

# Child's Day Kindergarten Open House Agenda

- Sign-in / Activity
- Introductions
- Daily Schedule / Routines
- Curriculum
- Remarks by parents of former students
- Questions and Answers

Merrick Leler  
Child's Day  
2525 Wallingwood Drive, #100  
Austin, Texas 78746

Dear Merrick,

We are writing to let you know how very pleased we are with the Kindergarten class at Child's Day. Jennifer Giroux has developed an excellent program that emphasizes the math and literacy skills that are so critical at this age. The small class size allows Ms. Giroux to tailor the program to the individual abilities and needs of each child and she does so in an outstanding fashion.

What pleases us most about Ms. Giroux's program, however, is that she does not limit herself or her students to a prescribed Kindergarten level curriculum. She encourages her students to stretch their minds to the next level and is always willing to provide that extra challenge to the high achiever. For example, during the 2001-2002 school year, Ms. Giroux divided the class into three groups for math based on their understanding of the concepts. The most advanced of these groups was experimenting with multiplication by the end of the year.

Our older son, Duncan, did not read at all when he started Kindergarten and was reading on the 2<sup>nd</sup>-3<sup>rd</sup> grade level when he graduated in May 2002. He is now an avid reader and we attribute this in part to the strong reading foundation he received from Ms. Giroux. Duncan was well ahead of his peers academically when he started first grade.

It was because of our excellent experience in 2001-2002 that we enrolled our younger son, Pierce, in the program this year. Pierce's experience so far has been equally successful and we fully expect his achievements to match his brother's under Ms. Giroux's guidance.

We are confident Child's Day and Jennifer Giroux offer the finest Kindergarten program available in Austin. We are very happy it was available for our sons.

Sincerely,

*Debra and Alan Waldrop*

Debra and Alan Waldrop  
402-1429 (home)

## Child's Day Kindergarten: A Great Choice – for parents *and* kids.

My daughter attended Child's Day for several Pre-K years. Yet, when it came time to make a decision about which Kindergarten to enroll her in, we were not immediately certain that Child's Day was the answer. Our son had attended a different, very reputable private Kindergarten but, again, we weren't certain that it was the right answer either. We carefully considered a number of options, including public Kindergarten with its low-cost advantage, but after attending the Kindergarten open house at Child's Day, meeting the teacher, Ms. Giroux, and hearing about the program and environment she creates for the twelve children in her class each year, we decided to keep our daughter at Child's Day for her Kindergarten year.

We had heard many wonderful, incredible stories, from a large number of friends who either had sent their child through Ms. Giroux's program or who had close friends or family who had, about how fantastic this Kindergarten program was. Frankly, I was skeptical, even after we had made our final decision. I didn't think anything or anyone could be as great as the raves we were hearing, across the board, from people who knew Ms. Giroux! Fortunately, my skepticism was unfounded and I was proved wrong: Ms. Giroux actually IS as great as everyone said she is. In fact, she and her program may actually be even better than the word-of-mouth recommendations we had received!

Six months into the program, I can honestly say I am absolutely certain that the choice to enroll our daughter in this Kindergarten program was not only a good one, but also an excellent one! She has made tremendous, incredible progress in developing learning skills and social/interaction skills, all in a kind, respectful environment. She has made tremendous strides academically – in reading, spelling, mathematics, science and scientific methods, and more. I could go on and on because the range of material being covered and absorbed by the twelve lucky children in this class is truly incredible! And, it's all done in a fun and interesting way so that the children enjoy it and are excited by the learning process! I can't think of a better gift to give a child at this age to launch them into their school years. Instead of wanting to stay home or leave early or come to school late, my child now begs to stay longer at school! Truly remarkable!!

Without diminishing the wonderful qualities and virtues of the Child's Day Kindergarten program in any way by using humor, I thought that closing this note with a "Top Ten Reasons to Enroll Your Child in the Child's Day Kindergarten" list might be the most effective way to communicate the key benefits we have discovered in this program:

1. The teacher. Ms. Giroux is an amazing person: incredibly bright, well trained and well organized, of course, but also compassionate, patient, creative, dedicated, caring and energetic.
2. The teacher! Ms. Giroux is committed to (and very capable of) working with the children individually, at their own distinct levels, in each subject area.
3. The teacher! Ms. Giroux creates an environment of mutual respect, kindness, consideration and appreciation for the gifts and talents and unique qualities of others in her classroom.
4. The teacher! Ms. Giroux is committed to helping the children understand themselves and others better and to reach out and to make connections with other children in the community who may differ from them in some way or who may have special needs. The relationship she's established between this class and the class at the Texas School

- for the Deaf is but one example (and the children have learned a great deal of sign language in the process!).
5. The class size. Having only twelve children in the class provides huge benefits to the children whose needs and abilities can be better assessed and addressed on an ongoing, daily basis.
  6. The Child's Day approach/the classroom environment. All the same guiding principles utilized in the preschool carry over in the Kindergarten program. The Child's Day emphasis on mutual respect, understanding, kindness and caring toward friends, teachers, and others, individual responsibility and appropriate, loving consequences for unacceptable behavior is modeled in and very much a part of the Kindergarten program.
  7. Access to special Child's Day parenting programs and special programs for the children such as music, piano, gymnastics, psychologist-directed social interaction programs and more.
  8. The academic program. The curriculum includes reading, writing, spelling, arithmetic (and more advanced mathematical concepts!), science, art and the arts, social sciences and more! Experimentation, individual observation and thought process development, brainstorming and other team approaches to problem solving all are integrated into the various parts of the curriculum. Study of a topic often leads to a relevant trip outside the classroom or a talk or demonstration by a knowledgeable parent, such as when the art curriculum involved the children creating works based on in-class observation of historic works of art, followed by a discussion of art history led by a parent with expertise in the area and a field trip to the Museum of Art to see the Andy Warhol exhibit. Incredible!
  9. The parent community. The parents of the twelve Kindergarteners are all actively involved in the work of the Kindergarten. The support they provide is unsurpassed in my experience – everything from providing materials for various parts of the curriculum, to bringing demonstrations and activities to the class so that Ms. Giroux can have more one-on-one time for activities with the children like individual story-telling, to helping organize learning activities outside the classroom, to providing healthy snacks, props or materials for the classroom or for special activities, showing up in abundance for class plays/shows/parties, and more!
  10. The teacher!! Ms. Giroux truly is remarkable. I daresay she is phenomenal. Better than the word-of-mouth reports that, frankly, put her in a sort of legendary category. If I could find a way for her to teach my daughter for the next four, five or six years I would!! She is that terrific – both as a teacher and as a caring, compassionate human being!! I, for one, am more than satisfied that this is a fantastic place for my daughter to spend her Kindergarten year. And, you know what?? She would most definitely agree!

*Michelle Turner*

Michelle Turner

# Kindergarten at Child's Day?

Choosing the best kindergarten placement for your child can be a daunting task. Public school? Private school? Each comes with a distinct set of advantages and disadvantages. Clearly, the goal is to determine which environment will best meet the needs of *your* child. Ultimately, you can make the best decision if you *identify* your child's-*unique* personality and preferred learning style, *identify* the philosophies of the schools, and *make a match* between the two.

At Child's Day, the experiences and environment are tailored to meet each student's unique needs and stimulate learning *in all developmental areas*. The exceptionally small class size (only 12-13 students) allows for personalized instruction in a way that is not possible in a classroom of 22 students (customary public school class size). In practice, this means each child has an opportunity to read with the teacher every day. Students receive timely feedback on their work, and spend minimal time waiting for the teacher's assistance if they experience difficulty.

The smaller class size also allows the teacher to implement a *developmentally appropriate* curriculum for her students. With larger groups, classroom management is often achieved by requiring students to engage in pencil and paper "seat-work" -- filling out worksheets that require few higher-order thinking skills to complete. At Child's Day, students spend the majority of their day *actively engaged* with manipulative materials, allowing them to construct their knowledge from experiences that are meaningful to them. The teacher guides the children's inquiry in a way that requires each child to stretch him / herself, but children experience the classroom as one in which they are more autonomous -- they are able to make more decisions for themselves and have more opportunities to work individually or in small groups.

The daily schedule at Child's Day permits the students to make fewer transitions from one place to another, allowing *more "time on task" for learning*. Lunch takes place in the classroom with the teacher. Instruction in special areas (music, art, computer) also takes place in the classroom. While this may appear to have minimal benefit, consider that a minimum of *45 minutes a day is wasted in most kindergarten classrooms* where students are required to line up and move from room to room for different activities. That's about 15% of the daily classroom learning time!

Yet another advantage at Child's Day is the opportunity parents have daily for informal exchanges with the teacher when they bring their child to school. The schedule is arranged so drop off is an ideal time for the parents and teacher to share important bits of information about the children, promoting a smooth home-to-school transition.

## The Child's Day Advantage:

- ◆ smaller class size (12-13 students)
- ◆ individualized instruction
- ◆ developmentally appropriate curriculum
- ◆ active learning environment
- ◆ fewer transitions/more "time on task"
- ◆ -greater parent / teacher communication
- ◆ -experienced, certified teacher
  - M.A. Ed. in Early Childhood Ed.
  - 14 years teaching experience
  - both public and private school teaching experience

# Kindergarten

## Daily Schedule

- 7:00 Before School Care (optional)
- 7:45 Classroom opens - Intro. Activities  
Sign-In                      Morning Activity  
Free Journals              Handwriting Journals  
Independent Reading
- 8:05 Circle Time 1 (Large Group)  
Welcome Songs              Morning Message  
News of the Day              Phonemic Awareness Games  
Shared Reading              Journal Sharing  
Literacy Mini-lesson
- 8:35 Literacy / Math Centers / Reading Groups
- 9:35 Circle Time 2 (Large Group)  
Transition Songs              Calendar Activities  
Jobs                              Review Morning Activity  
Mathematics lesson
- 10:15 Free Centers / Story Dictation/Snack
- 11:05 Clean Up
- 11:15 Story Time
- 11:40 Wash Up / Lunch Preparation
- 11:50 Lunch Time
- 12:30 Recess - Outside Physical Activity
- 1:30 Quiet Time / Rest Period / Independent Reading
- 2:15 Rest time ends -- put mats away, transition
- 2:30 Music / Science / Spanish / Computer / Gymnastics
- 3:00 Story Dramatizations
- 3:20 Sharing / Daily Review
- 3:25 Afternoon Snack -- Kindergarten Class Ends
- 3:30 After School Program (optional)
- 6:00 Classroom Closes

# Child's Day Kindergarten Curriculum

## Mathematics Curriculum

### Competencies

Our kindergarten students will:

- Develop the concept of number to label, order, and express quantities and relationships.
- Recognize, apply, analyze, and create patterns involving objects, numbers, and real-world situations in order to express relationships and make predictions.
- Explore, describe, analyze, and determine relationships between geometric figures and shapes and real-world structures.
- Describe and compare objects, make estimates, determine reasonableness, and solve problems by using standard and non-standard units of measurement.
- Collect, organize, display, and interpret data in order to solve problems, predict reasonable outcomes, and communicate results.

### Core Concepts

- Number
- Patterns
- Geometric figures
- Measurement
- Graphing

### Content

- **Number, Operation, and Quantitative Reasoning**
  - Use one to one correspondence and language such as more than, same number as, and less than to describe relative sizes of sets of concrete objects
  - Create sets of concrete objects to represent quantities given
  - Count the number of objects in a set (to 20)
  - Use ordinal language (before, after, first, second, etc.) to describe events or objects
  - Join and separate sets
  - Divide a whole into two equal parts and explain relationship of half to whole
  - Use concrete objects to model addition and subtraction problems
- **Patterns & Relationships**
  - Identify, extend, and create patterns using concrete objects, sounds, and physical movements
  - Count to 100 by 1s, 5s, and 10s
  - Use patterns to predict what comes next
- **Geometry**
  - Use prepositions to describe relative positions of objects in space (over, under)
  - Use attributes to identify, describe, compare, and sort objects
  - Describe, compare, and recognize shapes including circles, squares, rectangles, triangles, ovals, and diamonds
- **Measurement**
  - Compare, order, and find objects using length, capacity, and weight
  - Compare temperatures (hotter or colder)
  - Compare events according to duration such as "more time than" or "less time than"
  - Read and interpret calendar using days, weeks, and months
  - Tell time using hours
  - Sequence events
- **Probability and Statistics**
  - Collect and sort data
  - Use and organize data to construct graphs, charts, tables, and Venn diagrams
  - Interpret and explain results on charts and graphs
  - Make predictions based on probability

### How will mathematics be taught?

Mathematics will be woven into the course of each school day through an integrated thematic approach. The competencies and content outlined above will be addressed through hands-on, concrete learning experiences

for the children. Children will always have the opportunity to extend direct instruction lessons through the use of manipulatives during free exploration center time.

### **Specific examples of mathematical experiences you can expect to see in the classroom**

- Daily calendar activities (we will add a number to the calendar each day, discuss the names of the months and the days of the week, count the number of days we've been in school, and have a party to celebrate the 100th day)
- Sing number songs/chants (ex.: "Five Little Monkeys Jumping on the Bed")
- Read number and shape books (ex.: *Feast for Ten*; *Zin, Zin, a Violin*; *The M&M Counting Book*; *Shape Sense*; *Brown Rabbit's Book of Shapes*; etc.)
- Sorting activities (sort objects by color, shape, size, etc.)
- Measuring activities (we will measure objects such as: ourselves!, pumpkins around Halloween, ingredients for recipes we will cook, etc.)
- Graphing activities (we will construct a graph for our favorite color of M&M, a graph for the number of siblings we have, a graph for our favorite smells, etc.)
- Patterning activities (we will make patterns with: 1) our bodies - ex.: standing, sitting, standing, sitting, etc.; 2) sounds - ex.: clap, snap, whistle, clap, snap, whistle, etc.; 3) concrete objects

## **Language Arts Curriculum**

### **Competencies**

Our kindergarten students will:

- listen and speak for a variety of purposes and audiences.
- engage in activities that expand conceptual knowledge and oral and written vocabulary.
- experience and respond to cultural differences through reading, listening, and speaking.
- recognize that print can be used to instruct, inform, communicate, and entertain.
- demonstrate concepts of print and books.
- develop and apply phonemic awareness, the alphabetic principle, and letter-sound knowledge.
- recognize and apply multiple decoding strategies when text is read aloud.
- orally respond to a variety of texts to identify details, character traits, prediction, sequence, and setting.
- demonstrate a variety of strategies to comprehend selections read aloud (prior knowledge, purpose for reading, sequence).
- create a variety of written texts
- develop a foundation of writing using letter formation and concepts of print.

### **Core Concepts**

- Ideas can be communicated through listening and speaking.
- Spoken language is composed of sequences of sounds.
- The letters of the alphabet represent sounds and spoken language.
- Reading and writing are interrelated.
- Print has conventions.
- Comprehending a text requires more than knowing just the words on a page.
- Authors have a purpose for writing texts.
- Writing comes in many forms.
- Literature is a reflection of life.
- Cultures share similarities and differences.
- Books have a set format.

### **Content**

- Oral language for a variety of purposes, audiences, and occasions
- Comparison of language and oral traditions that reflect customs, regions, and cultures
- Story elements and structure (characters, beginning, ending, problem-solution)
- Critical, responsive listening to a variety of genres
- Environmental print
- Phonemic awareness taught through poems, nursery rhymes, and songs
- Engagement with books and print to learn concepts of print and books
- Modeled, shared, guided, and independent reading and writing in a variety of texts

### **How will language arts be taught?**

Language arts instruction will be infused throughout all of the content areas of the curriculum. Students will

come to know the power and value of print through a variety of purposeful and fun language experiences. Emphasis will be placed on creating meaningful occasions for reading and writing rather than the excessive use of drill and practice ditto sheets. Children will be encouraged to use their emerging literacy skills in the variety of literacy centers provided for them during free choice center time.

### **Specific examples of language arts experiences you can expect to see in the classroom**

- Daily story time. focus on initial, medial, and ending word sounds, rhyming, syllabication, etc.)
- Daily news. (Individual children dictate “news” to teacher -- class performs choral reading of dictated news.)
- The dictation and dramatization of original stories told by the children.
- The dictation and dramatization of adult-authored stories and books.
- Phonemic awareness activities (games which
- Modeled, shared, guided, and independent reading and writing.
- Creation of a word wall.
- Creation of labels for different areas of the classroom.
- Letter writing to friends, parents, teacher, etc.
- Journal writing/drawing.

## **Science Curriculum**

### **Competencies**

Our kindergarten students will:

- explore our classroom and the natural world through the use of skills such as observing, measuring, comparing, sorting, classifying, and predicting.
- collaborate to investigate and solve problems.
- share scientific findings, questions, and ideas
- begin to use the scientific method

### **Concepts**

- Science concepts can be found in everyday settings.
- The scientific method is an effective way to explore our world.
- All living organisms have unique and identifiable characteristics.
- Change occurs constantly and is required for growth.

### **Content**

- Characteristics and basic needs of living organisms.
- Environmental interactions.
- Materials and their properties.
- Changes over time: seasons, life cycles, etc.

### **How will science be taught?**

Through the use of books and periodic science experiments, children will be encouraged to question the natural phenomena which occur around them in everyday life. Scientific language such as “experiment, hypothesis, conclusion etc.” will be incorporated into weekly activities to allow the children to become comfortable and competent using such terminology.

### **Specific examples of science experiences you can expect to see in the classroom**

- Growing plants from seeds.
- Temperature experiments.
- Solid, liquid, gas experiments.
- Explorations of the five senses.
- Exploration of the food pyramid and nutrition.
- Planting and caring for a garden

# *Social Studies Curriculum*

## **Competencies**

Our kindergarten students will explore:

### **History**

- place events in a narrative at the beginning, middle, or end.

### **Geography**

- describe the human and physical geographic features of the school community.
- locate places in the school and describe their relative location.

### **Economics**

- identify choices family members make
- explain that people work to obtain food, clothing, and shelter.

### **Government**

- identify rules that provide safety and order.
- explain the roles of the rules in the school and family.

### **Citizenship**

- respect classroom and school rules and cooperate with teachers and other authority figures
- participate in group and class decisions; work cooperatively in small groups
- accept responsibility for personal behavior.

### **Culture**

- describe family traditions.
- identify similarities and differences in individual and family traditions.

## **Concepts**

- People have traditions and ideals with roots in the past.
- People use and modify their physical environment.
- Family members & classmates are interdependent.
- Individuals and family members must make choices and work to obtain their economic wants.
- Rules provide order.
- Family members and classmates have responsibilities to one another.
- Individuals and families have similarities and differences.

## **Content**

- Family, civic, and cultural holidays, and traditions celebrated by diverse groups in the school community (i.e.: birthdays, Thanksgiving, MLK day, etc.)
- Historical figures and stories associated with civic and cultural holidays and celebrations (i.e.: the pilgrims, Martin Luther King, etc.)
- Directions and relative location
- Characteristics of the human or built environment in the school community (i.e.: houses, bridges, roads, etc.)
- Characteristics of the physical environment (i.e.: weather patterns, forms of precipitation, major landforms, etc.)
- Economic choices and economic wants (i.e.: occupations, food, clothing, and shelter)
- Family, school, and community rules.
- Similarities and differences among children, friends, families around the world

### **How will social studies be taught?**

The primary focus of the social studies curriculum will be learning about human interdependence. We will learn strategies for working in harmony with others, such as using “I Care Language.” We will also learn a variety of appropriate conflict resolution techniques. Emphasis will be placed on learning to respect and appreciate our own traditions and beliefs as well as those of others in our community and the world.

### **Specific examples of social studies experiences you can expect to see in the classroom**

- We will create “Me bags” to gain a better understanding of ourselves & other children who share our classroom.
- We will create an “I Care” bulletin board noting the kind behaviors of our classmates.
- We will create class books depicting the similarities and differences between our families.
- We will explore some of the different occupations found in our society and discuss how each person’s role contributes to the well-being of our community.
- We will explore the necessity of classroom rules and societal laws.
- We will explore the uses and functions of maps and globes

# KINDERGARTEN ENROLLMENT RECORD / APPLICATION

*Please Print Clearly*

CHILD'S LEGAL NAME		
NAME CHILD IS CALLED		Circle:      BOY      GIRL
BIRTHDATE      /      /	AGE	RELIGIOUS PREF

	"MOTHER" PARENT	"FATHER" PARENT
FULL NAME (YOU GO BY)		
STREET ADDRESS		
CITY & ZIP CODE		
HOME PHONE		
D.L. NUMBER		
EMPLOYER		
OCCUPATION		
WORK PHONE		
ALT. PHONE 1 <small>(SPECIFY IF MOBILE, PAGER, ETC.)</small>		
ALT. PHONE 2 <small>(SPECIFY IF MOBILE, PAGER, ETC.)</small>		
E-MAIL ADDRESS		

BROTHER / SISTER NAMES	AGE	BIRTHDATE

HOW DID YOU HEAR ABOUT CHILD'S DAY
------------------------------------

*I understand all payments are 100% **non-refundable**  
if registration is cancelled **FOR ANY REASON.** Signed **X***

SCHOOL YEAR: <b>2007 - 2008</b>	CLASS: <b>Kindergarten</b>	RATE: <b>\$750</b>
---------------------------------	----------------------------	--------------------

<b>\$      50.00</b>	REGISTRATION FEE
<b>\$      750.00</b>	LAST MONTH'S TUITION IN ADVANCE (NON-REFUNDABLE)
<b>\$      750.00</b>	FIRST MONTH'S TUITION IN ADVANCE (NON-REFUNDABLE)
<b>\$      50.00</b>	SUPPLIES FEE FOR 10 MONTHS @ \$5.00
<b>\$      1,600.00</b>	<b>SUB-TOTAL</b>
<b>\$      _____</b>	AFTER SCHOOL PROGRAM - \$110 3:25 – 6:00 pm
<b>\$      _____</b>	BEFORE SCHOOL CARE - \$ 30 7:00 – 7:45 am
<b>\$</b>	<b>TOTAL DUE</b> (Payable to: <i>Child's Day</i> )

<b>\$</b>	PAID      /      /	CHECK #	MONTHLY RECEIPT?
-----------	--------------------	---------	------------------





# Child's Day

Preschool · Kindergarten · Child Development Center

2525 Wallingwood Drive # 100 • Austin, Texas 78746  
Phone: (512) 327-3274 • FAX (512) 327-3281

## KINDERGARTEN ENROLLMENT AGREEMENT

This Agreement is between Child's Day, Inc. (the "School"), and \_\_\_\_\_ (the "Parents"),  
the parents or guardians of \_\_\_\_\_ (the "Child").

Enrollment will continue until terminated in accordance with Section "D." of this Agreement.  
This Agreement becomes effective upon execution.

### **A. SERVICES & SCHEDULE**

- The School will provide a developmentally appropriate Kindergarten program meeting the needs of the children enrolled. A balance of formal and informal learning experiences will be established, with individual and group activities geared toward the emotional, social, physical and individual growth of young children.
- Regular operating hours will be 7:45 am to 3:25 pm, Monday through Friday throughout the "school year," except closings for holidays, in-service days, and inclement weather as described in the Parent Handbook. Consult the current calendar for school year beginning and ending dates, Summer Camp dates, and days closed.
- Extended care hours will be available for an additional charge (see current rate schedule): before school (from 7:00 am) and after school (until 6:00 or 6:30 pm).
- Children in attendance will have a rest time each day, and will receive a nourishing snack in the mid-morning and in the mid-afternoon.
- Children will receive assistance with personal care as needed.
- The School will notify Parents of suspected exposure to any communicable illness.
- The School will make reasonable efforts to safeguard children's personal belongings, but will not be responsible for lost or broken items.
- The School or any staff member will report any suspicion of child abuse, neglect or endangerment to appropriate authorities.

### **B. PAYMENT PROVISIONS**

- Tuition is **due and payable on the first of each month**, in advance. A late charge of two percent (2%) is due if payment is received after the fifth of the month. Enrollment is terminated if payment is not received by the tenth of the month.
- Payment for optional classes (such as piano keyboard) is due on the first of each month, in advance.
- The Tuition, Registration and Supplies Fees are as shown on the **ENROLLMENT RECORD / APPLICATION** form. Tuition for the last month of the school year is due in advance.
- ***All payments, including last month's tuition, are entirely non-refundable, including all payments made at the time of registration, in the event enrollment is cancelled for any reason at any time.***
- If a child **leaves** the School after their scheduled time, for any reason, a Late Pick-up Charge of **One Dollar (\$1.00) PER MINUTE** will be due and payable. Late Pick-Up charges are calculated to the time the Child actually leaves the School.
- **There are NO REFUNDS OR CREDITS allowed for time missed from school for any reason.**

### **C. OBLIGATIONS OF PARENTS**

The Parents will:

Furnish required medical information within fourteen (14) days of enrollment and regularly as needed thereafter;

Bring the Child to a teacher each day, sign IN and upon pick-up, sign OUT on the class attendance register;

Notify the School when a person not previously authorized in writing or not known to the staff will pick up the Child;

Provide the Child with a nutritious, well-balanced lunch in a labelled bag or box;

Dress the Child appropriately following guidelines in the Parent's Handbook;

Abide by "Illness Exclusion" and "Arrival Time" policies

Notify the School if the Child contracts or is exposed to any communicable illness or is absent for any other reason;

Immediately pick up the Child when notified of illness;

Attend Parent conferences when requested;

Keep ENROLLMENT RECORD information current;

Give the School written notice of withdrawal a full month in advance, as of the end of the month,;

Park only in spaces not marked as reserved for others;

Respect the non-religious nature of School programs;

Refrain from reprimanding or disciplining children of other families while on the School premises;

Abide by all rules and policies in the Parent Handbook.

### **D. TERMINATION OF ENROLLMENT**

Enrollment will be considered terminated if:

The Parents give the School one full month advance written notice of withdrawal, effective the last day of the month;

Payment is delinquent beyond the 10th day of the month;

The Parents fail to comply with this Agreement, the Parent Handbook, or any other rules of the School;

The School, in its sole discretion, determines it is unable to meet the needs of the Child, or that it is not in the best interest of the School or other children enrolled to have the Child continue in attendance;

There is serious illness or death of the Child.

The School and its staff retain the sole right and responsibility to determine any disputed factual matters regarding termination of enrollment.

### **E. MEDICAL TREATMENT AUTHORIZATION**

The School is authorized to secure such emergency medical treatment as may be required. The Parent agrees to pay all expenses incurred in connection with such emergency medical treatment. The School will use its best efforts to immediately notify a parent or a person designated to be called in case of emergency. The Parents authorize any licensed physician or medical facility to treat the Child in case of an emergency.

### **F. FIELD TRIPS / WATER ACTIVITIES**

Permission is granted for the Child to participate in supervised field trips and water play activities planned by the School. Notice of field trips will be posted in the School at least one day in advance. The School is authorized to transport the Child on such field trips. Children may have contact with animals on Field Trips. Appropriate precautions will be taken and safety guidelines followed by the School.

### **G. HEALTH CERTIFICATION**

The Child has been examined within the past year by a licensed

physician and is able to participate in the Kindergarten early childhood program at the School. The School will be provided with a "Medical Information / Immunization Record" form within two weeks, completed and signed by the Child's physician. Any adult staff member of the School is authorized, as necessary, to administer an aspirin substitute (Tylenol, etc.) which the Parents will provide in its original container.

### **H. PARENT'S GUIDE**

The School has provided the Parents with a copy of the licensing agency publication, "Parent's Guide to Day Care" and has discussed its contents with the Parents.

### **I. CHILD RELEASE PROCEDURE**

The School will release the Child only to those parents and others the Parents designate in writing. The Parents shall specify a unique *Code Word* which must be given upon request, along with positive identification, by any person picking up the Child. The Parents will notify The School, in advance, if a person not previously authorized in writing or not known to the room staff will be coming for the Child. This person will be required to provide the Code Word and positive photo identification.

### **J. PHOTOGRAPHS RELEASE**

The School is authorized to photograph the Child and use the resulting photographs for any school related use, including but not limited to news media or promotion, and the Parents release all rights, title, and interest in the finished photographs and negatives.

### **J. MODIFICATION OF THIS AGREEMENT**

This Agreement may be modified by the School, by written notice to the Parents, whenever any circumstances covered by the Agreement change.

### **K. OTHER TERMS / SIGNATURES**

The Parents will cooperate with the policies of the School, perform the obligations of parents set forth in this Agreement, and abide by the rules, regulations, and policies provided by the School. The Parents will not employ or attempt to employ any person employed by the School for a period of twelve months after their employment by the School terminates. The Parents have read the terms of this Agreement and all questions have been satisfactorily answered. The Parents release the School, its owners, officers, and staff from any liability for injury or damages of any kind not resulting from gross negligence.

### **PARENT / GUARDIAN SIGNATURE:**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_