

Parent Handbook

Updated December 2025

We are looking forward to getting to know you and your family! This handbook covers some basic information about our center and our policies. We encourage you to ask us questions at any time – teachers and directors are always happy to help.



The Alliance Program of Young Peoples Learning Center is a non-discriminating, state licensed, early childhood education center for children ages 6 weeks to 18 months. We have a young infant classroom for children ages six weeks to 9 months and an older infant class for children ages 9 months to 18 months. Young Peoples Learning Center provides care for children 12 to 36 months at our Mathews Street location and 30 months to pre-kindergarten at our Plum Street location, as well as before and after school and summer camp programs for older kids up to 10 years. More information about these programs can be found on our website at www.youngpeoplesLC.com

The Alliance Program was developed by Poudre School District to address the lack of care options for infant and toddler children of teen parents who are part of the district. However, when space is available, we invite families who have students attending Front Range Community College as well as other community families. Our goal is to support families and children through quality early childhood experiences.

MISSION

Childhood
done right.

VISION

To be a positive and
supportive school community
dedicated to the education,
health and wellbeing of all
our members through
supportive play and
interactions.

Most people select Young Peoples because we have small, homelike environments - a good stepping-stone between home and elementary school. We believe in learning through play, color, messes and noise. We invite you to walk around, observe, and talk with the staff and children and see Young Peoples for yourself.

Young Peoples Learning Center welcomes and celebrates the diversity of our students. We accept students with disabilities whenever feasible. We will work with outside agencies in order to provide additional programming as needed. We have specific relationships with local speech and language centers, child and family therapy services, pediatric services and occupational therapists to serve families and train staff. We work closely with these service providers to get children and families as much support as possible. These services can be provided on or off site. Please speak with a director about any special accommodations your child might need. We want children to be in the best fit possible for their needs and will work with parents to give referrals if we are not the right fit for your child or family.

Children or families whose first language is not English are always invited to request paperwork or other information to be translated for them. In addition, we will work with local higher education institutes (CSU and FRCC) and the school district (PSD) to provide teaching assistants or resources

who speak a child or parent's native language whenever possible. Parents should request this through a director two weeks before written translation material is needed or one week before a meeting in which a translator is needed.

Our History

The original owners were Janice and Dennis Griffith and operated YPLC since 1978. Beginning in 2022, their son and his wife are carrying the torch to continue the community focused child care. Both AJ and Jordie come from education backgrounds and taught in the public school system for many years, both worked at a middle school. AJ taught Social Studies and Jordie taught Special Education. They come to YPLC with a passion for taking care of their staff, the children, and the families as a whole. In the following pages we will share with you our philosophy toward children, as well as our school policies. As you read them, it is our hope you will sense our commitment to providing a positive high-quality learning environment for your child.

Philosophy

Young Peoples Learning Center was named after its philosophy was developed. “Young Peoples” was chosen to accentuate equality between children and adults. The rights and desires of adults are comparable to those of children; the right to be respected, the right to express feelings and opinions, the right to be heard and responded to, the right to independence, the right to choose, and the right to be seen as an individual.

“Learning Center” was chosen because your child will learn and grow socially, emotionally, physically, and intellectually through the many activities and situations presented to him/her – dramatic play, books, manipulative toys, block play, cognitive learning games, large muscle exercise, creative art, craft projects, puppets, science experiments, field trips, group time discussions, baking projects, social interactions, eating experiences, etc. These various experiences will enable your child to become an independent and positive person ready to succeed in the lifelong learning process.



The Alliance Program was named because we want to be an ally to young parents as they enter their first experiences with child care and school. We want to be more than just a school, but a partner and support families in all ways we can.

Our Programs

The Alliance Program is open from 7:00 am to 5:30 pm. We are a full year program and run Monday through Friday. **Children may not be dropped off after 10 am.**

Alliance is partnered with Poudre School District (PSD) and is in a PSD building. Due to this, we have limitations we are required to follow due to the contract with PSD. The policy that impacts families most is that when PSD district offices are closed, then Alliance has to close as well. Please note that this is not when PSD schools are closed. It is specific to when the **District Offices** are closed. We are not allowed in the PSD buildings on these days. Please check the PSD calendar to confirm dates. Our program is closed New Years Day, Presidents Day, Memorial Day, the week of July 4th, Labor Day, Columbus Day, Thanksgiving and the Day after, Christmas Day and the week between Christmas and New Years (the actual dates may vary year to year depending on what day the holiday falls on - please see communication directly from the center at that time).

Admission and Registration

Families will register their child through Young Peoples Learning Center. Before registering, parents are encouraged to take a tour, speak with a director and walk through the school. Additionally, we encourage all

parents to set up a day for your child to visit his or her classroom with you for a short introduction time once you have decided to register.

During this process, you will be requested to fill out several forms which give us information about your child and your family. In addition to our in-house forms, we need your child's most recent physical, and a record of your child's current immunizations from the doctor's office. We will also require updates to these forms for your child to continue attending. We have attempted to capture information we think may be helpful in caring for your child, but we always welcome additional information you think might be helpful. These forms must be completed and submitted at least 24 hours **before** your child's first day.

In order to be enrolled at YPLC, your child must be completely up to date on all AAP recommended vaccines. We do not accept personal or religious exemptions. Only medical exemptions will be accepted with proper documentation. If your child has a medical condition that requires a Health Care Plan, this plan must also be complete and in place before your child may be received into the center. These include plans for seizures, asthma, diabetes, severe allergies and heart or respiratory disabilities. We work closely with our nurse consultant to make sure staff are delegated and comfortable in providing care around any medical condition.

Family Connections and Participation

Research shows that when families interact with their child's school, children benefit in a multitude of ways. Their rates of academic success increase and they are better able to handle stresses throughout their school career. These outcomes are often attributed to children being able to feel and experience their family's commitment to education when families are participating in classrooms and activities, engaged in out-of-school time events and when they talk about school at home. The connection between families and school needs to begin early, and we want to make sure there are opportunities for families here.



We also feel that parents interacting within the school allows for teachers and families to connect about values, cultures and nuances in the care for their children that might not be otherwise shared at drop off and pick up times.

We encourage parents to come and spend time in the classrooms. Speak with your child's teacher about sharing time or talent in the classroom. We have special opportunities for families to get involved, including classroom parties, community family events and special parent-child activity nights.

When you don't have time to spend at our program, we will share information with you via newsletters, take home sheets, links in parent communication notes and on postings throughout the school. If you are looking for information on a particular subject, feel free to ask and we will share what we know and have – we often have access to resources you might find helpful!

Each fall, we invite all parents to come to a Back to School Night, which introduces new families to our classrooms. Each classroom and year has slightly different goals, policies and personalities and our program is always changing and improving, so please attend these nights each year!

In addition, we invite parents to have input on our programs and policies. We send out surveys on our overall programs throughout the year and an additional survey when your child moves classrooms. Once a year we will produce an annual report for parents to review. This report will include policy information, general

personnel information, general business practices, changes in programming for the year, our Quality Improvement Plan (QIP), our timelines for improvements and our outcomes from the last year. We ask for written feedback upon releasing the report and in addition, we will discuss decisions and changes to our programs each year at our Annual Parent Information Meeting. A hard copy of our QIP is kept at the front desk at the Plum Street preschool.

When children enter our programs and as they age, grow, and develop, they will move through different classrooms and locations at Young Peoples. At each transition point, parents are invited to request a tour and a visit time for the new classroom. Parents will be notified of transitions verbally or in writing. Parents may request a conference at any point but may be particularly interested in one at this time. During transitions, teachers work together to pass on individualized plans and notes on each child. These occur through the transition of assessment book data as well as in conferences between teachers. Parents are invited to request to be a part of this conference as they see fit. Before transitions teachers and parents will discuss goals for the child and parents can share any information about their home which may be helpful to the child at school.



Volunteers and Visitors

All visitors who are not parents must sign in on the Visitor Log at the front door.

Occasionally, you may see a different face in the classroom. We do work with high schools, Front Range Community College, AIMS Community College, CSU and UNC in accommodating student teachers and volunteers who need experience with young children. We feel we make an impact on future children's lives by helping to educate future teachers from the community. Even when we have volunteers and visitors, children are always in the care of a Young Peoples staff member.

Occasionally, we have to have a substitute teacher due to illness or vacation time of a regular teacher. If we do have to call from our substitute list, we do our best to have one of our regular teachers also in the classroom.

Birthdays

Birthdays are celebrated at the center. You may provide a special treat and celebrate your child's birthday at snack time. The "party time" will usually be during a scheduled snack time. Please check with teachers about the number of snacks to provide and the timing of the party.

We request that parents try to bring healthy treats for these celebrations. Fruit and creative vegetable creations are great. Low-sugar fruit popsicles, sweet breads or a nonedible treat such as stickers or pencils are also a good choice. If you do bring cupcakes, please make them miniature sized ones. We may not serve food that was not prepared in a commercial/licensed kitchen. Please bring store-bought/prepared treats. We are a NUT FREE facility, so please make sure nothing you bring in contains nuts, or was made in a factory that could have nuts in it.

Screening, Referrals and Additional Services

We find it important for children to be screened in the following areas: Overall Development, Hearing and Speech, Vision, and Dental.

We ask that parents provide information with their well-child check-up form from their doctor stating that developmental screenings have occurred. These screenings should be part of the annual exam and we hope this policy empowers parents to ensure their doctor visit is complete.

Screenings done at YPLC are documented in each child's file in order to track what screenings were completed and when they were completed.

We invite speech pathologists from the Children's Speech and Reading Center to do speech and hearing screenings periodically at our preschool site. We request that your child be screened at least once per year and provide waiver forms for this purpose.

The Lyon's Club sends volunteers on an annual basis to do a vision screening for children in our care. We request that your child's vision be screened once per year and provide waiver forms for this purpose. This is only at our preschool location.

Dental screenings are provided by a local dentist office on an annual basis for children in our care. We request that your child have a dental screening once per year and provide waiver forms for this purpose. This screening occurs at our toddler and preschool locations.

If your child is not present for the screening days on site or needs a screening in-between these times, information has been provided in the intake paperwork for providers who can complete the screenings. This information is also available anytime at the front desk. Additional referrals for children are always made as a team effort. Parents, teachers or administrators may initiate a request for a screening or evaluation by speaking with a director, teacher or parent. If parents agree and a referral is made, it is additionally up to the parent whether Young Peoples' staff will be invited to be a part of the evaluation or treatment process. Directors are always willing to facilitate on-site observations of children or Young Peoples' staff and we are always happy to send teachers or administrators as support to a family or team meeting or service visit. Please let a teacher or director know how we can help! Young Peoples will make ourselves available to be part of plans made by outside providers whenever possible.

At YPLC we partner with families of children with special needs to meet their learning and developmental goals. We are an inclusive environment and welcome the opportunity to work with and learn from all children. Our policy is to provide equal access to opportunities and resources to all children and families. Conversations between parents and directors will start before enrollment to make sure that we are able to meet their child's needs. If there are needs that we cannot meet, we will have a meeting with parents to discuss other options and supports available. Our goal is to connect families to necessary resources and screenings based on their child's needs. We work with a number of agencies in the community that provide speech therapy, occupational therapy, behavioral therapy and play therapy services.

If your child has a current IFSP or therapist, we would love to connect outside services with your child's teachers so they can work together to support your child. We have a lot of connections within the community to provide resources to parents of children with special needs. We work closely with Foothills Gateway to provide early intervention for children 0-3 and with Poudre School District's Child Find program for children 3-5. We encourage parents to have more frequent conversations with teachers about the supports their child needs or benefits from, and for the teacher to express supports from the parents that would benefit the child and program. All the children in our program can benefit from learning from one another in an inclusive classroom.

At YPLC we support children and families experiencing trauma. Our teachers all complete a training on Trauma informed practice in order to better be able to recognize and help kids work through what's going on. We work closely with the local Early Childhood Council Mental Health Consultants as well as other local and national organizations that provide supports to families. Our goals in working with children experiencing

trauma are to pay attention and be good listeners, allow children to ask questions, encourage activities that allow children to help others or recognize helping people, let children know they are not to blame when bad things happen, and to model self-care, take deep breaths, and set routines and practices that help us handle stress. We also work to support parents/families experiencing trauma by giving them a safe space to talk about it, and connect them with community resources that may be helpful.

Adult: Child Ratios

YPLC goal is to improve adult: child ratios beyond what is required by child care licensing. We have our directors available throughout the entire day outside of ratio numbers in order to help step into any classroom and lower the adult: child ratio and support the center as a whole. We also have daily floating subs to assist with improving the adult: child ratio. We have decreased enrollment to improve ratios. Since January 2023, our ratio in our infant room has been 1:3 and in our toddler room 1:4. Both classrooms have ratios lower than what is required for NAEYC standards

Our Young Infant Classroom: Sweet Peas

Our Sweet Peas classroom is for children 6 weeks to 9 months(ish) (10 children, 2-3 teachers)

We support children's individualized development and provide the appropriate sources of support to further their growing abilities. Calm, comfortable, and a loving environment are the things infants need to grow with us. This can be done through our home-like environment and nurturing teachers. We provide familiar relationships and routines which help your child to feel safe and comfortable. We gently encourage skills in attunement, attachment and independence that allow children to grow at their own pace. To accomplish these goals, children are provided with inviting surroundings, a variety of materials and furniture for their size, activities designed to allow growth and finer development of motor skills and nurturing and experienced teachers. We proudly support the safe sleep methods the State of Colorado provides to ensure your child's comfort and safety.



Infant Daily Schedule

When we welcome your infant into our program, their schedule is our schedule. Although there is a certain time when needs to be met, we ensure that major items such as diaper changes, and scheduled feedings are met. This is designed by your family's current schedule and your child's individualized needs. Below is an example of what an infant's day may look like:

7:00-8:30am:	Arrival, free play, rocking, cuddling, stories and Snack
8:30-10:30am:	Morning Naps, Stroller, and Gross Motor and Tummy Time
10:30am-12:30pm:	Lunch & Sensory: Music and Movement, Texture Exploration, Fine Motor
12:30-2:30pm:	Nap and Story Time
2:30-3:30pm:	Stroller and Gross Motor
3:30-4:00pm:	Snack & Discovery Play: Social and Emotional Activity, Cognitive and General Knowledge Activity, Language and Communication Activity
4:00-5:30pm:	Free Play & Communicating with Parents

Schedule is subject to change based on the needs of the children. Infant schedules are flexible and adjusted per the parents' request and children's needs. This daily schedule is designed to enrich the infant's developmental skills and prepare them to move on to the next stage of development. Diapers will be changed every two hours or as needed, per parent request.

Our Older Infant Classroom: Pea Pods

Our toddler program will provide your child with a safe and nurturing environment designed especially for children 9 months to 18 months. We will ensure the safety of children mobile and non-mobile when understanding which age group is most appropriate for their developmental needs. Through developmentally appropriate activities, we will help your child in growing fine and gross motor skills, language skills, and social skills.



For many children this is their first experience in a childcare setting and for many it will be the first time away from mom and dad. We want to make the transition as smooth as possible by developing a trusting, empathetic and nurturing relationship with your child. We also value an open relationship with parents. Working together, we can help your child have success. Daily notes, via our app, help to keep you updated on your child's progress. Parent conferences are conducted whenever a child transitions from one classroom to the next and on an "as needed" basis, as requested by parents, teachers, or directors.

Children in the Pea Pods Classroom are 9 – 18 months (10 children, 2 teachers)

Children in the Pea Pods Classroom are rapidly growing into their very own personalities! Their ability to use the beginning stages of communication to express their wants and desires is expanding from grunts and coos into simple words, and even simple sign language! They are becoming more aware of the concept of others – learning about their body in relation to those around them. We support toddlers at this age to explore, climb, and understand the beginning stages of problem solving. A child's excitement in learning new skills can be both exciting and frightening for them. The Pea Pods classroom offers them a nurturing, safe place to explore their world and learn new skills. These beginning stages of becoming more mobile allows your child to feel empowered and support their ability to explore more and more every day! What an exciting time to take on the world around them!

As your child leaves the **Pea Pods classroom** you will notice a big difference in their sprouting personality. They not only are ready for the next exciting step in the classroom, but they love the challenge and excitement of learning more skills.

Toddler Sample Daily Schedule

7:00 – 8:00	Center opens – Free play, rocking, cuddling, stories
8:00 – 8:15	Teacher directed activity
8:15 – 9:30	Activity-Time – Art, center-time, games
9:30 – 9:45	Snack-Time
9:45 – 10:00	Group Time – Music, stories, discussions

10:00 – 10:30	Enrichment Activity: Music, dance, literacy, science, creative movement
10:30 – 11:30	Outside play or stroller walk
11:30 – 12:15	Lunch
12:15 – 2:30	Naptime
2:30 – 3:30	Quiet stories and play
3:30 – 4:00	Snack-Time
4:00 – 4:30	Outside free play
4:30- 5:00	Teacher directed activity
5:00 – 5:30	Story time, table toys, manipulatives parent communication

(Diapers will be changed every two hours, or when needed)



Educational Goals and Curriculum Beliefs

To provide a happy and safe learning environment by providing laughter, socialization, fun, quality supervision and quality experiences that encourage learning in a kind and gentle manner.

To gain respect from children by showing genuine interest in children and their interests, talking with children and playing and learning alongside children

What we want for the children in our programs:

We want children to learn to enjoy school and learning. We want them to experience being able to make choices and to learn to be confident so they know how to make right choices for themselves. We want them to feel safe, loved and cared for. We want them to experience success in academic, kinetic, physical and social tasks.

By the time they leave our programs, we want children to be ready to succeed in preschool. We want them to have the social and emotional skills to be ready to learn in a group setting. We want them to be in control enough to choose their own behaviors and have the skills to communicate their feelings and needs to others.

We want them to have basic language skills and start to recognize and identify letters. We want them to be excited about words, reading and new vocabulary.

We want them to have basic counting skills and start to understand words such as over, under, more, less, bigger, smaller, little and big.

We want them to be able to appreciate art and music both through having experienced others' art as well as through making their own.

We want them to have a developed physical ability to dress themselves, feed themselves, run and play with outdoor materials, and to hold and manipulate small objects.



We want them to have a curiosity for their world that leads them to explore and ask questions, as well as the ability to seek answers to those questions

Curriculum Philosophy

Our curriculum philosophy offers young children experiences that support and enrich their development physically, emotionally, socially, and cognitively. We do this through both child-initiated and teacher-directed activities and relationships.

The nurturing of self-regulation skills alongside a desire to explore and engage in one's environment is facilitated through the building of strong relationships with caregivers and partnerships with families.

This curriculum is created by the teachers according to student interest and based on the Colorado Early Learning & Developmental Guidelines. One of our focuses is to assist children in understanding themselves and trusting their environment.

Teachers and children engage in a project-based approach to learning and exploration, which incorporates the children's interests as well as their individual learning and developmental needs when planning short- and long-term activities.

Using a combination of teacher- and child directed explorations, learning opportunities are embedded into daily routines where children can be active explorers of their environment as individuals, as well as in small and large groups.

Teachers are there to promote the children's unique interests and to facilitate opportunities for more in-depth acquisition of knowledge and skills. In many cases, teachers place themselves as learners alongside the children and we foster children's sense of wonder and their ability to solve problems and find answers.

Planning Across the Environment

The Pea Pod classroom has monthly lesson plans posted in the classroom. These plans contain a number of activities designed to foster each child's development, and the development of the group as a whole. Each week's plans must contain at least one lesson that addresses each of the following learning objectives: social-emotional, physical, language, cognitive, literacy, mathematics, science, social studies, and arts.

Additionally, the classroom is intentionally designed around learning centers, which include blocks, dramatic play, books, gross motor, science, fine motor, and art. Self-selection or "free-play" is a daily part of the curriculum and means a child has the opportunity to choose which center or activity they participate in. This promotes creative expression, independence, critical thinking about self and others and development of important social skills.

Outdoor play is important to a child's physical development and must be included in both the morning and afternoon schedule. In the backyard our kids help plant and harvest a garden that includes fresh vegetables, fruits, and herbs. By doing this we are encouraging the children to help with the garden as well as getting them to try these fresh things we have planted. As fruits and vegetables ripen, teachers provide children with opportunities to play with and try the food they've helped grow.

Infants' daily activities are dependent on their developmental level and what skills they are working at depending on their age.

Intention Behind Interactions

Often not included in the “curriculum”, we consider all of our learning time and spaces to be important opportunities for kids. We are intentional about the learning built into each of following areas:

DAILY SCHEDULE AND ACTIVITIES - The daily schedule and activities create a balance between active and quiet times, group and individual activities, small and large muscle activities, indoor and outdoor play times, and self-selected and teacher-directed activities. Lesson plans and the daily schedule are posted in the classroom and visible at all times.

PHYSICAL ENVIRONMENT - The arrangement of each classroom is organized according to the Infant, Toddler Environmental Rating Scale (ITERS). Centers include blocks, dramatic play, art, large and small motor, science, and books.

FREE PLAY - Also called child-initiated activities, free choice, or self-selection, are incorporated into the schedule. Teachers actively participate with the children during free play activities by asking questions about what the children are doing, participating in their pretend play, reading, encouraging children to try new activities or play with a new toy, demonstrating and scaffolding problem-solving techniques, and noticing specific actions and accomplishments of children’s play.

OUTDOOR PLAY - The outdoor learning environment is an extension of the indoor classroom. Concepts taught indoors can be expanded upon while outdoors. For example, building with blocks on an uneven surface outside, or playing with toy cars in the grass teaches children about different textures, sounds, and smells because the environment is naturally different from the indoors. Outdoor play is an opportunity for children to run, jump, climb and use their bodies.

NAP AND REST TIME - We include this piece in our curriculum section because for many children the routines around resting and the rest time itself are a significant percentage of their day. We believe it is important to teach children skills around resting their bodies and their minds.

Assessment

Children’s progress and plans for the next steps in learning are documented in the following ways:

- Progress monitoring, using developmental checklists, assesses children's abilities and needs across domains of development and learning. As we observe and document children's abilities and skill levels, we are better informed to plan curricular activities that will complement and challenge their growth and development. The Alliance Program uses the Early Learning and Developmental Guidelines for this documentation.
- Portfolios are created that include concrete work the children complete, pictures of activity participation, and observation notes from teachers. Children are often involved in the creation of their portfolios and these demonstrations of learning give them a sense of ownership in their daily school life.
- Project completion or Community Demonstrations are also ways teachers and young learners demonstrate their learning. These tools are not often utilized at the infant and toddler level, but are part of our philosophy and it is always possible even our younger classrooms might engage with these tools.



Transitions

When children enter our programs and as they age, grow and develop, they will move through different classrooms and possibly locations at Young Peoples. At each transition point, parents are invited to request a tour and a visit time for the new classroom. Parents will be notified of transitions verbally or in writing. Parents may request a conference at any point but may be particularly interested in one at this time. During transitions, teachers work together to pass on individualized plans and notes on each child. These occur through the transition of observation book data as well as in conferences between teachers. Parents are invited to request to be a part of this conference as they see fit.

Some children may need additional considerations for transitions from one classroom to another. These needs will be discussed with parents on an individual basis. We expect parents to have a voice in when and how transitions occur, please feel free to discuss any suggestions or concerns with a teacher or director.

In addition, as children approach 18 months, we will discuss their transition to our toddler program at 405 Mathews Street or whether another care location is the best option for children and their families. We welcome all children from the Alliance Program to join us in our Toddler & Preschool programs, but there may be other options that are a better fit for families. No matter what additional care options are chosen, The Alliance Program will help families make this move as smooth as possible.



Guidance as Discipline

Consequences are never imposed by adults in the infant or young toddler classrooms. Teachers work to build skills of attunement, attachment, and responding to children's needs and requests.

As children move into older classrooms, our philosophy behind disciplining a child is to teach self-regulation skills. We want them to choose correct behavior because it will make them feel good. If a child behaves because it will please their parent or their teacher, the child may misbehave when these external

controls are removed (if you leave the room or turn your back.) Our goal is to instill in your child a good internal feeling toward positive behavior and the skills to control their upset and make good choices.

Teachers model for children how to keep themselves in control in order to make good choices. They model positive and assertive ways of communication and empathetic and helpful responses to other's upsets. Teachers demonstrate and teach children how to calm themselves, through breathing and brain regulation; how to communicate their feelings and needs; how to make choices for positive outcomes; and how to creatively problem solve.

For Toddlers, our first response is always distraction. At this age, most children's behaviors are not planned, but impulsive and situations can be resolved with re-directing the focus of a child. For very young children, distraction may include physical removal from that specific play area to another play area. After this step, or with older toddlers, we have created a comfortable area within the classroom where they can relax, breathe and take a break while remaining in the room. This space is often referred to as the Soft Spot and is a small area with pillows and comfortable items. For very young toddlers, the use of this space may result in a small nap if the child falls asleep. Children may leave this area whenever they wish to join the class again.

Procedures and Policies

Dropping-Off and Hand Washing

Please sign on the “sign-in” clipboard(s). These are located at the front door. We use these sign in sheets for keeping track of children throughout the day, for a second check on acceptable pick up persons, and for communicating important notes and announcements. Parents must sign their names, signing “mom” or “dad” is not acceptable for state licensing records.

Please assist your child in getting their things into their cubbies and transitioning into the classroom. Check in with your child’s teacher, let them know any important messages for the day and get reminders from them. Notes to parents are in parent boxes, on bulletin boards, on the sign in/out sheets, in classroom emails to parents, on monthly calendars and on newsletters. Please be aware of these notices and address any questions to teachers and directors.

Each morning as the children arrive, they need to wash their hands. In addition, any parent or adult who enters a classroom must also wash THEIR hands. This is a great time to model correct procedures! The hand-washing procedure at Young Peoples is as follows: Turn on the warm water and wet hands. After your hands are wet, add soap and scrub for 20 seconds. After the soap has turned to bubbles, rinse under the water for 20 seconds. After rinsing, use a paper towel to turn off the water or have a teacher turn off the water. Thank you for helping to keep our school environment as germ-free as possible.



Dressing for School

We prefer children to dress comfortably and casually. At school, we want children to feel free to work with finger-paint, glue, water, sand, clay, etc. We strongly advise against patent leather shoes, fancy clothes of any kind, clothes with difficult fasteners, crocs and sandals without back straps. As well as any other potentially problematic clothes. Please consider simple, washable play clothes. Also, please take note of the weather predictions for the day. In Colorado, this often means providing layers!

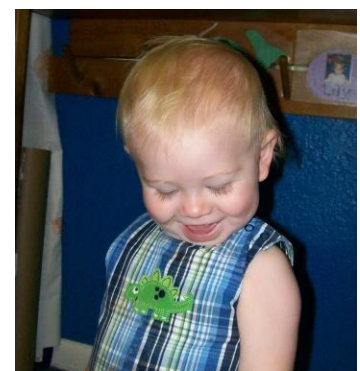
What to Bring for Your Child

Please provide a small blanket, and any other bedding your child would like for naptime. Please mark all items with your child’s name and ensure that the items are small enough to fit into your child’s cubby. Only items which meet safe sleep standards will be allowed in cribs (this means no blankets in cribs or swaddles - we do use sleep sacks and pacifiers are okay). Please keep two or three sets of extra clothes with us at school in case of accidents. In the winter, do not forget to bring mittens, hats, and rubber boots as appropriate for weather conditions. Please be sure to label all of your children’s clothes and warm items.

For toddlers, please bring a water bottle each day for your child – it is a health department requirement that they go home each day to get washed. In general, we prefer children not to bring toys from home. Comfort items are an exception to this and other exceptions may be made by arranging it with your child’s teacher.

Pick-Up

It is very important that only authorized persons are picking up your child. The registration forms you complete tell us who may and who may not pick up your child. If anyone is picking up other than those listed you must notify staff ahead of time through the Procure App. If there is a last-minute change in plans, you



may call and give us verbal permission for someone else to pick up. Please tell anyone else picking up your child that they will be required to present a photo ID.

Pick up time is a great time to take a few extra minutes to visit with your child's teacher when possible. We ask that parents are not on their cell phones during pick up time so that teachers can relay important messages from the day.

Please know where the classroom lost and found is located and check it daily. We will periodically gather all lost and found items, bag them and keep them away from the school for 2 weeks. If the items have not been sought after, we donate them to a local clothing bank. Please check the lost and found often so your things don't get taken away!

Check your parent cubby and your child's cubby everyday your child is here.

Late Pick-up

The Alliance Program closes promptly at 5:30 pm. For those parents who arrive after closing time, there will be a charge of \$1/ minute per child. When you are late, please be prepared to pay the teacher directly in cash.

If no authorized person has come to pick up your child by closing time, teachers will attempt to contact you. If parents cannot be reached, we will attempt to contact your "emergency contacts." If a staff member is unable to locate a parent or emergency contact by one hour after closing, we will contact the Larimer County Department of Human Services.

Children's Cubbies

Each child is assigned their own cubby in their classroom to store personal belongings, extra clothes, etc. Please make sure all items are labeled with your child's name. Please do not leave medications in the cubby area (give medications directly to the director.) Check the cubby every day for projects and artwork, toys from home, lunch boxes, etc.

Parent Mailboxes and Communication

Each parent has a mailbox. Special notes and announcements will go in here, as well as children's art work. These items might also be in your child's cubby. Please check both, daily.

Daily communication happens through an online app that sends notification to parents throughout the day. This program helps to track eating, sleeping, diapering, behavioral and academic activities daily. Please let us know if you are not receiving these messages so we can troubleshoot the technology. Significant incidents will always be documented through additional notes or with a personal phone call to you.

Meals and Snacks

We provide morning and afternoon snack for the Pea Pod classroom. You are required to bring lunch for your child everyday. Please try and make sure it is a well balanced meal that will fill your child's belly. We do have some additional packaged fruits and veggies to supplement your child's meal if necessary. Please let us know about all food allergies or special food needs.

We consider our eating experiences as a time to relax, to socialize, and to learn about good eating habits. We encourage the children to try everything on their plate. However, children are never forced to eat when they don't want to. The choice of asking for more food is up to each child. We are a 100% NUT FREE facility due

to numerous allergies. Please do not send your child with any nut products, or products that “may contain nuts.” If any of these items are sent to school, they will not be served and will be sent home with your child.

Whole milk is provided at lunch for all toddlers.

For infants and children transitioning to solid foods, the following policies apply:

INFANT FEEDING POLICY

Proper nutrition is very important to growth and development. Close attention to the general and individual nutrition needs of the children in our care is our goal.

The Alliance Program will provide a form for parents to complete with current eating habits at home.



Meals and snack patterns will be consistent with the Child/Adult Care Food Program –Child Care Infant Meal Pattern, USDA Standards and attempt to stay as close to home feeding patterns as possible. Special feeding patterns as recommended by health care professionals will also be taken into consideration.

Formula Preparation:

- Caregiver’s hands will be washed before preparing formula and/or feeding children. Children’s hands will be washed before being fed.
- Generic Formula will be provided by The Alliance Program to any Teen parents. For any families requesting a specialized or personal preference formula, it must be brought to the center by the parents in a factory-sealed container and labeled with the child’s name and date.
- Formula will be prepared according to the directions on the container. Formula will be used within 48 hours of preparation.
- Prepared formula must be labeled with the child’s name and date and kept covered and refrigerated. Individual bottles must also be labeled with the child’s name and date and capped for storage in the refrigerator until use.
- Filled bottles will be capped and refrigerated immediately upon arrival to the child care program.
- Preparation surface will be cleaned, rinsed, and sanitized before preparing formula or food
- A minimum of eight feet will be maintained between the preparation area and the diapering area.
- Bottles and equipment will not be stored within eight feet of the diapering area or placed in the diapering sink. Children’s used bottles will be put in their cubby and sent home with them at the end of the day.
- If the bottle needs to be warmed, the bottle will be placed in a bottle warmer and temperature tested before giving it to the infant. Microwave ovens will not be used to heat formula, breast milk, or baby food.
- Other acceptable methods of heating infant bottles include: holding the bottle under warm running tap water until the fluid is no longer cold. Bottles will be wiped off to prevent hot water from dripping on the child.
- Any formula remaining in a bottle or food remaining in a serving container after a feeding shall be discarded. (Bacteria from baby’s mouth are introduced into milk and begin to multiply once bottles are taken from the refrigerator and warmed).
- If the feeding has taken over 1 hour to complete or the bottle has been unrefrigerated for 1 hour, the milk shall be discarded.

- We cannot clean bottles, so we ask that parents bring their child to school with enough bottles to get them through the day. We will send home all used and unused bottles to be washed at home.

Breastfeeding and Breast Milk Bottle Preparation:

Mothers will be supported by providing a place for nursing mothers to breastfeed and by coordinating feeding routines in child care with the mother's schedule. We are a breastfeeding friendly child care and want to do everything we can to make sure that breastfeeding mothers feel comfortable at Alliance.

Breast Milk Bottle Preparation:

- Human milk from a mother will be only used with that mother's child.
- Breast milk may be brought from home if the bottles/breast milk bags are transported in a clean insulated container that keeps the milk at 41 degrees Fahrenheit or below. Breast milk will be refrigerated or frozen as soon as it arrives at the program.
- Child's full name and date prepared will be on every bottle.
- Refrigerated breast milk must be used within 48 hours.
- Breast milk first frozen then thawed in the refrigerator must be used within 24 hours.
- Frozen breast milk may be kept in the freezer for 2 weeks.
- Caregiver's hands will be washed before preparing bottles.
- Frozen breast milk will be thawed under cold water or in the refrigerator.
- If heated, all breast milk will be placed in a bottle warmer and temperature tested before giving to the infant. Microwaves will not be used to warm bottles.
- Any contents remaining in a bottle after feeding will be discarded. If the feeding has taken over 1 hour to complete or the bottle has been unrefrigerated for 1 hour, the milk shall be discarded.
- Only cleaned and sterilized bottles and nipples will be used.
- We cannot clean bottles, so we ask that parents bring their child to school with enough bottles to get them through the day. We will send home all used and unused bottles to be washed at home.

Feeding:

- Infants will be held or fed sitting up. Bottle propping, feeding in cribs, car seats, or swings, or carrying of bottles by children will not be permitted.
- Infants will be fed "on demand" as much as possible, but at least every 4 hours and usually not more than hourly.
- Formula or breast milk will be the only milk product served to children younger than 12 months of age unless medically indicated by the child's health care provider.
- Nothing will be added to the bottle unless medically indicated by the child's health care provider.



Cow's milk:

Only whole pasteurized milk will be served to children younger than 24 months unless medically indicated by the child's health care provider.

Solid food:

- Children will not be allowed to walk around with food, bottles, or cups.

- Teachers will talk with and interact with children during mealtime.
- When high chairs are used, caregivers will use safety straps.
- Trays, seats, and arms of highchairs will be cleaned and sanitized before and after eating.
- No more than three infants per caregiver will be fed at one time.
- Commercially packaged baby food will be served from a bowl or cup and not directly from the container unless the entire container will be used for only one feeding.
- Introduction of solid foods will begin between 4-6 months as indicated by the child's nutritional and developmental needs after consulting the family unless medically indicated by the child's health care provider.
- After six months children will be encouraged to self-feed depending on their skills in this area.
- Food will be cut into ¼ inch pieces for finger feeding by children. Utensils will be offered to children who can use them.
- Round, firm foods that might be a choking hazard such as but not limited to: hot dogs, whole grapes, peanuts, nuts, seeds, raw peas, dried fruit, popcorn, thickly spread peanut butter, and hard candy will not be served to children under the age of 3 years old.

Food will never be used as a reward or denied as punishment.



Naptime

Naptime at the Alliance Program Toddler Room is between 12:30 and 2:30 each day. However, infant and toddler schedules are always open to children napping anytime they are tired. Naptime usually begins with a story or two, followed by a teacher rubbing the children's backs to help them relax. Generally speaking, naptime is an enjoyable experience.

Children are not required to sleep during these two hours but are encouraged to "rest their bodies and their minds". However, children who do not fall asleep within 20 - 30 minutes or who wake up and do not

return to sleep within 10 minutes will be given additional activity choices such as quiet book reading on their mats or sometimes small puzzles and games.

Outside Time

We take the time to enjoy our beautiful playground by playing and learning outside. We also enjoy the beautiful neighborhoods our centers are located in by taking nature/fitness walks. We do not go outside in excessive heat (typically 90 degrees or above) or cold (typically 35 degrees for infants and toddlers) or situations such as unsafe wind or unhealthy air quality. These situations are rare in Colorado and we will utilize outside play spaces when possible. Please provide appropriate clothing for your child, as well as any extra necessities, such as hats, mittens, and boots. Please let us know if there are any special circumstances about your child and outside. Permission slips will be provided for you to sign in order for sunscreen to be applied in the summer.

No matter what, we do 60 minutes of indoor or outdoor physical exercise daily – exercise for the body is the best exercise for the brain!

TV, Videos and Screen Time

Screen time is not permitted in Infant and Toddler programs at YPLC.

Weapons at School

Weapons are not permitted at YPLC. This includes guns, knives, swords, bows and arrows, etc. Children are not permitted to bring toys to school if they include pretend weapons. Children are not permitted to play “fighting games,” and may not use or create play weapons. There are no exceptions to this policy, all weapons must remain at home, even during show-and-tell and dress up events.

Illness, Injury, and Medication

In order to be in compliance with State Regulations, if your child has a fever, diarrhea, or is vomiting, you will be contacted to come and pick him/her up. Your child must be fever free, with no vomiting and no diarrhea for 24 hours before they may return. If your doctor prescribes an antibiotic, your child needs to be on the antibiotic for 24 hours before they may return. There may be times that will require a doctor’s notice stating that your child is not contagious and can be in child care.

Children often get bumps, scrapes, and other minor injuries while they are playing. Parents will be notified via the Procare App or by phone. If any injury is serious enough to require emergency medical care, appropriate medical personnel and parents will be notified immediately, an “incident report” will be filed and the state will be notified.

Strict rules are in place for administering any medication or treatment within child care facilities. It is recommended that every possible means be taken to give children medication at home or for a parent to administer a child’s medication. If it becomes apparent and necessary for a child to take any form of medication at the childcare facility, you must follow these steps:

1. Written authorization from a person with prescriptive authority (from your doctor’s office) stating the child’s name, medication route, dosage, time to be given, for how many days, and any possible side effects.
2. Medication must be brought in its original pharmacy labeled container or original over-the-counter container.
3. Written permission by the parents giving the childcare facility authorization to administer the medication must be provided.

If these three legal requirements aren’t met, medication cannot be legally administered at the childcare facility.

Medication must be delivered directly to your center’s director and will be stored in locked medication boxes at the appropriate temperature. Medication can only be legally given by the childcare facility nursing consultant or by personnel who are trained and to whom the child care facility nursing consultant has delegated the task of giving medication.

It is Young Peoples’ policy that if your child has a seizure, we will call 9-1-1 immediately. We also require that your child has a Seizure Health Plan on file at the center if they experience seizures regularly or after they have experienced one while in our care. Other medical issues that require a medical health plan are asthma, eczema, and severe allergies. We reserve the right to request a medical health plan for any other medical reasons as needed. If a health care plan has been requested and not yet provided, we may refuse to admit a child into our care.

We have a nurse consultant who visits Young Peoples on a monthly basis. She is also on-call for us if we have questions regarding medical issues. We have created medical policies based on state rules along with advice given to us by our nurse advisor.



Emergencies

In the event of emergency evacuation at YPLC we will rely on the parent sign-in/out sheets as well as our Procure tablets to know which children are in attendance – you must sign-in/out everyday! Children and teachers will practice evacuation procedures regularly (about once per month) so everyone is comfortable with the process. Parents will be notified as soon as possible after an evacuation. Staff will remain with the children and emergency personnel will be notified. If we must evacuate to a secondary location, we will evacuate Leshar Middle School. If we need to move from the school, we will notify local police and authorities and contact parents as soon as it is safe to do so.

In addition, we will practice procedures for “sheltering in place” for situations such as tornados or earthquakes as well as procedures for intruders in the building. If we are “sheltering in place” we will gather in a group in a safe location (typically away from glass windows and on the lowest level of the building) and sit calmly. If an intruder is in the building, teachers will move children first to the classroom farthest from the intruder, then out of the building and toward our “secondary location”.

Teachers will remain with children and directors and administrators will be responsible for notifying parents and authorities in emergency situations.

Lost Child Policy

Teachers perform head counts of their children throughout the day, approximately every 15 minutes. If a child is missing from the class, the director will be notified. Teachers will combine their children into one room and all available staff will begin to search for the child until the child is found or the police are notified. Parents will be contacted.

Child Abuse Reporting

All our teachers and staff are trained and instructed on abuse and neglect. It is state policy that any staff member of a childcare facility must report ANY suspicions of child abuse or neglect immediately. Parents should report any concerns they have as well. The state-wide hotline to speak with someone about a concern or to report suspicions is 1-844-CO 4 KIDS.

Voicing a Grievance

We are always happy to hear from you – we cannot make things better if you don't let us know. Please always feel free to contact our executive director, Corinne Stevenson at info@youngpeoplesLC.com, or by phone at (970) 482-1212, or our owners AJ & Jordie Griffith at admin@youngpeoplesLC.com.

To report a grievance or file an official complaint pertaining to the license of a childcare facility, please contact
***The Division of Child Care, Colorado Department of Human Services 1573 Sherman
Street, Denver, CO 80203-1714, (303) 866-5958***

Tuition, Rates and Payment Policies

Any family that qualifies for Colorado CCAP assistance will be welcome to utilize it at The Alliance Program. All rates are posted on our website for families to review. Rates increase every August with recognition of cost of living.

Financial Policies for families utilizing CCAP

Young Peoples Learning Center strives to provide the best quality of care for all children in our centers. We will do our best to keep you updated on all information incoming to our office concerning your account, but please be aware of what is and is not covered by your CCAP certificate. If you have questions at any time, please feel free to ask a director here at the learning center, or to contact your technician.

Your obligation to Young Peoples Learning Center

Your Parent Fee, if you have one, is due by the 5th of each month. If not paid by then, it is subject to a \$30.00 per week Late Fee. You agree to pay this late fee should your Parent Fee tuition not be in by the 5th of the month.

A two-weeks written notice is required for withdrawal. This means that if you remove your child from the learning center without giving two weeks' notice, you will be charged for the two weeks, not CCAP, whether or not your child is attending during that time. You are also required to give us a one week's written notice before changing your schedule.

You are obligated to keep up on your paperwork with CCAP. If you do not, and they terminate or discontinue your coverage, you will be obligated for any time, including the two weeks' notice not covered by CCAP. CCAP has 10 days to process any paperwork you turn in. This means that if your paperwork is not submitted 2 weeks before the due date and the CCAP program does not process the paperwork, you will be responsible for paying for the lapse in coverage. In addition, if it is determined that you are no longer eligible for services, you will be required to pay for all scheduled days that were not covered, plus a two weeks' notice.

If your CCAP coverage runs out and you continue to come, you will be charged at our regular private pay rate.

You are required to sign in and out on procare and CCAP. If we do not have this record, you may be charged for days as we will not have adequate "proof of attendance" for the CCAP program to pay.

You are required to complete successful check in and outs for your child each day and to confirm any check ins that are missed and entered by YPLC. You are responsible for checking the computer each day to be sure those were successful. If your log in is not working and you have been approved for care, you need to call the CCAP office. If your check in is denied or you forget to check in, you will be required to pay for those days because CCAP will not pay for those days unless the correct times are approved. Any days not paid by CCAP are billed to you, the parent/guardian. Parents are allowed 9 calendar days after an attended day, including weekend days (we are not open on the weekends), to approve the correct check in.

If you leave YPLC with a balance, we are required to report payment delinquency to the CCAP office and this will often affect your ability to enroll in other programs. We do not like to proceed down this path. Please stay current on charges and communicate with us consistently about payment plans.

We understand that the CCAP program can be difficult to navigate and will do our best to assist and work with parents. However, any exception or special arrangements made regarding these policies must be made in writing and signed by both parties.

CCAP Charges: If you are charged for care for your child due to missed confirmations, going over the allowed number of absent days or attending care with no CCAP authorization, your charges will be at the CCAP rate.

Financial Policies for Private Pay Clients

Fee Schedule

- Our Fee Schedule is based on a yearly prorated system and automatically takes into account the major holidays and up to two weeks vacation that your child will not attend Young People's Learning Center. Therefore, full payment is expected during the first two weeks of any continuous vacation. We will be closed any day that the District Offices are closed. Unless otherwise specified by the by the District's Director of Facilities or the Director's Designee.
- All YPLC locations will be closed for 8 major holidays (New Year's Day, President's Day, Memorial Day, July 4th, Labor Day, Columbus Day, Thanksgiving, and Christmas), as well as the day after Thanksgiving, and the week between Christmas and New Years (dates will vary year to year). You are charged for these days if your child is scheduled for those days.
- This payment schedule is for the infant center only
- PSD Employees/PSD Teen Parents: Please see PSD employee policy
- If district office is closed, then families will not be charged unless all of YPLC is closed

Registration Fee

- There is a \$100.00 Registration Fee per child due at the time of registration. There is no additional registration fee for Preschool or toddler Programs as long as your child's enrollment is continuous. If a child stops attending (for example, during summer vacation) and then re-registers in the fall, a new Registration Fee will be assessed. There is an additional Registration Fee for school-age children who attend one of our summer day camp programs.
- *Re-Enrollment Fee: If you choose to leave our center and then re-enroll within a 3-month period, an additional \$400 fee will be assessed as a re-enrollment fee. We are also unable to "hold" a child's space in the classroom until 2 weeks before the re-enrollment date.*

Summer Policy

If you want to pull for summer (between 6-12 weeks), you have 3 options for having a spot in the fall:

1. You can pull your child(ren), however your spot in the fall is **not guaranteed** and when you come back in the fall, and you will be charged a re-registration fee of \$400.

To have a guaranteed spot in the fall you can either:

2. Pay 25% of the spot you want (ie. if you want a full time spot in the fall, you must pay 25% of the full time rate while you're gone over the summer).
3. Change your schedule to a 2 day/week schedule over the summer. We will hold your regular scheduled spot for the fall if you let us know about this in advance.

Activity Fee


There is a per semester activity fee (3 times per year) to cover our Enrichment Activities such as Spanish, Music, Literature, Yoga, and Stretch n Grow. A "semester" is defined as September through December, January through May, and June through August.

Tuition Payments

- Weekly payments are due on Fridays. If your account is not current by the end of the week, a \$30.00 late fee will be assessed.
- If you are paying by the month, payment is due by the 5th of the month. If you are not current by the 5th, a \$30 late fee will be added each week you are late.
- Using a credit card will come with a 2-3% charge from TUITION EXPRESS paid by you. If you choose to pay by ACH bank transfer the fees will be incurred by YPLC.

Illnesses

Except for long-term illnesses, you will be charged for absences due to illness or unexpected days off. Even though your child is absent, our costs remain the same. In the event of a long-term illness, and provided a one week's written notice is given, you will not be charged beyond the first week and your child's spot will be saved for up to 2 more weeks. Link below for the How Sick is Too Sick policy we follow.

 ChildCare_How_Sick_Is_Too_Sick_English (r2505) (1).pdf

Schedule Changes and Withdrawal Notice

A one-week's **written** notice is required prior to any permanent schedule change other than withdrawal (see withdrawal notice above.) Schedule changes will be approved based on classroom availability. A minimum two-week **written** notice is necessary before withdrawing your child from Young People's Learning Center. You will be charged for two weeks after the written notice is given.

Return Check Charge

There will be a \$20.00 charge for all returned checks or declined credit card payments.