-based, and was named as a national model for character education by the Florida State Legislature.

Conscious Discipline Brain State Model

Conscious Discipline uses a multidisciplinary approach to address behavior.

It surpasses behavioral approaches that teach specific behaviors, and offers a neurodevelopmental model of the brain based on and adapted from the work of Bruce Perry, Daniel Siegel, Allan Schore, Louis Cozolino, Joseph LeDoux, Paul MacLean, and Alexander Luria.



The Conscious Discipline Brain State Model becomes a frame for us to understand the internal brain-body states that are most likely to produce certain behaviors in children and in ourselves. With this awareness, we learn to consciously manage our own thoughts and emotions so we can help children learn to do the same. The goal of this model is not to turn into neuroscientists, but to provide a simplified brain model as a means for increasing our self-awareness so we can respond consciously to the needs of the moment.

Research, as well as life experience, tells us our internal emotional states dictate behavior. When we feel grumpy, we tend to become easily frustrated and curt with others. When we feel grateful, we tend to be generous and thoughtful. When we feel upset at our children, we see ourselves behaving, disciplining and speaking much like our parents did to us when they were upset. The Conscious Discipline Brain State Model helps us understand how all this happens and how we can change it.

Conscious Discipline empowers us to be conscious of brain-body states in ourselves and children. It then provides us with the practical skills we need to manage our thoughts, feeling and actions. With this ability to self-regulate, we are then able to teach children to do the same. By doing this, we help children who are physically aggressive (survival state) or verbally aggressive (emotional state) become more integrated so they can learn and use problem-solving skills (executive state). When we understand the brain state model, we can clearly see the importance of building our homes, schools and businesses on the core principles of safety, connection and problem-solving.

For more information for Teachers and Parents on Conscious Discipline please visit http://consciousdiscipline.com

Guidance & Discipline Policy

Bilingual Child Academy maintains a zero tolerance policy regarding any forms of discipline or guidance, which involve harsh, cruel, or unusual treatment of any child. The following types of discipline methods **are strictly prohibited**:

1. Corporal (physical) punishment, including grabbing, squeezing, pinching, shaking, or biting a child;
2. Threats of corporal punishment;
3. Any punishment associated with food, naps, blankets/toys, or toileting;
4. Picking up, lifting, and/or dragging a child by hands or arms;
5. Hitting or tapping a child with hand or instrument;
6. Putting anything in or on a child's mouth;
7. Humiliating, ridiculing, rejecting, or yelling at a child;

8. Subjecting a child to harsh, abusive, or profane language;
9. Placing a child in a locked or dark room, bathroom, or closet, with or without the door closed;
10. Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age; and
11. Inappropriate restraint of a child.

Staff members at Bilingual Child Academy are specifically trained in the use of positive guidance methods, and may only use discipline strategies that encourage the development of self-esteem, self-control, and self-direction.

Every effort is made to use positive discipline strategies. However if a child presents a danger to himself or others, and/or is destructive in class and the use of such discipline strategies are not successful in our environment, then a parent conference will be necessary for a struggling child in a group care environment.

** For information on Suspension and Expulsion please continue to our Suspension and Expulsion Policy.*

An Individualized Approach

Discipline strategies are individualized and consistent for each child, appropriate to the child's level of understanding, and directed toward the goal of "self-discipline." In addition, we believe in establishing open, honest communication concerning every aspect of your child's development and in working as a team to achieve the desired results. When repeated behavior presents a safety concern or significantly interferes with the child's ability to participate, the center may meet with the family to develop an **Individualized Behavior Support Plan**. The plan may identify triggers, prevention strategies, positive guidance methods, communication procedures, measurable goals, and a date for reviewing progress.

As a last resort, **we reserve the right to deny services due to aggressive and/or unsafe behaviors exhibited by the child or parent, or when a child requires one-on-one education.**

Meeting Challenging Behavioral Needs

When a child's on going challenging behavior must be addressed, our policy indicates that these steps are followed:

1. Assess the function of the behavior: Using teacher shadowing, observations & anecdotal notes to finds patterns and/or causes of stressors.
2. Work with families and/or professionals (behavioral specialists, therapist) to develop and individualized plan to address the behavior.
3. Conversations are framed around school readiness. Parent conversations are designed to collaborate and express concerns and workable strategies on both sides.
4. Include *positive behavior support strategies* & Conscious Discipline as part of the plan.
5. Address if the challenging behavior requires One-on-One care for the successful growth and development of the child.
6. Move the child to a designated safe and appropriate place in the classroom or office, where an adult can take the child to be away from peers for the purpose of assisting the child to calm and self-regulate. A staff member will always remain with the child; children will not be placed in seclusion (involuntary confinement of a student alone in a room from which the student is physically prevented from leaving).
7. When dangerous behavior occurs, staff will notify the director and parent. The director may require immediate pickup when needed for safety.
8. Develop an **Individualized Behavior Support Plan**, which includes:
    a. Description of behavior of concern including triggering events
    b. Prevention Strategies
    c. Strategies for when the challenging behavior occurs
    d. Staff will implement behavior plan and meet with team regularly to discuss progress and modify plan as needed. Ongoing documentation and communication with parents are expected.
    e. Determine if the center is the best environment for the child.

Consistent Arrival Time

Curriculum begins at 9:00 a.m. Toddlers through Pre-K should arrive by 9:00 a.m. and no later than 9:30 a.m. Infants should arrive by 10:00 a.m.

Medical appointments and other approved exceptions should be communicated to the office in advance. Habitual late arrival may result in a conference with administration.

Policies on Behavior / Rules for Conduct

Welcome to our community! As partners in your child's development and well-being, we have established a set of policies and a contract designed to ensure a safe, respectful, and nurturing environment for all children and families. We kindly ask that you discuss these rules with your child (ages 2 and up) and enforce them consistently to help them understand the importance of our center's guidelines.

By enrolling your child in our center, you agree to adhere to these behavior policies and support an atmosphere of respect and safety. We appreciate your collaboration in creating an optimal learning environment for all children.

Thank you for your cooperation and commitment to our center's policies.

Center Rules

- **Indoor behavior:** Children are taught to use "walking feet" and appropriate indoor voices to support a safe classroom environment. Running, unsafe jumping, and screaming directly at others will be redirected. Crying and tantrums are common ways young children communicate distress. Staff will respond calmly, help the child regulate, identify possible triggers, and communicate with the family when the behavior is frequent, prolonged, or presents a safety concern.
- **Consistent and early arrival:** The educational portion of the program, for Toddlers through PreK, begins at 9:00am. We consider 9:30am a late arrival. We ask that parents consider the disruptions and adhere to a consistent routine to help transistion children into Kindergarten.
- **Food and drink:** Consume food and beverages in designated areas only. Children are not allowed to walk around the facility with food, cups, or bottles to prevent spills and accidents. Children are not allowed to walk into the center holding food or candy. You may place food in an appropriate food/lunch container and notify a staff member. The child can eat the meal at the designated meal times. This means children even babies are not allowed to lay down with a bottle or sippy-cup during nap, or walk around with a pacifier.
- **Safety**: No child is to exit the front door or gate, or any classroom door without an accompanying adult. Children who attempt to leave a classroom, playground, gate, or building without an adult present an immediate safety concern. Staff will provide close supervision, document repeated attempts, identify possible triggers, and work with the family to develop an individualized safety and behavior-support plan.
- **Language:** No name-calling, teasing, swearing, or use of inappropriate phrases such as "shut up", "Your ugly" or such phrases that are hurtful. Children are encouraged to seek help from an adult when they feel unsafe, believe another child may be hurt, or need assistance resolving a conflict. Teachers help children distinguish between reporting a safety concern and attempting to get another child in trouble. Staff also redirect inappropriate or disruptive language in a developmentally appropriate manner.
- **Playtime conduct:** Toy weapons, pretend gunplay, threats, and play that involves hurting or frightening others are not permitted. Teachers will redirect this behavior toward safe, cooperative, and imaginative play. Families are encouraged to speak with the director if they have questions about how media, superhero themes, or pretend play are addressed in the classroom.
- **No toys from home:** This presents a logistical complication for staff to keep up with toys from home so they are not lost in the classroom. Children also become protective of their own home belongings and sharing is often difficult.
- **We Respect Each Other and Keep our Hands to Ourselves:**

- Roughhousing, hitting, pushing, biting, grabbing, kicking, pulling, pinching, and spitting at others, including parents, are not allowed. We promote a culture of respect and kindness towards others.
- Lifting, carrying, climbing, or sitting on other children is not permitted to ensure their safety and well-being.

- **We Respect our Belongings and our Environment:**
  - Toys: Standing on, hitting with, pounding with, throwing toys or other center items at others is not permitted. We encourage children to treat toys and materials with care and respect.
  - Furniture: Standing on or jumping off furniture is not allowed to prevent accidents and injuries.

Parent Responsibilities

As a parent, you play a key role in the effective operation of the center. Please adhere to the following:

✓ Drop off your child before the education portion of the program begins at 9:00am. By **9:30** am, this is considered a late arrival. Please be consistent with drop off times to avoid disruption and ensure all children can fully participate in learning activities. Late arrivals after 9:30 am can/will disrupt the learning routine.

✓ Breakfast is served between 7:45am-8:40am, if your child arrives after this time frame, please ensure they come to school well fed and ready to learn.

✓ Respect others in the center, including children, parents, caregivers, and staff members. Please be courteous to the caregivers time and schedule a conference with the director if you have any concerns or questions about your child.

✓ **Support a safe arrival and departure:** Parents and guardians are expected to supervise their children closely during arrival and departure and to follow all center safety procedures. Separation distress, crying, and tantrums can be developmentally appropriate, particularly during transitions. Staff and families will work together to establish a consistent and reassuring drop-off routine.

✓ When a child experiences significant distress, staff will attempt to support the child's safe transition into care. In unusual circumstances, when the child cannot be safely transferred into staff supervision or presents an immediate risk of injury to themselves or others, the director may ask the parent to remain temporarily, assist with calming the child, or make alternate arrangements for that day.

✓ Please pay your fees on time, adhere to the drop off and pick up times, and provide necessary supplies as requested in a timely manner.

✓ For the respect of everyone at our center, we require all children and parents to be fully clothed when entering and leaving the facility.

✓ We also expect children to be awake and alert during drop-off time to ensure a smooth transition into our daily routine.

Biting Policy

Biting is a common behavior among young children and is considered a natural stage of development. It often occurs in children between the ages of 13 and 30 months and tends to diminish after the age of 3. At BCA School, we recognize that each child is unique, and biting can happen for various reasons, including teething, tiredness, frustration, experimentation, attention-seeking, or limited verbal skills.

We will work with all families involved in a biting incident to come up with a plan. If a child begins to display excessive or habitual biting, it may be up to the center administrator's discretion whether we can keep the child enrolled or if the situation is workable.

Our approach to biting incidents

Supervision: Each biting incident is treated on an individual basis. Our staff is committed to maintaining close supervision of children known to bite. This includes "shadowing" the child to swiftly intervene and redirect any behavior that may lead to biting.

Understanding and Intervention: Staff members strive to understand the causes behind biting and will work with both the biter and the bitten child to address their needs respectfully and appropriately. We recognize that

biting may be a sign of unmet needs, communication frustration, or emotions the child is struggling to express. For this reason, if a child is presenting with frequent biting attempts, then we will discuss with parents an individualized plan for the child which usually involves extra shadowing or being right beside a teacher throughout the day. We do not want to limit a child's mobility around the classroom, but it may be needed to ensure we can correct and teach in the moment.

Parent Communication: We will firstly notify both the bitten child's parents and the biter of the incident through the ChildPilot portal app with more details regarding the incident. If the bitting continues, we can provide informative handouts to parents regarding biting and offer strategies to manage this behavior at home. It is crucial to partnership with parents to ensure continuity of care and approach.

Confidentiality: To protect the privacy of all children and families, the identity of the biting child will remain confidential. This policy helps prevent bias and ensures that every child is treated with dignity and respect.

Response to Incidents: If a biting incident occurs, the following steps will be taken:

1. Care for the bitten child: Immediate attention will be given to the child who has been bitten, including first aid and comforting measures.
2. Discuss incident with the biter: The staff will talk to the child who bit to convey that biting is not acceptable while also offering alternative ways to express their feelings or needs.
3. Communicate with both sets of parents: We will inform the parents of both the biter and the bitten child. Transparency is key, while also preserving the confidentiality of the involved children.

Expulsion Policy:

Possible suspension or termination of care: Biting is considered within the child's age, development, communication abilities, frequency of incidents, severity of injuries, and response to intervention. BCA will work with the family to implement reasonable strategies before considering suspension or termination whenever possible.

Care may be suspended or terminated when repeated or severe biting continues to create a substantial safety risk and the center determines, after documented intervention efforts and family collaboration, that the child's needs cannot be safely met in the group-care environment. Immediate action may be necessary when an incident results in a serious injury or presents an urgent safety threat.

Immediate Action:

Response to repeated incidents: When a child engages in repeated biting, hitting, or other behavior that creates an immediate safety concern, staff will intervene, provide care to all children involved, document the incidents, and notify the family. Depending on the severity, frequency, injuries involved, and the child's ability to participate safely, the director may require early pickup.

An early pickup is a safety response and will not be used as the center's only intervention. When behavior becomes frequent or persistent, staff will identify possible triggers, increase supervision, use positive guidance strategies, communicate with the family, and develop an individualized behavior-support plan when appropriate.

The BCA School is committed to creating a safe and nurturing environment for all students. Our biting policy is designed to address the needs of each individual child, ensure the safety of all students, and work collaboratively with parents and guardians in managing this developmental phase.

Challenging behavior: "Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p. (4).
Physical aggression (hitting, biting, shoving, whacking with toys), (5) relational aggression ["You can't play with us"], verbal bullying, tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.

Examples of positive behavior support strategies: Removing materials or modifying the classroom environment that triggers challenging behaviors, or create a predictable daily schedule so children know what to do and when to do it.

Student Suspension or Expulsion Policy

Bilingual Child Academy strives to develop an individualized approach to each child's discipline and health needs - detailed in the above sections. We will exhaust all measures to ensure children can remain at Bilingual Child Academy providing that they do not pose a risk to other children or even to themselves.

Parents/Guardians will begin to receive incident reports through our ChildPilot program. In addition to the incident reports, the behavior may begin to warrant further documentation. Our administrators may send a Classroom Behavior Notice through a more formal email with explanation of incidents or concerns.

Before suspension or termination, BCA may document incidents, meet with the family, review the child's placement and developmental needs, adjust classroom strategies, and recommend outside support when appropriate.:

Circumstances That May Result in Suspension or Termination
Except when an immediate safety threat requires urgent action, suspension or termination will not be based on a single developmentally appropriate behavior, diagnosis, disability, communication difference, crying episode, tantrum, toileting difficulty, or adjustment concern. The center will consider the child's age, developmental level, individual needs, possible triggers, and response to intervention.

Suspension or termination may occur when:

- Repeated biting, hitting, aggression, property destruction, or attempts to leave supervised areas create a serious safety risk.
- The behavior continues despite reasonable intervention and family collaboration.
- The child requires continuous one-on-one supervision or specialized care that BCA cannot provide.
- A parent or guardian threatens, abuses, or endangers staff, children, or other families.
- An immediate safety threat requires urgent action.

Decisions will consider the child's age, development, needs, and response to intervention.

Nutrition

Meals

Bilingual Child Academy follows USDA standards, and participates in the Adult and Child Food Programs. For this reason we have strict guidelines on food brought from Home.

We will provide your child with a healthy:

- Breakfast (before 8:30am),
- Lunch, and
- Two (2) afternoon Snacks.
- Meals and snacks will only be served to children ready for table food. Infants on formula, breast milk, cereal, or baby food puree must bring these foods from home.
- If your child misses a meal, please have them fed prior to entering child care center.

Menu is sent home monthly or you can request a copy of the month's menu at the office. The rotating Menu for Spring/ Summer and Fall/Winter is also available on our website at www.bilingualchildacademy.com

Water: Drinking water will be freely available for children to serve themselves throughout the day (please provide a refillable water cup, straw cup or sippycup daily).

Milk: Only skim or 1% percent milk (plain or unflavored) will be served to children older than 2 years and full fat milk for younger babies and toddlers.

**** Food will not be used as a basis for discipline, reward or incentive. Children will be encouraged, but never forced, to eat.***

Good eating habits and positive attitudes toward food should be established at an early age. At The Bilingual Child Academy, we provide nutritionally balanced snacks and lunches. Milk & Water is provided with every snack or meal, not sugary drinks. Hot school lunches and snacks are available for all students. Reasonable accommodations are made for allergies or special needs. [*For special needs please see Children with Special Needs]

For those children who bring a lunch from home, please note that ***BCA is not responsible for the nutritional value of the lunch from home***. If your child has an allergy or cannot tolerate certain foods, please contact the teacher/office in order to ensure this matter is given its full attention and all appropriate personnel are informed.

Infants not on full table foods are fed according to your instructions and foods provided from home; BCA does not provide food for the infants in our care who are not on all table food. Please complete the Infant Feeding Schedule and update it as needed or every thirty (30) days, whichever comes first. Please let us know, as your child begins to eat "table food," if you would like her or him to participate in our snack/meal program.

- Breast milk must be labeled with the child's full name and the date and time it was expressed.
- Unfinished breast milk or formula will be discarded according to current health and licensing requirements.

Food Allergies:

Please notify us if your child has a food allergy so that we may try to accommodate your child's special dietary need and have a treatment plan in place before your child begins our program.
BCA must have an Allergy Alert plan from your child's medical professional on file for each food allergy. BCA will make every effort to accommodate special diets based on food allergies. In many cases the allergies may be so severe that for the safety of the child's health, the center may ask parents to provide their own foods from home where we can ensure that they are prepared in such a way that there is not cross-contamination.

What are food allergies?

When the body's immune system reacts abnormally to something you eat or drink, it's known as a food allergy. According to Food Allergy Research and Education (FARE), approximately 1 in every 13 children in the United States lives with food allergies. A food allergy may affect the skin, gastrointestinal tract, or respiratory or cardiovascular systems. Many types of foods can be allergens, but certain foods are much more likely than others to trigger an allergic reaction. According to FARE, the following 8 foods are responsible for 90 percent of all food allergies: cow's milk, eggs, peanuts, fish, shellfish, tree nuts, such as cashews or walnuts, wheat and soy.

Symptoms of food allergies

Symptoms of food allergies may range from mild to severe. They may come on suddenly or develop over several hours. A person's immune system may react to a small amount of the allergen, so food allergies can be particularly dangerous and life-threatening, especially if breathing is affected. Because food allergies can affect breathing, people with asthma are at an increased risk of a fatal allergic reaction to food. Mild symptoms related to a food allergy may include: sneezing, stuffy or runny nose, itchy, watery eyes, swelling, rash, stomach cramps, diarrhea.
Symptoms of a severe allergic reaction (called anaphylaxis) to food are: difficulty breathing, including wheezing, swelling of the lips, tongue, or throat, hives (an itchy, blotchy, and raised rash), dizziness or faintness, nausea or vomiting

Special Diet Preferences:

In many cases families have opted to have a special diet for their child, such as but not limited to: gluten-free, dairy-free, sugar-free, vegan, etc; In these cases, BCA will try to accommodate the child based on items we already have on menu. However, it is advised that families with dietary preferences provide meals/alternative milk for their own children.

Peanut-Free Center:

Please do not bring any peanut or nut products to school. This is a peanut free school

Breastfeeding:

Mothers are welcome to breastfeed or express milk in the center's designated private area.
Breast milk must arrive in a sealed container labeled with the child's full name and the date it was expressed.
Milk will be refrigerated or frozen upon arrival and handled according to safe-storage procedures.
Staff will verify the child's name before every feeding.
Unfinished milk will be discarded according to current health and licensing requirements.

General Policies & Procedures

Parent Communication

Daily communication between families and teaching staff is vital to a strong program. Our staff will communicate in a variety of ways to share information about your child and their program. Most regularly we will use the following methods:

- Daily Reports: Infants through Preschool teachers will complete a report to inform parents about a child's day. This
  may include information about how he/she ate, diaper or potty changes, naptime, and general mood. This report will also include needs to be re-stocked, such as diapers, wipes, or baby food. Our CHILDPILOT real-time electronic reporting makes communication a breeze. You can download the app from ChildPilot Parent to save pictures and reports in your history and communicate with the teacher. More information at www.ChildPilot.com
- Bulletin Board: We will post important notices on the bulletin boards located in the entry way.
- Newsletter & Menu: Sent via email monthly. It will include reminders of special events and the Director's letter. The newsletter is general in nature for the entire school, but will contain important information about the program.
- Emails: Sent out periodically for time-sensitive information or classroom news specific to a limited segment of the
  program or family.
- Parent Conferences: Please visit the conference section of this Handbook.

Family Involvement

- **Celebrations and Birthdays:** Seasonal holidays, cultural celebrations, and birthdays are special days for our children and their families. In order to broaden our children's cultural experience, we encourage you to talk to your Center Director about sharing your family's unique traditions. If you would like to provide food for a special day, please make sure that your food is commercially-packed, with all ingredients clearly listed, so we may safely accommodate our children with food allergies or dietary restrictions. PLEASE NOTE: We do not allow any peanut product, including peanuts, peanut butter, or food cooked in peanut oil, because of the high incidence of severe peanut allergies among children.
- **Special Events:** Individual centers sponsor a variety of events for children and family participation, including
  book fairs, "Storybook Characters Day", "Thanksgiving Feasts" and others. These events will be noted

on your center's annual and monthly calendars. Special Events with visitors may be limited if there is a contagious viral outbreak in the community, and in accordance with local and federal health authorities and advice.

- **Classroom Visitors**: Do you (or a family member) have a special skill, hobby, or talent that you would like to
  share? For example, we have been visited by a mother who is a radiologist and she brought amazing x-rays of our bones, a father who was a geologist and brought unique rocks and geodes, and a grandmother who played the cello and played for the children! Whatever your special gift, we would love to have you share it with your child's class. Please contact your Center Office for more information.
- **Parent Helpers:** Due to strict licensing, background check and health policies, we currently do not accept outside visitors to be helpers in the classroom. When and if this changes, we will update our Handbook.

Families may participate through conferences, classroom visits, special events, cultural activities, surveys, and home-learning opportunities. Translation or accessible communication may be requested through the center office.

Parent Conferences

At Bilingual Child Academy we value open and regular communication between school and home. Parent-teacher conferences serve as a formal opportunity for us to enhance this communication, keep parents informed about their child's progress, and collaborate on creating a plan for the student's future. We schedule **two formal conferences** each year in, and additional conferences may be arranged as necessary. As part of our commitment to the academic and personal growth of each student, our administration or school counselor may also request a meeting with parents if there is something important to discuss.

In addition to formal conferences, we understand the importance of ongoing communication. Teachers will regularly provide informal notes and messages through our communication platform, **Child Pilot**, to keep parents informed about any struggling behaviors or noteworthy incidents. Typically, at the end of each week, teachers will also send more detailed messages summarizing the week's activities and providing insights into their child's progress if needed.

We believe in a holistic approach to education, which includes social and emotional development. Therefore, our school counselor and administrative team may occasionally send emails with detailed information regarding a child's education plan or development if it is relevant and important to note.

Minor Scrapes and Scratches

Minor bumps, bruises, and scrapes may occasionally occur during normal active play. Staff will provide appropriate first aid, document incidents as required, and notify families.
Families are encouraged to report any concern to the director so the incident and play environment can be reviewed.

Open Door Policy

At BCA, we believe that fostering a strong partnership between parents and our child care center is essential for a child's development. We encourage parental involvement and maintain an open-door policy during child care hours.

You are welcome to visit or participate at the child care center at any time during the day to observe your child, become familiar with our operations, and engage in program activities. However, for the safety of all children, we kindly request that you follow the guidelines outlined below:

1. Check-In Procedure: Please check in with a front office team member before entering the classrooms. This helps us maintain a secure environment and ensures the safety of our children.

2. Respect the Teacher's Focus: While we understand the desire to connect with your child's teacher during your visit, we kindly ask that you be mindful of their time and attention. Their primary responsibility is to the classroom and the students' needs. Please avoid lengthy conversations or activities that may distract the teacher from their duties.

3. Drop-Off and Pick-Up Procedures: Please note that our typical drop-off and pick-up routine is conducted at the front reception for the safety of our school center. However, this does not exclude parents from visiting the classrooms as needed. Please visit section "Open Door Policy" for more information.

4. Consideration of Schedule: When planning your visit or making phone calls to the child care center, please be mindful of our schedule. It's important to remember that even parents' visits can cause excitement among the children that may not typically occur during regular classroom activities. We kindly ask that parents and guardians visiting the classrooms consider the teacher's time and attention and avoid disrupting the teacher-to-student ratio.

We greatly appreciate your understanding and cooperation in adhering to these guidelines. By doing so, we can ensure a safe, focused, and nurturing environment for all children at our child care center.

Throughout the year, our center sponsors special events to encourage families to get involved with our program. We have open house nights where families can visit our center and do special activities. The planned activities often give you a glimpse of what your child does each day while you're at work. Other examples of special events include music programs and class parties for holidays. A similar way we might get parents involved is through special home activities. A display about your family or a craft project you do as a family to display at day care is an example of a family involvement activity. Our Pre-K class sends home weekly reading bags to encourage reading with families. This helps foster positive family relationships and studies show that children who are read too often do better in school. You are invited to participate in our center activities.

Release of Children: Children will be released only to the custodial parents/guardians or contacts given by custodial parents / guardians on the enrollment forms (ChildPilot app) as Authorized pickup. If there is a change or a pickup outside of the normal routine, we appreciate a phone call, email, or coming to the office to inform our office staff of any changes in pickup. If staff has any concerns with adult picking up, we will contact parent/guardian to confirm if we can release child.

Please note that if the office or teacher has any concerns regarding the release of children to an adult whom the staff may deem a risk, we will not release until another adult on the enrollment paperwork can be contacted. An example of such an occurrence may be if staff suspects that the adult picking up the child(ren) is under the influence of a substance, which may impair driving or judgment. If no other adult on the enrollment can be contacted, office staff has the obligation to contact local authorities.

Parent Concerns:

Families should first contact the center director regarding questions or concerns. The director will review the matter and communicate the next steps.

If the concern remains unresolved, contact the owner at owner@bilingualchildacademy.com. Families may also contact Texas Child Care Regulation regarding licensing or safety concerns. BCA prohibits retaliation for raising a good-faith concern.

Children with Special Needs

BCA considers reasonable accommodations individually and in partnership with each family. Accommodations may include changes to routines, materials, communication, or classroom strategies.

BCA does not ordinarily provide dedicated one-on-one staffing. Enrollment and continued care will be based on the child's individual needs, available resources, licensing requirements, and the safety of everyone in the program.

Approved therapists may provide services at the center with family consent and prior coordination with administration.

Photo Use and Cameras

BCA staff often takes photos of our children in the classrooms and/or playground, especially for the ChildPilot app. While most of these photos are used solely for classroom projects and direct parent communications, some may be used on our website or social media accounts. In rare occasions we may use very cute pictures in marketing materials such as brochures or flyers. If you prefer that your child not be included in these latter categories, please check the appropriate box on your **Enrollment Form**.

There are DVR Cameras in all classrooms. These are accessible for review of administrative personnel only.

Parking

Parking is limited, and we kindly ask **that parents be respectful of others during the busy drop-off and pick-up rush times**. Please do not block other vehicles, drive-ways, entrances & exits. During party events or large attendance events, parents may have to use residential side streets. *Please be mindful of our neighbors' access to their driveways and mailboxes*. We encourage Teacher/Staff interactions at pickup and drop-off, however if you wish to have a lengthy discussion with the staff, it is best to schedule a parent/teacher conference at another time.

Disaster/Emergency Preparedness

Disaster/Emergency Preparedness and Evacuation Procedures

Emergency Preparedness

Bilingual Child Academy maintains an emergency preparedness plan for each of our three locations in accordance with Texas Health and Human Services Child Care Regulation Minimum Standards.

Our primary responsibility during any emergency is the safety, supervision, and well-being of every child in our care.

Emergency situations may include fire, severe weather, natural disasters, hazardous conditions, utility failures, security threats, or any situation requiring evacuation, relocation, or sheltering inside the facility.

Emergency Evacuation Procedures

When evacuation becomes necessary, BCA staff will:

1. *Immediately begin moving children to a designated safe area following established emergency procedures.*
2. *Bring classroom attendance rosters and required emergency information.*
3. *Use emergency evacuation cribs, strollers, or other appropriate assistance for infants, toddlers, and children with limited mobility or additional support needs.*
4. *Maintain direct supervision of children throughout the evacuation.*
5. *Conduct individual name checks and headcounts before leaving, upon reaching the designated location, and throughout the emergency.*
6. *Contact emergency services and follow the instructions of local authorities.*
7. *Notify parents or guardians of the emergency, the children's location, and pickup instructions as soon as safely possible.*

Children will remain under BCA supervision until they can safely return to the center or be released to an authorized parent, guardian, or designated pickup person.

Designated Emergency Evacuation and Relocation Locations

Each BCA location has identified nearby emergency gathering or relocation locations within walking distance of the facility.

BCA Stone Oak

- *Primary Location: The Club Apartments at Stone Oak (adjacent neighboring property).*
- *Secondary Location: Kneaders Bakery & Cafe.*

BCA Hollywood Park

- *Primary Location: St. Thomas Episcopal Church or its designated back field.*
- *Secondary Location: NorthRock Church.*

BCA Leon Valley

- *Primary Location: Shopping center at 7603 Eckert Road.*
- *Secondary Location: Shopping center at 7616 Eckert Road.*

These locations serve as designated initial emergency gathering or relocation areas, depending on the circumstances and instructions from emergency responders.
If these locations are unsafe or inaccessible, BCA will follow the direction of emergency personnel and relocate children to an alternate safe location. Parents will be notified of any changes.

Emergency Communication Through ChildPilot

BCA uses the ChildPilot Parent App as its primary digital system for parent communication, emergency contacts, authorized pickups, and student records.
In the event of an emergency, BCA will make every reasonable effort to communicate through ChildPilot, text messages, telephone calls, or email.
All parents and guardians are responsible for keeping their ChildPilot emergency contact information accurate and current at all times.
This includes:

- *Current parent or guardian telephone numbers.*
- *At least one additional emergency contact who can be reached promptly.*
- *Updated authorized pickup information.*
- *Current medical conditions, allergies, and emergency care instructions.*

Emergency contact information, medical authorizations, and child attendance records are maintained digitally through ChildPilot. BCA also maintains procedures for accessing essential emergency information if electricity, internet service, or electronic systems become unavailable.

Emergency Sheltering and Lockdown

Certain emergencies may require children and staff to remain inside the facility rather than evacuate.
In these circumstances, BCA staff will move children to designated safe areas within the building, maintain supervision, account for every child, and follow the center's emergency response procedures.
Parents will be notified when it is safe and appropriate to do so.

Emergency Care and Family Reunification

During an emergency, BCA staff will continue providing age-appropriate supervision, comfort, and essential care until children can be safely reunited with their families.
Children will only be released to parents, legal guardians, or authorized individuals listed in ChildPilot, subject to applicable custody restrictions. Photo identification may be required.
Families should not attempt to enter an unsafe building or emergency response area. Pickup instructions and designated reunification locations will be communicated as soon as possible.

Emergency Preparedness Training

BCA conducts emergency preparedness drills and staff training in accordance with Texas Child Care Regulation requirements.
Staff members are trained in emergency evacuation procedures, child accountability, emergency communication, and the safe relocation of children requiring additional assistance.

What your Child May Bring From Home

Children will bring a backpack daily for their and school work and personal items. **Please do not allow your child to bring toys from home UNLESS specifically asked by the teacher for a special teaching lesson**. Violent toys, videotapes, guns and swords may not be brought to school. Toys from home cause a disruption in class, and may be lost or broken or could be a potential chocking hazard. We have plenty of toys in class that all children can share and are safe. In the event your class/teacher has a special "share day" they will send out notification with instructions on what to bring. * *If you are cleaning out closets and getting rid of toys & puzzles, we do take donations that are in good condition and can be easily cleaned. No plush toys or toys with small parts.*

Dress Code

BCA *Preschool and PreK students must wear a uniform shirt with logo, which are available for purchase with the office.* A complete uniform consists of khaki colored pants or shorts (skorts or rompers also may be worn for girls), and navy blue polo style shirt.

Benefits of wearing a uniform:

- Cohesive group, children know they are a member of a special group which encourages character building.
- Enhance school spirit
- Lower long-term clothing costs
- Easier to dress children each morning.

Infant, Nursery, & Toddler students are not required to wear a uniform. Comfort and ease with toileting and diapering is key.

Examples of appropriate clothing and footwear include:

- Gym shoes or sneakers that fit well or a sturdy shoe equivalent
- Clothing for weather, such as a lightweight, breathable jacket for cooler weather (NO HOODIES, and jackets cannot have neck strings)
- No necklaces, strings or cords (which can be a strangle hazard), no hoodies
- Jackets or sweaters without an attached hood, can wear a hat or beanie instead if necessary.

Examples of inappropriate clothing and footwear include:

- Footwear that can come off while running or that provide sufficient support for climbing/running
- Clothing that can catch on the playground equipment, such as those with drawstrings or loops or hoods on jackets.
- Jewelry that can be easily pulled off or get caught

Children must be appropriately dressed when they arrive at school.

Because play activity are such an important part of the curriculum, clothing should be practical and comfortable. No open toed shoes, or sandals, jellies or cowboy boots are permitted. Little toes are easily hurt and children have a difficult time on the playground. We prefer sneakers type shoes with socks. We ask children do not wear jewelry, as these are easily lost and we cannot be responsible . If your child has changed clothing during the day, teachers will place soiled items in a plastic bag in your child's backpack. Please take home the soiled items and replace them the next school day. All clothing items must be labeled with the child's full name when possible.

Lost and Found

Please mark all personal items with your child's name. Jackets and cold weather clothing have a tendency to lose their owners. We will make every attempt to locate and return lost items. This task is much easier if your child's name is on the items. We cannot be responsible for any personal items that your child may bring to school if they are not labeled. Please leave toys at home! We will keep a lost and found bin in the office.

Screen Time Policy

At our childcare center, we prioritize the well-being and development of each child in our care. In accordance with the State Licensing Minimum Standards, we have implemented a strict screen time policy. Screen time is limited to specific instances, and it is solely limited to TV screen time during very limited times. However, it is important to note that all screen time provided will be purposeful and beneficial to the child's learning and physical activity. This may include engaging in excessive dance videos or watching learning videos that are directly related to our curriculum. By ensuring that screen time is used thoughtfully and in alignment with our educational goals, we strive to create a healthy and enriching environment for all children at our center.

Medications

All medications must be logged in with the office. Parents/Guardians must sign a Medication Dispensation form.

Please do not place medications inside backpacks, these are easily accessible to children in the classroom.

Topical Ointments, Insect Repellent, Sunscreens, and Diaper Ointment Policy

Diaper creams, sunscreen, and insect repellent must be provided by the parent, labeled with the child's name, and used according to the manufacturer's instructions.

Written authorization will be obtained when required by licensing.

Medicated creams, antibiotic ointments, antihistamines, and other medications will not be administered without the required written authorization and properly labeled product.

We encourage parents to apply sunscreen or insect repellent before arrival.

Health Checks

A health check / health scan – is a visual or physical assessment of a child to identify potential concerns about a child's health, including signs or symptoms of illness and injury upon arrival, or in response to changes in the child's behavior since the last date of attendance. Staff may conduct a quick health scan/temperature screening upon arrival or ask parents about any health concerns before joining the class and to clarify any injury, which may have occurred before arrival.

First Aid

Staff will provide basic first aid consistent with their training. Parents will be notified of injuries as required, and an incident report will be completed.

For serious injuries, allergic reactions, breathing difficulty, suspected fractures, uncontrolled bleeding, or other emergencies, staff will call 911 and notify the parent.

Medication, including antihistamines or emergency medication, will only be administered according to the child's written authorization or emergency action plan.

Parents, please notify the office if you do not wish for any or specific topical ointments to be applied to your child during regular first-aid procedures.

Pets

If we choose to have animals on the premises while children are in care, we will:

In the event a pet or animal is on premises on a regular basis, we will

- Notify parents in writing when animals are or will be present.
- Ensure the animal(s) do not create unsafe or unsanitary conditions.
- Ensure that children do not handle any animal that shows signs of illness, such as lethargy or diarrhea.
- Ensure that caregivers and children practice good hygiene and hand washing after handling an animal and items used by an animal, such as water bowls, food bowls, and cages.
- Ensure that all vaccines are up to date as required.

Promotion of Indoor and Outdoor Physical Activity

When children participate in physical activity every day, multiple health benefits accrue. Regular physical activity builds healthy bones and muscles, improves muscular strength and endurance, reduces the risk for

developing chronic disease risk factors, improves self-esteem and reduces stress and anxiety. Beyond these known health effects, physical activity may also have beneficial infulences on academic performance. In addition, cognitive skills and motor skills appear to develop through a dynamic interaction. Research has shown that physical movement can affect the brains' physiology.

BCA provides daily opportunities for physical activity appropriate to each child's age and abilities.

Infants receive supervised movement opportunities, including tummy time.

Toddlers receive at least 60 minutes of active play each day.

Preschool, Pre-K, and school-age children attending a full day receive at least 90 minutes of active play each day.

Active play may include indoor and outdoor, structured and unstructured activities. When weather prevents outdoor play, indoor movement activities will be provided.

Physical activity may take place indoors or outdoors. Children should wear clothing that allows safe movement and footwear that supports running and climbing. Hats may be worn for sun protection.

If a child has a temporary medical restriction affecting active or outdoor play, the family must provide written instructions from the child's health-care professional. BCA will determine whether the restriction can be safely accommodated within the group-care setting.

Appropriate Clothing for Active Play at School

Examples of appropriate clothing and footwear include:

- Gym shoes or sneakers that fit well or a sturdy shoe equivalent
- Clothing for weather, such as a lightweight, breathable jacket for cooler weather (NO HOODIES, and jackets cannot have neck strings)
- No necklaces, strings or cords (which can be a strangle hazard), no hoodies
- Jackets or sweaters without an attached hood, can wear a hat or beanie instead if necessary.

Examples of inappropriate clothing and footwear include:

- Footwear that may come off while running or does not provide adequate support for climbing and active play.
- Clothing that can catch on the playground equipment, such as those with drawstrings or loops or hoods on jackets.

Outdoor Play during Extreme Weather

While we encourage outdoor play whenever possible, we understand that there are extreme weather conditions which prevent children from playing outdoors. The following chart will guide school staff on conditions that are safe, conditions which require caution, and conditions which prohibit outdoor play.

Child Care Weather Watch

Understand the Weather

Wind-Chill

- 30°is ***chilly*** and generally uncomfortable
- 15°to 30° is ***cold***
- 0° to 15° is ***very cold***
- 32° to 0° is ***bitter cold*** with significant risk of ***frostbite***
- -20° to -60° is ***extreme cold*** and ***frostbite*** is likely
- -60° is ***frigid*** and exposed ***skin will freeze*** in 1 minute

Heat Index

- 80° or below is considered ***comfortable***
- 90° beginning to feel ***uncomfortable***
- 100° ***uncomfortable*** and may be ***hazardous***
- 110° considered ***dangerous***

All temperatures are in degrees Fahrenheit

Wind-Chill Factor Chart (in Fahrenheit)

Air Temperature	Wind Speed in mph: Calm	5	10	15	20	25	30	35	40
40	40	36	34	32	30	29	28	28	27
30	30	25	21	19	17	16	15	14	13
20	20	13	9	6	4	3	1	0	-1
10	10	-1	-4	-7	-9	-11	-12	-14	-15
0	0	-11	-16	-19	-22	-24	-26	-27	-29
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43
-20	-20	-34	-41	-45	-48	-51	-53	-55	-57
-30	-30	-46	-53	-58	-61	-64	-67	-69	-71

Comfortable for out door play — Caution — Danger

Heat Index Chart (in Fahrenheit %)

Temperature (F)	Relative Humidity (Percent): 40	45	50	55	60	65	70	75	80	85	90	95	100
80	80	80	81	81	82	82	83	84	84	85	86	86	87
84	83	84	85	86	88	89	90	92	94	96	98	100	103
90	91	93	95	97	100	103	106	109	113	117	122	127	132
94	97	100	102	106	110	114	119	124	129	135			
100	109	114	118	124	129	136							
104	119	124	131	137									
110	136												

Licensing Information

Local & State Inspections

Each BCA center is licensed and inspected by Texas Health and Human Services Child Care Regulation, as well as applicable fire and health authorities. Current inspection reports and Minimum Standards are available for parent review at the center. Current Minimum Standards for Child-Care Centers are available through the Texas Health and Human Services Child Care Regulation website.

Local Child Care Licensing Office

Parents may obtain current licensing contact information through the Texas Health and Human Services Child Care Regulation website or from the center director. or by asking the center director; their number is (210)337-3999, and they are located at 3635 SE Military Dr., San Antonio, Texas.

Child Abuse & Neglect Policies:

NAEYC and State Licensing requires all staff to be trained and receive information regarding signs of child abuse and neglect of children. It is our responsibility as child advocates being the voice of children who have no voice. As such any adult who has contact with children has an obligation to report any suspected abuse or neglect confidentially to the Hotline. Teachers and Staff can report in good faith without fear of any disciplinary action.

Child Abuse Hotline: Please contact 1-800-252-5400 or visit www.dfps.state.tx.us for more information.

If a staff member is suspected of abuse, BCA will begin procedures, which include contacting the proper authorities to conduct an investigation. These procedures will protect the rights of both the accused staff person

and the children in the program. BCA will not make public any details of the accusation or investigation

Minimum Standards for Child Care Centers

Parents are welcome to review the minimum standards for child care centers at any time. These standards are located in a binder in our front office/reception. Please ask a staff member or teacher if you need to review these at any time. The most recent licensing report is posted in the entry area of our main building for your review.

Physical Facilities

- Classrooms provide at least 35 square feet of usable space per child.
- Playground and outdoor learning areas provide at least 75 square feet of play space for each child outside at any one time.
- All facilities meet Americans with Disabilities Act (ADA) accessibility requirements
- Nursing mothers can use the Infant Room chairs to nurse comfortably as needed.

ENROLLMENT & Required Information

Our enrollment policies are based on non-discriminatory policies and laws. We do not discriminate on the basis of religion, color, race, gender, sexual orientation, age, national origin, disability, or any other factor prohibited by law.
Children are admitted to our program as openings are available, based on the order of their enrollment application and receipt of the designated registration fee.

Confidentiality and Children's Records

All information contained in your child's records is privileged and confidential. Parents or guardians may have access to their child's records at reasonable times upon request. Please contact your Office Manager should you wish to add or update any information contained in your child's records. Updates might include such information as: changes of address, telephone, employment, and/or names of persons authorized to pick up your child. Your child's records will be

kept for the minimum time specified by your state's licensing regulations. Should you require a copy of your child's file, an administrative fee may be charged.

Required Enrollment Information

All forms provided to you upon acceptance MUST be completed <u>before</u> your child may attend. To enroll (or
re-enroll) your child, you must complete and sign the Enrollment Form, as well as any other local and/or state-specific forms required by licensing regulations. Those forms/information include, but are not limited to, the following:

- **Enrollment Information Packet**, which includes basic information about you and your child, and which will be
  given to you upon registration.
- **Tuition Agreement:** which must be completed and signed. PLEASE NOTE: BCA reserves the right to change or modify fees and/or policies with a two-week notice. BCA reserves the right to deny services due to aggressive and/or unsafe behaviors exhibited by a child or parent. In rare cases, this denial of service may be immediate if the behavior is deemed unsafe for staff, our children, other parents, or school property. Tuition is due BEFORE services are rendered.
- **Current Immunization Records**, **Health Professional Statement**, & **Hearing/Vision Screening**
  - Please keep all your child's vaccination records up to date with the front office as required by Texas Health and Human Services.
  - When children turn 4 yrs old, they must have a Hearing & Vision screening by their

pediatrician during their routine well exam. The center will need a copy. The child does not need to "pass" any of these screenings, Texas Health & Human Services just requires proof it was conducted.

- Each family or guardian will be given a ChildPilot App login upon enrollment. You will receive a Portal invite during the enrollment process. Please make sure to keep your contact information current, as this can be easily updated through the app without requiring staff assistance.

Child Pilot App

The ChildPilot Parent App is found across all platforms. Upon Enrollment, you will receive an invitation from your center to create an account on the app. We recommend one per parent. This app enables parents to do the following:

- Update Contact information at any time without staff assistance.
- Add pictures of Parents, Guardians, Emergency Pickup to help office staff easily identify you.
- Update emergency contact information. Add an Authorized Pickup person.
- Message Teachers and Office Staff easily
- Monitor Daily Activities and reports
- Access School Documents
- Easily update Payment information to ensure Tuition is paid in a timely manner
- Access Statements and sort by month or previous year for tax purposes.

What your child will need when they start:

- Uniform for Preschool & Prek students only
- Nap mat or Kindermat and Small blanket or pillow which will go home every other week to wash . Please do not bring large or bulky pillows or blankets. Only items that will fit in your child's cubby area.
- Complete change of clothing in a large zip lock, labeled.
- Hygiene: Small toothbrush & toothpaste in a bag (make-up cases work nice with plastic liner)
- Children in diapers: Package of diapers and wipes with child's name and a tube of diaper ointment.
- School supply list – please consult with teacher or office manager on specific classroom needs for your child.

Family Education & Orientation

During the course of your enrollment, the administration should conduct an orientation, either all at once or in pieces within the first 2 weeks of your child's enrollment/start of the program. The orientation should include the following:

- A tour of the Facility
- An introduction to the teaching staff
- A parent visit with the teacher
- An Overview of the Parent Handbook
- The Policy for Late Arrival
- An opportunity for an extended visit in the classroom by both parent and child for a short period of time to allow both to be comfortable
- An explanation of Texas Rising Star quality certification
- Explanation of CCS if applicable
- Family Support Resources and community/school activities (School Calendar)
- Child Development, Milestones, and Assessment
- Discuss Arrival Policy and the significance of a consistent arrival time before the educational portion of program begins.
- **Limiting technology.** Limiting use of on-site technology is important for children and parents. We encourage parents to limit use of cell phones while dropping off and picking up to ensure there are few distractions and attention is to the child and any important communications between school and parents/guardians.
- The role and influence of families and home support for school success.
- Parent Surveys: Families will periodically have opportunities to provide anonymous feedback. Administration will review responses for program improvement.

Legal Situations

Court Orders/Legal Disputes/CPS cases

- If there are **Court Orders** affecting the custody of your child or pickup schedules, you **must furnish** a CERTIFIED COPY (with Court Seal) OF THE COURT ORDER/CUSTODY/VISITATION Agreements., signed by the presiding judge. While BCA will ensure that we are in compliance with the court order on file for your child, it is our policy to remain neutral in all custody matters.
    - Your center may not be used as a visitation site, nor will we be responsible for determining compliance with parent visitation schedules.
    - **BCA will not take sides or issue suggestions on custody hearings**. Please visit the Custody Disputes & Subpeonas section below for more information on court hearings.
    - PLEASE NOTE: PER STATE LAW, IN THE ABSENCE OF A COURT ORDER, BOTH PARENTS HAVE EQUAL RIGHTS.
    - It is imperative that all enrollment forms are completed with both parents' information. A copy of a child's birth certificate may be requested at the Director's discretion. If a custody issue creates a risk for our facility or staff, we have the right to terminate care.
    - We will require easy to see and up to date pictures of Parents, Guardians, and any other authorized pickup personnel on the Child Pilot app
    - If the non-custodial parent insists that the child be released to them, the caregiver will:
    - Calmly state the daycare's release of children policyEnsure all children and staff are safe
    - Contact custodial parent
    - Call authorities if parent tries to leave with the child

Will not become involved in any physical alternation to keep child at center, it is best to let the authorities handle these types of situations.

Subpoenas & Legal Requests

BCA will comply with valid subpoenas, court orders, and legal requests. Families may be responsible for reasonable costs associated with staff preparation, travel, document production, or court attendance, as permitted by law and the enrollment agreement.
Families requesting voluntary meetings or communication with attorneys may be charged the applicable administrative or staff hourly rate. This fee is commiserated to the staff's rate and their replacement/substitute at the center.

POLICY FOR HANDLING PERSONS UNDER THE APPARENT INFLUENCE OF DRUGS/ ALCOHOL AND PERSONS WHO POSE SAFETY RISKS:

(INCLUDES: ABUSIVE PARENTS/LEGAL GUARDIANS AND ANY ADULTS, WHO CANNOT TAKE THE CHILD SAFELY FROM THE FACILITY as per the administration's discretion)

1. *THE CHILD WILL NOT BE RELEASED TO ANYONE WHO CANNOT SAFELY CARE FOR THE CHILD.*
2. *Staff will call 911 or the appropriate local law-enforcement agency when an adult appears unable to safely care for the child or presents an immediate safety risk.*
3. *STAFF WILL CONTACT THE EMERGENCY CONTACT PERSON TO MAKE ARRANGEMENTS FOR THE CHILD'S TRANSPORT TO A PLACE OF SAFETY*

Notification of Withdrawal

If you must withdraw from our center, for any reason, you are required to provide a written **two-week notice** by completing the Notification of Withdrawal form, available from your Center Director or Office Manager. If proper notification is not given, you will be responsible for the payment of a fee equal to two weeks tuition. If you are unable to obtain this form, a formal withdrawal email can suffice.

Re-Enrollment

Should you wish to re-enroll your child, new enrollment information must be submitted, along with the applicable registration fee, provided an opening is available.

Termination of Services

At Bilingual Child Academy, we strive to maintain a positive and nurturing educational environment for all of our students. However, there may be instances where it becomes necessary to terminate services for the well-being of the children, staff, and the overall functioning of the center. This section outlines the reasons and procedures for termination of services.

1. Disruptive Behavior and Broken School/Home Relationship:

Bilingual Child Academy reserves the right to terminate services to any student or family that is deemed disruptive to our educational environment or if the school/home relationship is deemed broken. It is important for all parent complaints to be approached and addressed in a mutually respectful manner. However, if a parent or guardian becomes irate or disrespectful to any member of our team, they may be asked to leave the premises, and their child may be subject to un- enrollment. We cherish a respectful and collaborative partnership with parents and expect all communication to be handled in a constructive manner.

2. Delinquent Payments:

Timely payment of tuition fees is crucial for the operation and sustainability of our child care center. If payment is not made, and your account remains delinquent, legal actions may be taken. Any collection charges, late fees, and legal fees incurred will be added to your account and must be paid to fulfill your financial obligations to the child care center.

Termination With or Without Notice:

Bilingual Child Academy reserves the right to terminate services with a one or two-week notice in the following circumstances:

- *Immunizations are not kept current in accordance with Texas state regulations, and administration staff has made efforts to keep files updated and there is no parental response.*
- *Tuition is not paid in advance (before services are rendered) as per the contract, or parent fees for subsidized families. We will make every effort to catch the family up on tuition payments, but if there is a persistent problem then the services will be terminated with no notice.*
- *The family repeatedly refuses to follow required health, safety, enrollment, or financial policies after written notice.*
- *A parent, guardian, or authorized adult threatens, harasses, or uses abusive or discriminatory language toward staff, children, or other families.*
- *The child is unable to participate safely or successfully in the group-care environment after a reasonable adjustment period, documented intervention efforts, family collaboration, and consideration of reasonable accommodations.*
- *The child demonstrates repeated behavior that presents a substantial health or safety risk to the child, other children, or staff, and the behavior continues despite documented positive guidance strategies, environmental adjustments, family collaboration, and an individualized support plan when appropriate.*

Our goal is always to provide a safe and inclusive environment that promotes the overall well-being of the children in our care. We understand that the decision to terminate services can be difficult, and we approach each situation with careful consideration and the best interests of all parties involved.

Schedules, Arrivals & Departures

Calendar

The Bilingual Child Academy is a **year around program** open Monday thru Friday. We will close for major holidays and a limited amount of staff development days each year. School calendars are available for your review on our website. Calendars may be subject to change due to weather closures or unforeseen events out of our control.

- The holiday Calendar is available on our website at www.BilingualChildAcademy.com under Information
- All upcoming pre-determined Closures will be communicated via our monthly newsletter and email reminders.
- Unforeseen closures will be communicated via email and possibly text as soon as possible.
- Tuition remains the same regardless of severe weather or holiday closures.

Hours of Operation

School Hours

- Hollywood Park Hours: 7:00AM – 6:00PM
- Stone Oak Hours: 7:00AM – 6:30PM
- Leon Valley Hours: 6:30AM-6:00PM

Director / Conference Hours: 8:30AM – 5:00PM

Office Administration Hours: 10:00AM – 3:00PM

Sign-In and Sign-Out

Every child must be signed in and out from the center using the ChildPilot app and QR Code found at front entrance by the adult dropping off or picking up. State licensing standards require centers to keep a record of child attendance. We ask for parent cooperation in this area.

Tardiness

- Curriculum begins at 9:00 a.m.
- Toddlers through Pre-K should arrive by 9:00 a.m. and no later than 9:30 a.m.
- Infants should arrive by 10:00 a.m.
- Medical appointments and approved exceptions should be communicated to the office in advance.

** Habitual late arrival may result in a conference with administration or a late arrival fee or may be denied attendance for the day.

Special Pick Up

Please inform us with a note or email (from email on file) if someone other than those you have originally authorized will be picking up your child. A phone call, email or message through ChildPilot is an acceptable form of communication. The authorized person must be over 18 years of age and present a photo ID.

Severe Weather

BCA will follow the NorthEast ISD and Northside ISD severe weather policy. If the local school district closes due to bad weather, BCA may have a delayed morning start, early close, or close entire day; please check the morning news, BCA Facebook pages, and email for this information. Please note that if BCA has to close due to severe weather, tuitions remain the same.

Absences, Sick Days, and Vacations

The school administration would appreciate **notification of a daily absence** either by phone, ChildPilot message or email of your child's absence. If we do not hear from you within 3 school days, the office will contact you for safety purposes.

We cannot give credit for missed days due to sickness or absences. Remember you are not paying for time in attendance, but for the spot.

Families may take 2 weeks per year at a 50% discount.

Daily Arrival and Departure

Parents or guardians must escort children safely into the center and complete a direct handoff to a staff member. Children must also be signed in and out through ChildPilot.

Late Pick Up

If a child remains after closing, staff will contact the parent, guardian, and authorized emergency contacts. If no authorized adult can be reached within 30 minutes, BCA may contact law enforcement or Child Protective Services.
BCA staff will not transport a child home.

Late Pick up Fees

A late fee of $10.00 plus $2.00 for each additional minute will be charged after the center's closing time.

School-Age Transportation Services

Transportation Availability by Location

Bilingual Child Academy (BCA) provides transportation services at designated locations only.

- **BCA Stone Oak:** Provides transportation for children enrolled in elementary school grades who participate in our After-School Care Program. Transportation is provided from designated elementary schools to our Stone Oak facility using passenger vans that comply with applicable state transportation and child passenger safety regulations.
- **BCA Hollywood Park:** Does not currently provide or offer transportation services.
- **BCA Leon Valley:** Does not currently provide or offer transportation services.

Transportation Authorization and Safety

Parents or legal guardians must provide written authorization before their child may participate in BCA transportation services.
BCA Stone Oak maintains the following transportation safety procedures:

1. Transportation is provided by authorized drivers who meet applicable licensing, training, and safety requirements.
2. All vehicles used to transport children are maintained in safe operating condition and equipped with required safety equipment.
3. Every child must be properly secured in an individual seat belt or appropriate child passenger safety restraint system while the vehicle is operating or in motion, as required by law.
4. BCA provides age-, height-, and weight-appropriate booster seats or other approved child safety restraints when required. All restraints must meet applicable federal safety standards and be installed and used according to the manufacturer's instructions.
5. Children are never permitted to share seat belts or travel without the required safety restraint.
6. Staff maintain an accurate transportation roster and account for every child during boarding, departure, arrival, and unloading.
7. Upon arrival at the destination, the driver or designated staff member conducts a complete visual and physical inspection of the vehicle, including all passenger seating areas, to ensure that no child remains inside.
8. Children are supervised during transportation and are transferred directly to authorized BCA personnel upon arrival at the center.

Transportation Emergencies
In the event of a vehicle breakdown, accident, medical emergency, or other transportation-related incident, BCA personnel will:

- Move or evacuate children to a safe location when necessary.
- Maintain direct supervision and account for every child.
- Contact 911 or appropriate emergency services when necessary.
- Notify the center director or designated administrator immediately.
- Contact affected parents or guardians as soon as safely possible.
- Arrange appropriate alternate transportation or parent pickup when necessary.

Parents are responsible for maintaining current emergency contact information, authorized pickup information, and relevant medical information through the ChildPilot Parent App.
Transportation services may be delayed, modified, or suspended when weather, road conditions, vehicle safety, or other circumstances make transportation unsafe.

Medical & Health Policies

BCA is committed to providing a safe environment for our children, parents, and employees. All persons on our property must adhere to acceptable safety practices and standards. Each center is treated and tested by Dis-In-Fx A Germ-Safe™ facility and Disinfect Care companies which provide professional commercial disinfection services. Teachers maintain high cleaning and daily disinfection of their classroom. Regardless of all the cleaning that is done, children may contract communicable diseases through child-to-child contact.

Communicable Disease

We value your child's health and recognize the importance of preventing infectious diseases, particularly in a child care setting. If any child in our care is diagnosed with a reportable communicable disease, as specified by your center's state licensing agency, parents/guardians of the other children will be notified. If you would like additional information about reportable diseases in your state, please contact your Center's office.

Illness: Signs and Symptoms

Please do not send your child to school if he or she exhibits any of the following conditions and/or symptoms:

- ☐ Any reportable condition that the local health department or your child's physician has determined to be contagious. In this instance, your child may return upon receipt of a physician's or medical evaluation release note;
- ☐ **A fever**: Average body temperature is around 98.6°F (37.0° C). A fever is an elevated body temperature with these readings:
  - Oral Temperature of 100°F (37.8° C) or greater
  - Rectal, forehead or ear temperature 100.4° F (38.0° C) or greater
  - Armpit temperature of 99°F (37.2° C) or greater
  - ➡ **Where/How we take temperature:** *Staff will use a noninvasive thermometer according to the manufacturer's instructions. BCA does not take rectal temperatures.*
- ☐ Nasal discharge that is green or yellow;
- ☐ Constant, deep, or hacking cough;
- ☐ Sore throat with swollen tonsils or glands, white spots in throat, or throat that hurts when swallowing;
- ☐ Stomachache accompanied by vomiting, abdominal cramping, and/or diarrhea;
- ☐ Signs of conjunctivitis, such as redness or discharge from one or both eyes, eyes that are pink or burning/itching;
- ☐ Diarrhea or vomiting;

- Complaints of ear pain,
- ***Head lice and/or eggs***. Although not a communicable disease, it is highly shared from child to child.
- Undetermined rash. May be signs of Hand,Foot,Mouth (rash or blisters on hands/feet/mouth)
- Pink Eye – or eyes that are swollen, red or crusty

Exclusion from Attendance:

We will not admit an ill child for care if one or more of the following exists (NO EXCEPTIONS):

1. The illness prevents the child from participating comfortably in child care activities, including outdoor play.
2. The illness results in a greater need for care than we can provide without compromising the health, safety, and supervision of the other children.
3. The child has a fever as described in the above section.
4. A health-care professional has diagnosed the child with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious.
5. Symptoms and signs of possible severe illness, such as lethargy, abnormal breathing, uncontrolled diarrhea, two or more vomiting episodes while in care, rash with fever, mouth sores with drooling, wheezing, behavior changes, or other signs that the child may be severely ill.
6. If your child has symptoms or case of head lice, they will not be able to attend until all live lice and nits have been treated and are removed from hair.

If your child has had any of the above symptoms overnight, **do not bring your child to care**. **Children must be symptom free for 24 hours before returning to child care or we may require a note from doctor giving permission to return to child care.** The center has the right to determine when a child is too sick to attend.

If you have given your child medication before coming to child care you must notify us of type and why. Remember, children that do not feel well cannot keep up with our daily activities.

Credit or refund will not be given for the child's missed days regardless of situation. Please have a back-up plan when your child is sick so when the occasion arises you are prepared.

If any signs or symptoms of illness appear while your child is in care, he or she will be kept separate from the group; and you will be contacted to arrange immediate pickup. In many cases, children will not be allowed to return until 24 hours have passed without symptoms.

****We do not have an on-campus Baby-Well program or a Nurse on staff. If your child is sick, they must remain at home.***

If possible, please inform the office if your child will be absent due to illness. This helps us ensure that we can keep contagion to a minimum in our classes and notify other family members of a possible contagion.

Medications

BCA recommends that you dispense medication to your child before or after the school day. (Most physicians can provide a prescription for 12-hour dosages of medication.) If medication must be dispensed at the center, BCA will use the following guidelines:

- Medication must be signed in on the daily medication log, **located in the front office**, and given to a member of
  our management team at the front desk. Additional forms may also be required by your individual state licensing agency. Do not leave medications for your child with a teacher or in their backpack.
- Prescription medications must be in their original packaging or container and be clearly labeled with dispensing/
  dosage instructions and your child's first and last name.
- Nonprescription, or "over the counter," medications can only be administered according to the label

instructions, including recommended age-appropriate dosages. Nonprescription medications must be in their original packaging or container and be clearly labeled with your child's first and last name and the date it was brought to the center. No OTC medications will be given for longer than two (2) weeks without written permission from a physician.

- If your child requires ongoing medication, please complete the BCA Medication Dispensation Form, available from
  the front office. Additional forms may also be required by your individual state licensing agency.
- Topical products will be administered according to the center's written topical-product policy and applicable authorization requirements.
- If your child has an adverse reaction to medication, we will document his or her symptoms and call you for
  immediate pick up.

TB Test

TB testing requirements vary from county to county. At the present time our local health department does not require TB testing of children or staff. If this changes we will notify parents.

Head Lice

This is a very common occurrence in young school children. Although yucky by nature, this has nothing to do with cleanliness. They are very easily transmitted by children who have a limited capacity to understand the nature of personal space. Random lice checks are conducted by office personnel. If lice are found on a child, the following steps are taken:

- Parents are notified and child must be picked up from school.
- Child's head must be treated with a product formulated to remove head lice.
- Nits must be removed with a special nit comb included in product.
- The child will be excluded from school the following day.
- Upon returning to school state health laws require examination of hair and scalp by office personal before returning to school.
- A handout of additional information regarding lice is given to parents at the time of pick-up.

To avoid infestation, it is important to inspect all family members for two weeks and treat if infected. Nits on the scalp may be seen more easily on the hair at the back of the neck and above the ears. *Please be assured that we will do everything possible to prevent infestation in our center. But the most important help comes from home.

Vaccinations

Children must have a record of a Hearing & Vision Screening within 30 days of their 4th birthday. Most pediatricians will do a basic screening at the 4 year well exam if asked to.

Bilingual Child Academy **accepts the Exemption or Affidavits from the Texas Health & Human Service Department**.

The policy above has been verified and backed by Texas Health & Human Service and State ChildCare Licensing as our right as a private organization who does not receive any state or federal funding.

Hand washing

Handwashing is like a "do-it-yourself" vaccine. It involves five simple and effective steps--Wet, Lather, Scrub, Rinse, Dry--you can take to reduce the spread of diarrheal and respiratory illness so you can stay healthy. Regular hand washing, particularly before and after certain activities, is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. www.cdc.gov/handwashing

CLLC emphasizes stringent hand washing and sanitation procedures (such as "covering" a cough), both as a part of our daily routine and as a specific part of our curriculum, beginning at age two.

Health Check

When appropriate, staff may conduct periodic health checks prior the child's admittance to the classroom and/or throughout the day. A health check is a visual and/or physical assessment taken in order to identify potential concerns— such as signs or symptoms of illness or injury-- about a child's health. (Please refer to the previous section, "Illness: Signs and Symptoms," for a basic "health check" list.)

Medical Emergencies

If there is a critical illness or injury, which requires immediate attention of a physician, we will:

1. Administer first aid or CPR as appropriate.
2. Call 911 when emergency medical care is needed.
3. Notify the child's parent or guardian.
4. Provide emergency responders with the child's available medical information.

Medical Emergencies and Accidents

In case of an accident, care for the injured child is our first priority. If the emergency requires immediate attention, we will call 911. (Your emergency medical permission and preferred treatment facility is listed on your Enrollment Form.) If the injury requires treatment, but is not serious, you will be called to pick up your child and take him or her to your physician. Minor incidents or accidents, such as a splinter or skinned knee, will be treated, documented, and reported to you on the day of occurrence.

Parents are responsible for medical and transportation expenses resulting from illness or injury. Emergency medical authorization and liability terms are contained in the signed enrollment documents.

Toilet Training

Children typically begin potty training between the ages of 24 months-36 months. Two year olds are typically in early stages of potty training, which is expected. A major part of the Two's curriculum is potty training children and we ask for parents help at home.

Preschoolers 3 yrs. + must be able to use the potty independently with hygiene support from teacher, to be accepted into our preschool three year old program. However, we understand that accidents do happen, and we encourage you to keep a change of clothing either in your child's backpack or talk to your child's teacher about storage at school. However, if accidents persist, BCA may ask for a parent conference to discuss solutions.

Quiet Time & Naps

Specific age groups will have a scheduled time to relax and recharge. Each child will have an afternoon rest period. Small blankets may be provided for this time if your child needs a special "lovey."

Children are not required to sleep. Children who remain awake will be offered quiet, developmentally appropriate activities that do not interfere with other children's rest. Teachers will support children in learning quiet-time routines through consistent expectations, visual cues, comfort, redirection, and individualized calming strategies.

If a child experiences ongoing difficulty participating safely in the rest-time routine, staff will meet with the family to identify possible causes and develop a support plan. Rest-time difficulties alone will not result in automatic early pickup or termination; however, the center may review whether it can safely meet the child's needs if the behavior presents an ongoing and substantial safety or supervision concern.

For the sake of the children, naps are built into our curriculum. A supervised rest period is included in the daily schedule according to children's ages and needs. Naptime runs typically 1.5 hours midday (depending on age). Children arriving just before or during nap will lay down with the rest of the children. We prefer that children do not arrive during nap time to avoid disruptions.

All infants are put down to sleep on their backs, in the manner recommended by the SIDS Alliance and the American Academy of Pediatrics. Exceptions to this policy are made only under the direction of the infant's pediatrician.

Infant Sleep under 12 months

Infants will be placed on their backs in an approved crib with a fitted sheet only. Blankets, pillows, toys, crib bumpers, positioning devices, and pacifiers with attachments are prohibited.

If an infant falls asleep in a car seat, swing, or bouncer, the infant will be moved promptly to an approved crib.

An infant who rolls independently may remain in the position they assume. Medical sleep exceptions require completed documentation from the child's health-care professional.

Safety Policies

Gang-Free Zone

A gang-free zone is a designated area around the specific location where prohibited gang related activity is subject to increased penalty under Texas Law. The specific locations include day care centers. The gang-free zone is within 1,000 feet of your child care center. For more information about what constitutes a gang-free zone, please consult sections
71.028 and 71.029 of the Texas Penal Code.

Field Trips

Field Trip Availability

Bilingual Child Academy offers supervised off-campus field trips and educational excursions exclusively through our **BCA Stone Oak location** for children enrolled in elementary school grades, including eligible participants in our school-age and seasonal camp programs.

BCA Hollywood Park and BCA Leon Valley do not currently provide transportation-based field trips or off-campus excursions.

Parent Notification and Consent

Parents will receive advance notification of each scheduled field trip, including:

- Date and destination of the activity.
- Scheduled departure and anticipated return times.
- Transportation arrangements.
- Description of the activity and any special requirements.
- Any applicable admission fees, supplies, or clothing requirements.

Field trip notices will be posted at the center at least 48 hours in advance and will remain posted until all participating children have returned.

A signed parent or guardian permission form is required for each field trip, including authorization for transportation when applicable. Children without the required authorization will not participate.

Supervision and Child Accountability

The safety and supervision of every child are our highest priorities.

BCA maintains written attendance rosters for all field trips and conducts frequent headcounts and individual name checks throughout each activity.

Staff will account for every child:

1. Before departing the BCA facility.
2. During boarding and before vehicle departure.
3. Immediately upon arrival and unloading.
4. At regular intervals throughout the activity.
5. Before leaving the field trip destination.
6. Upon returning to the BCA facility.

Staff will also conduct a complete inspection of the transportation vehicle after unloading to verify that no child has been left behind.

Children remain under the supervision of designated BCA staff throughout the activity. Required staff-to-child ratios and applicable licensing supervision standards will be maintained.

Each child will wear identification displaying the BCA name and center telephone number. Supervising staff will wear identifiable BCA clothing or other easily recognizable identification.

Emergency Preparedness During Field Trips

BCA staff will carry or have immediately accessible:

- Written attendance rosters.
- Emergency contact information for every participating child.
- Parent-authorized emergency medical consent forms.
- Required medications and individual allergy emergency plans.
- A first-aid kit.
- A functioning communication device.

At least one caregiver per group will have current pediatric CPR and first-aid training.
In the event of an accident, illness, missing child, severe weather, or other emergency, staff will immediately secure the safety of the children, account for every child, contact emergency services when appropriate, and notify the BCA director.
Parents or guardians will be contacted as soon as reasonably possible when an emergency affects their child.
If a field trip must be interrupted or canceled due to unsafe conditions, BCA will arrange a safe return to the center, relocation to a safe location, or authorized parent pickup as circumstances require.

Parent Communication

BCA uses ChildPilot as its primary digital communication and records platform. Parents must ensure their contact information, emergency contacts, medical authorizations, and authorized pickup information remain current. For safety purposes, staff will also maintain the required emergency information in a format accessible during transportation or an emergency, including when internet or cellular service is unavailable.

Water Activities

The Bilingual Child Academy has no pool, however we may have fun water activities with the use of sprinklers and wading pools, during hot summer weather. Children are able to participate only with parental consent and signed permission form.

Release of Children: Children will be released only to the custodial parents/guardians or contacts given by custodial parents / guardians on the enrollment forms as able to pickup. If there is a change or a pickup outside of the normal routine, we appreciate a phone call, email, or coming to the office to inform our office staff of any changes in pickup. If staff has any concerns with adult picking up, we will contact parent/guardian to confirm if we can release child.

Strings, Cords, Necklaces and Hoods

The U.S. Consumer Product Safety Commission (CPSC) has received reports of children who were strangled by strings, cords, ribbons, and hoods around their necks.

The string, cord, or necklace can become caught on furniture or playground equipment, such as a crib or play yard, or even become lightly wrapped/twisted around the neck over a short period of time.

NEVER tie pacifiers, necklaces, pacifier clips, toys, teething beads, teethers or cosmetic necklaces or any other item around a child's neck. Never leave cords of any kind near an infant or toddler. Take of bibs or other clothing tied around the neck when not in direct supervision or before placing in any play yard, crib, or car seat.

Tuition Policy

All about Tuition

Current tuitions are assessed based on a yearly cost of care per child, payroll, food, supplies, and overhead costs. This cost is then divided into a monthly/ weekly tuition calendar. Families pay a fixed tuition, which is for the spot not attendance.
BCA tuition is fixed regardless of holiday closures or unforeseen closures for severe weather or local government mandates. In rare cases, or in the event of a long term closure for classroom or school, we will work out a

reimbursement or discount which will cover the school's fixed costs.

Cost of Living Adjustments

A 3-4% cost of living adjustment may be assessed yearly in July. Please be aware that our goal is to keep tuitions as low as possible. However our rents, payroll, and costs of supplies and food often go up and these costs our out of our control. In order to maintain standards of care, we must adjust to reflect these changes.

Smart Tuition

Smart Tuition is an automatic debit of your ACH bank account or credit/ debit card with the account on file through ChildPilot portal app. Tuitions are posted on Fridays, and auto deducted on Mondays. All tuitions are due BEFORE services are rendered.

Late & Returned Payments. Tuition is due and payable before services are rendered. A service charge of $25.00 may be added to your account for late tuition payments. Dishonored checks will be assessed an additional fee depending on the bank fees assessed to the center. Enrollment will be terminated at the discretion of the school for non-payment of tuition.

Late Pick-Up Fees

A late fee of $10.00 plus $2.00 for each additional minute will be charged after the center's closing time.

Summers, Un-enrollment, or Change of Schedule

BCA is a year around program (tuitions are based on yearly enrollment).

As a special service to district teachers, we allow school district teachers to withdraw their children during summertime, for the duration of the school district Summer Program. To hold a child's spot for the Fall, **a re-registration fee of $100 per child is required by April 1st of the current year PLUS 2-weeks pre-paid tution.**

Families who wish to switch from full time to part time or need to leave over the summer, are able to do so by paying the re-registration fee. **We cannot guarantee a full time spot will be available** in these cases. Families wishing to un-enroll must give the center a mandatory paid two-weeks notice.

Tuitions remain the same regardless of holidays or severe weather closures.

What to Expect When Starting a New Program

Separation from the Parent

The process of separation from the parent as the young child enters and attends a new nursery school or preschool is one of the most important accomplishments of the preschool child and a major milestone in Social Emotional development. Typically children begin to show signs of separation anxiety around 12 months, it will begin to diminish at 36 months. As children mature, they begin to identify themselves as independent personalities. In separating from you, your child is learning:

- To develop an interest in the activities of the preschool
- To feel comfortable with others at preschool
- To understand that his/her parent will come back and pick him/her up
- To understand that all parents leave their children and come back for them
- To understand that parents often must concentrate on their own interests and duties which are separate and different from those of a child

It is important to point out that sooner or later, after the initial successful adjustment at school is made, all children want to explore the limits of not going to school. This can occur suddenly, but it usually lasts only a short time. When this occurs, here are some suggestions, which may help you handle the situation:

- Place an emphasis on what the child is doing at school rather than what your activities are while he/she is in school
- See that the child is involved in a specific activity or is in the hands of a teacher before you leave him/her
- Tell the child when you are leaving. Avoid prolonged good-byes, and don't just disappear.
- Ask the teacher for help in separation. We expect the crying and usually the tears are for the parent's benefit.
- Establish a brief, predictable, and reassuring arrival routine. A consistent goodbye helps the child understand what to expect and builds confidence that the parent or guardian will return.

Suggestions for Parents:

~ Adhere to a consistent early schedule and routine in the morning. If you are rushed and stressed your child will feel it.

~ Ensure your child has enough sleep at night. Good sleep & nutrition ensures they are not grumpy and sleepy in the morning.

~ Arrive to school before 9:00am so your child is able to participate fully in the educational portion of the program.

What to expect the first few days of school:

Give them a sense of what to expect

It's the rare child who isn't at least a little anxious about starting preschool. Resist the temptation to say things like "It'll be the most fun you've ever had," or "There's nothing to be afraid of," and never belittle your child's fears or concerns.

Instead, help calm their fears with information. Talk to them about what to expect when they get to school — where they'll be going, what they'll be doing, and who will be in class with them. Before school begins, visit the classroom together at least once, preferably when other children and their future teacher(s) are there. You can also read stories about starting school. Some good ones to try are *Franklin Goes to School,* by Paulette Bourgeois; *Starting* School, by Anne Civardi and Stephen Cartwright, and Starting School, by Janet Ahlberg.

Come up with a good-bye ritual

Introducing a Special Good-Bye Ritual

If this is your child's first time being away from you, they may worry about your return or fear getting lost and being unable to find their way back to the school at the end of the day. To ease these concerns, we encourage you to create a personalized good-bye ritual. Whether it's a high-five or a reassuring phrase like, "I'll be back to get you

soon, long before we see the moon," establish this ritual each time you drop them off. During the initial days, allow extra time in the morning for a smooth departure. Maintaining a calm atmosphere at home will make the separation easier. While it may be tempting to slip away unnoticed, it's crucial to say a proper good-bye. However, keep it brief and confident, avoiding any hint of distress. By doing so, you will teach your child to bid farewell matter-of-factly and with confidence. You will be amazed by how quickly children transition from being upset to engaging happily in class. They will also take pride in their newfound independence. Remember to praise your child's accomplishment and acknowledge the gift of independence you are providing them.

Additional Parent Resources

Please do not hesitate to contact us if you have any concerns regarding your child's growth and development—whether school-related or not. The following list contains family website resources that you may find helpful:

- Curriculum: www.FrogStreet.com
- Conscious Discipline: https://consciousdiscipline.com
- Estrellita Phonics Program: www.Estrellita.com
- http://www.cdc.gov provides a wealth of user-friendly materials on such topics as healthy living, disease control, developmental milestones, and emergency preparedness.
- http://www.choosemyplate.gov offers nutrition information for parents, as well as games and songs for children.
- http://www.2.ED.gov/parents sponsored by the U. S. Department of Education, topics on this website range from early childhood education to planning for college
- http://www.preventchildabuse.org offers information on preventing child abuse as well as positive discipline tips for parents.
- http://childwelfare.gov provides a wide variety of local, state, and national links to parenting and family topics
- http://www.families.naeyc.org posts a wide variety of articles on subjects of interest to parents of young children
- https://www.mamava.com/parent-resources

In addition, the following resources are included in this handbook:

Can't find the information you want?
We are happy to assist you in locating any resources that you may need.

CHILD CARE WAIVER & Emergency Form

Name of Student 1: _____ DOB: _____

Name of Student 2: _____ DOB: _____

Name of Student 3+: _____ DOB: _____

Parent's Name: _____ Contact Phone No. _____

Parent's Name: _____ Contact Phone No. _____

Emergency Contact in event
Parent cannot be reached: _____ Contact Phone No. _____

Special Medical Notes regarding your child(ren): _____

_____

_____

_____

I/We understand the content described in the BCA Parent & Student Handbook, October 2026 Update.

I/We understand that the handbook may be updated periodically and that families will be notified electronically when changes are made.

I/We acknowledge receipt of this handbook and agree to follow BCA's policies and procedures. Emergency medical authorization, financial responsibility, and liability terms are contained in the signed enrollment documents.

If I cannot be reached during a medical emergency, I authorize BCA to contact emergency medical services and obtain necessary medical care for my child. I understand that I am responsible for all related medical and transportation expenses.

Please initial one choice below:

____ I have received an email PDF copy of this Parent & Student Handbook and I further understand that it is available on the school's website at www.bilingualchildacademy.com *** Thank you for helping us conserve paper!**

____ I wish to receive a hardcopy of the Student & Parent Handbook at a cost of $5.00 assessed to my family account.

Acknowledgment:
Signature of Parent/Guardian: _____ Date: _____

Printed Name of Parent/Guardian: _____