



Parent Handbook

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About Us

At Star A Kidz Manhattan Preschool, the joy and wonder of learning are clear on the faces of our children as they explore the world around them. Located in the heart of NYC's Theatre District and Times Square since Fall 2022, our Reggio Emilia-inspired preschool embraces a collaborative approach to early childhood education. We believe that every child holds extraordinary potential, creativity, and strength and are committed to supporting their development during their time here.

Our Philosophy

We believe that children are full of knowledge, potential, and interest in connecting to the world around them. To evoke this sense of wonder, our school's home is both welcoming and nurturing while also encouraging self-expression and curiosity. Our philosophy is that the image of the child is competent and capable, the role of the parent is integral, and collaboration is essential. Children are offered a plethora of possibilities to awaken creativity and spark a sense of beauty. Through a supportive and stimulating environment, children uncover endless opportunities to express themselves and present their ideas.

Our Curriculum

At Star A Kidz, we are dedicated to providing a well-rounded and engaging educational experience tailored to each child's unique needs. Our curriculum is rooted in the Reggio Emilia approach, which emphasizes child-led exploration, creativity, and discovery. We create an environment where children are encouraged to follow their interests, ask questions, and engage in hands-on learning.

In addition, we incorporate Howard Gardner's Theory of Multiple Intelligences, understanding that each child has a different way of learning. By offering a variety of activities and learning opportunities, we ensure that every child can thrive, whether they are more inclined toward linguistic, logical-mathematical, musical, spatial, or other forms of intelligence. This holistic approach supports



not only academic growth, but also social and emotional development, helping children build the skills they need for future success.

Daily Learning Experience

Each month, our teachers design and implement developmentally appropriate lesson plans that align with Creative Curriculum principles, incorporating a range of all-encompassing themes. These thoughtfully crafted themes engage students with meaningful, age-appropriate content, promoting a holistic and dynamic approach to learning.

Beyond our core curriculum, we offer a variety of enrichment programs to enhance the educational experience, including:

- **Literacy:** Building essential pre-reading skills through storytelling, letter recognition, phonemic awareness, and interactive reading activities.
- **Mathematics and Logical Thinking:** Developing a solid foundation in problem-solving and reasoning, as well as a basic understanding of numeric and geometric concepts.
- **Science, Fitness, Drama, and Music:** Fostering balanced development through hands-on, kinesthetic, and creative activities.
- **Mandarin and Spanish:** Providing early exposure to language and cultural diversity.

Our curriculum strongly emphasizes kindergarten readiness, focusing on math, logical thinking, and literacy programs to facilitate a smooth transition to elementary school. Alongside academic preparation, we prioritize social-emotional development, helping children build healthy relationships, self-awareness, and emotional regulation.



Consistency of Care

At Star A Kidz, we prioritize providing consistent care to support each child's development and comfort. We ensure that group sizes and child-to-staff ratios meet or exceed state licensing requirements, creating a nurturing and secure environment for all age levels.

Lead and assistant teachers are primarily responsible for a single group of children. We stagger staff schedules to ensure that children, especially infants, have as much time as possible with their regular teacher and classroom assistant throughout the day. During opening and closing times, some age groups (excluding infants) may be combined, with the teacher in that classroom assuming the responsibility of care until parents arrive for pick-up.

Whenever possible, teachers remain with the same group of students for the entire academic year, fostering strong relationships and providing a sense of stability. Transitions to the next age group are based on a combination of factors, including chronological age, developmental readiness, state licensing requirements, and space availability. When children are ready to move up, they gradually spend more time in their new classroom over a week to ease the transition. Parents are also invited to meet with their child's new teacher during this process to discuss their child and how they can expect to see their child continue to develop and grow in their next stage.

Behavior Management and Guidance

At Star A Kidz Preschool, we believe in fostering a positive and nurturing environment that encourages children to develop self-control, respect, and empathy. Our approach to behavior management focuses on promoting positive behavior, guiding children through conflicts, and working closely with parents to support each child's social and emotional growth.



Strategies for Promoting Positive Behavior

We use positive reinforcement, modeling, and clear, age-appropriate expectations to encourage desired behaviors. By recognizing and praising positive actions, we help children build confidence and a sense of accomplishment. Our educators teach problem-solving skills, empathy, and respect for others through daily interactions, social stories, and role-playing activities.

Conflict Resolution

When conflicts arise, our staff employ a calm, patient approach to help children navigate challenging situations. We guide children in identifying their emotions, expressing themselves verbally, and finding peaceful solutions. Our goal is to teach children how to handle conflicts constructively and to develop healthy communication skills.

The Role of Parents in Behavior Management

We view parents as partners in promoting positive behavior. If a child exhibits ongoing behavioral challenges, we collaborate with parents to develop strategies and provide consistent support both at school and at home. Open communication and regular feedback between teachers and parents are key to creating a unified approach to behavior management and ensuring each child feels supported in their growth.

Supporting Dual Language Learners

Our school is home to a diverse student population and our children speak a wide variety of languages at home and with their families. In an ideal world, we would have teachers and staff who spoke every one of those languages to support and engage our students, but with nearly 20

languages spoken in our families' homes, that is just not possible. We do employ teachers who speak the most common languages in our community, and emphasize the importance of creating a welcoming and inclusive environment by:

- Celebrating the diversity of languages in our communities with displays throughout the school
- Teachers learning how to say hello (and other key words and phrases) in the languages their children speak, so they can greet them each morning in their home languages
- Sharing themes and activities with families each month, then asking them to talk about the same ideas at home, in their home languages
- Inviting families to visit our program as Mystery Guests to share a story or something that is important to them and/or their home country or culture
- Inviting our children to bring culturally relevant items from home to share; families can include a story about the item for our teachers to read aloud
- Incorporating multiple languages into our school during different parts of the day. For example, our 2 year old and 3K classes have Spanish in the afternoons, and our 4K class has Mandarin daily
- Acknowledging and encouraging peer interactions in their home languages, especially during free play and other unstructured activities



Transitions

Enrollment Transition Policy

Starting at a new school is an important milestone for children and families. We strive to make this transition as smooth and welcoming as possible by offering thoughtful support and clear communication every step of the way. Our enrollment transition process is designed to help children feel comfortable, parents feel confident, and teachers build strong connections with families from the very beginning.

Pre-Enrollment Preparation

- Families will receive a copy of the School Handbook and Policy Guide, as well as a "Meet the Teachers" newsletter, which introduces their child's new teachers, shares their educational philosophy, and provides an overview of the classroom environment, daily schedule, and expectations.
- If families wish, they can schedule a pre-enrollment meeting with the teacher to introduce themselves and their child, ask questions, and discuss any specific needs or preferences.
- Families are also provided with resources regarding Separation Anxiety and Attachment Theories prior to their child's first day. Links to these resources are included at the end of this handbook.
 - Separation Anxiety is when your infant or toddler cries or gets upset when you leave their presence. It's a normal developmental stage that typically begins at age 6 to 12 months and goes away by around age 3. When children are very little, they don't yet understand that things can still be there if they can't see them. As your child grows, they begin to understand that separation is temporary and it becomes easier. Separation Anxiety can look like:
 - Screaming or having a tantrum upon separation.
 - Clinging to you or refusing to let you go.
 - Crying when you drop them off at daycare.

- Attachment Theory tells us that the emotional attachments children form with their primary caregivers in infancy can influence their interpersonal relationships later in life. There are four attachment styles, which refer to the way primary caregivers interact with their infants, and how those interactions affect their relationships later in life. The four attachment styles are:
 - *Secure attachment style*: children feel safe, valued, understood and comforted by their primary caregivers. As babies, they may cry when their caregiver leaves but find comfort in their return. When upset, they seek comfort from caregivers.
 - *Insecure Anxious attachment style*: children become very upset when separated from their primary caregivers, but they often don't find comfort in their return, either. Children with anxious attachment are usually more distrustful of strangers.
 - *Insecure Avoidant attachment style*: children with avoidant attachment style don't seek comfort from caregivers and may not show preference between a caregiver and a stranger.
 - *Insecure Disorganized attachment style*: Children with disorganized attachment may be confused and fearful due to inconsistent emotional caregiving, often experiencing both comfort and harm from their caregiver.

First Day Acclimation

- On the first day, parents are welcome to accompany their child into the classroom and stay for a short period (up to an hour or two). This allows the child to explore their new surroundings with the comfort of their parents close by.
- During this time, teachers will introduce the child to the class, and encourage the new child to participate in activities to help them start building familiarity and comfort in the new environment.



Gradual Transition Option

- Parents may choose a slow introduction for their child, where the child attends for a few hours in the morning on the first day, then gradually increases their time in the classroom during the first week. This gradual transition allows the child to acclimate at their own pace before attending for the full day.

Parent Communication and Support

- Both the administrative team and the classroom teacher are committed to supporting families during this transition.
- Parents will receive regular updates throughout the day about their child's adjustment and activities. This communication may include verbal updates, as well as photos or messages sent via our parent communication app, Procare. Our goal is to provide frequent updates to ensure parents feel connected and reassured about their child's experience.

Best Practices for a Positive Transition

- Teachers and staff are attentive to the child's unique needs, adjusting the transition process as necessary to ensure comfort and confidence. Teachers provide daily feedback to parents about their child's day and adjustment to the classroom.
- Families are encouraged to bring familiar items, such as a favorite blanket or stuffed animal, to help ease the child's adjustment.
- Teachers will take extra steps to create a warm and welcoming environment by learning the child's name and interests beforehand and incorporating these into the classroom activities.
- Parents are encouraged to share any concerns, preferences, or tips about their child to help ensure the transition is as smooth as possible.



Class Transition Policy

At Star A Kidz, we prioritize ensuring a smooth and positive transition for children moving into a new class. The transition process is designed to support the child's developmental needs, maintain open communication with parents, and ensure the receiving teacher is well-prepared.

Parent Communication and Preparation

- Parents are notified about their child's upcoming class transition approximately one month in advance.
- A meeting is facilitated between the parents and the new teacher to discuss the new class setup, daily schedule, and expectations. This is an opportunity for parents to ask questions, share relevant information or updates about their child, and feel confident about the transition.
- Families receive a "Meet the Teachers" newsletter, which introduces the teachers, shares their educational philosophy, and provides a glimpse into the new classroom environment.

Gradual Transition for the Child

- On the day of the transition, a gradual or "slow transition" may be implemented based on the child's readiness.
- The child may spend only a couple of hours in the new classroom on the first day, then return to their original class.
- If the child adjusts well and seems comfortable, they may remain in the new classroom for a longer period of time, up to the full day.
- Teachers monitor the child's comfort and adjustment throughout this process and communicate with parents via Procure about how the transition is progressing.

Documentation and Teacher Collaboration

- Before the transition, the child's current teacher completes a Brigance assessment to provide a developmental snapshot of the child. This assessment is shared with the new teacher to ensure continuity of care and support for the child's growth and learning.



- The current and new teachers collaborate to share insights about the child's routines, preferences, and needs to help the new teacher create a welcoming and supportive environment.

Best Practices for Transition Success

- **Child-Centered Approach:** Transitions are tailored to each child's individual needs, allowing flexibility in the timeline to ensure they feel secure and confident.
- **Open Communication:** Parents are encouraged to share any concerns, preferences, or additional information about their child that could support a smoother transition.
- **Warm Welcomes:** The new teacher engages with the child before the transition, such as through short visits to the new classroom or by joining activities in the current class.
- **Follow-Up:** After the transition, the new teacher follows up with parents within the first week to share a comprehensive update and ensure a seamless adjustment for the child.

Teacher Transition Policy

Occasionally, teachers may have to leave Star A Kidz, either temporarily or permanently, and we do our best to ensure that the transition to a new teacher is as smooth as possible. We do this by:

Parent Communication and Preparation

- Parents are notified about their child's teacher's upcoming absence or departure as far in advance as possible.
- Parents are notified about the interim plan for hiring or replacing the departing teacher.
- Parents are kept informed throughout the transition period and notified as soon as the new permanent teacher (or leave replacement) has been determined. This includes information about the new teacher's education, experience, qualifications, and educational philosophy.
- Before the new teacher starts, or within their first week, parents are invited to attend a meeting to meet the new teacher, learn about their educational background, experience, and



philosophy, and ask questions or share concerns regarding their own child or the transition process.

- Once the new teacher has started their employment, parents are sent updates throughout the day via Procare.

Gradual Transition for the Child

- When possible, we invite the incoming teacher to visit the classroom and spend time with the children while the departing teacher is still here in order to observe the current classroom routines and procedures.
 - This helps the new teacher feel confident in maintaining continuity through the transition period. It also eases the teacher's transition so they are more comfortable leading on their first day in charge.
 - This also helps the children feel more comfortable with the new teacher as they have met before.
- Most of our classrooms have both a head teacher and an assistant teacher. Whenever possible, when one teacher leaves, the other classroom teacher remains in their current classroom to minimize the amount of transitions for the children.

Documentation and Teacher Collaboration

- Before the transition, the child's current teacher completes a Developmental Milestones checklist for each child to provide the new teacher with a developmental snapshot of each child. This assessment is shared with the new teacher to ensure continuity of care and support for the child's growth and learning.
- The departing teacher writes down insights about the class' schedule, routines, preferences, and needs to help the new teacher step in seamlessly.



Exit Policy

We understand that families may eventually transition out of our program for various reasons, and we aim to make the process as smooth as possible for both the child and their family. The following policy outlines the steps for exiting our program:

Notice of Unenrollment

Parents are required to notify us at least one month in advance of their intention to unenroll their child from our program. This notice allows us to prepare for the transition and ensure all necessary steps are completed.

Return of Supplies and Materials

- Upon leaving, parents will receive:
 - Any leftover supplies (diapers, wipes, etc.) belonging to their child.
 - Their child's art portfolio, which includes their creative work during their time here.
 - Copies of any assessments or developmental checklists that have not yet been provided.

Transition Support for New School Enrollment

- The director is available to write recommendation letters or complete follow-up communications with a new school as requested. We are committed to supporting a seamless transition and providing any relevant documentation or insights to help the child succeed in their new environment.

Feedback and Communication

- We welcome and value parent feedback regarding their experience with our program. As part of the exit process, we may ask parents to complete a short survey to help us improve our services for current and future families.

Account Closure and Financials

- Any outstanding tuition or fees must be settled prior to the child's final day in the program.
- Families will receive a statement reflecting their final balance, if applicable.



- Families will receive their security deposit refund within 30 days of their child's last day, if applicable.

Celebrating the Child's Time with Us

- To honor the child's time in our program, teachers will ensure the child receives a warm send-off. This may include a small farewell activity or acknowledgment in class to celebrate their contributions and growth during their time here.
- At the end of the 3K/4K school year, we also celebrate our graduates with a small graduation ceremony. Children wear caps and gowns, receive certificates of achievement, and are celebrated with their friends and family.

Screening and Assessment

To support each child's growth and development, we screen all children within 45 days of their enrollment/start date using the Ages and Stages Questionnaires. Throughout the year, we also use two key assessments to track progress and guide our teaching strategies. Our assessment process includes both the Brigance Assessment and a Developmental Standards Checklist, ensuring a comprehensive understanding of each child's unique growth, needs, and achievements throughout the year. These assessments will always be made available to you upon request. They will also be shared with you at semiannual parent-teacher conferences.

Brigance Assessment

The Brigance Assessment is conducted by each child's classroom teacher(s) immediately before they transition to a new age group or class. This assessment is shared with the child's new teacher(s), providing valuable insights into their current stage of development, strengths, and areas for growth.



2 Year Old Assessment

Child's Name
Parents/Guardians

Date of Assessment
Birth Date
Age

Class Name
Teacher
Examiner

Assessment Number	Skill (Circle each skill once demonstrated successfully)	Number of Correct Responses	Point Value	Student's Score
A	Gross Motor		3 points each	/12
	1. Throws a ball with both hands from an overhead position			
	2. Throws a ball with both hands from an underhand position			
	3. Walks down and up stairs, alternating feet, with one hand held			
B	Fine Motor		3 points each	/12
	1. Builds a five-block tower			
	2. Scribbles with crayon; seldom loses contact with the paper			
	3. Turns reachable doorknob to open door			
C	Self-Help		2 point each	/16
	1. Uses a fork for eating			
	2. Spoon-feeds self without spilling			
	3. Removes own shirt			
	4. Wipes nose when requested to do so			
	5. Removes own pants			
	6. Begins to anticipate and communicate toileting needs			
	7. Unbuttons front buttons			
	8. Washes hands, but may need assistance using soap efficiently			

Developmental Milestones Checklists

The Developmental Milestones Checklist is used throughout the year to monitor each child's progress in key areas, ensuring they meet developmental milestones and informing our approach to support ongoing growth. These checklists are also conducted by each child's classroom teacher(s).



DEVELOPMENTAL MILESTONES - 8 TO 12 MONTHS

CHILD'S NAME:

DATE OF BIRTH:

TEACHERS:

1 Needs Development

2 Emerging

3 Progressing

4 Proficient or Attained

MILESTONES

GROSS MOTOR	1	2	3	4	COMMENT
Crawls forward on belly					
Assumes hand and knee position					
Gets to sitting position without assistance					
Pulls self up to standing position at furniture					
Creeps on hands and knees					
Gets from sitting to crawling or prone (lying on stomach) position					
Walks holding on to furniture					
Stands momentarily without support					
May walk two or three steps without support					

FINE MOTOR	1	2	3	4	COMMENT
Uses pincer grasp (grasp using thumb and index finger)					
Bangs two one-inch cubes together					
Pokes with index finger					

Developmental Support and Confidentiality

Each child's developmental progress is carefully monitored daily to ensure they are thriving. If teachers' observations reveal any potential developmental concerns, parents are promptly informed. Parents are also provided with recommendations to support their child's development at home and advice on when to consult pediatricians or other support professionals for further guidance.



Teachers collaborate with parents to create a constructive plan tailored to the child's needs, focusing on two or three interim goals. This plan includes specific timelines and regular follow-up discussions to track progress and make any necessary adjustments.

Confidentiality is a priority; all information about a child's development, concerns, and action plans is kept strictly between the child's current classroom teacher(s), administration, and the parents/guardians to maintain privacy and trust. All documentation is kept in children's individual folders and concealed in a cabinet, and only shared with the child's current classroom teacher(s), administration, and the parents/guardians.

Developmental Screening and Assessment of Children Who Are Dual Language Learners (DLLs)

Many children who enter our program are Dual Language Learners (DLLs). When children enroll, we ask families to provide us information about the languages that are spoken in the home. We take this information into consideration when determining how best to screen and assess each child.

Strategies

We use the Ages and Stages Questionnaires to screen all children within 45 days of their enrollment. We use Developmental Milestones Checklists throughout the year to monitor and assess each child's progress in key areas. We make every effort to screen and assess children in the language they know best.

If the child is most fluent in a language other than English, Chinese, or Spanish, then we gather information for screening/developmental assessment through a combination of:

- Reports from the children's families
- Structured observations



- Staff reports
- Work samples

Who Screens and Assesses Children Who Are DLLs

For each child, a qualified bilingual staff member conducts the screening or assessment. If we are unable to provide a qualified bilingual staff member or interpreter, then the screening or assessment is conducted in English, and we use the other strategies mentioned above to help evaluate the child's progress.

Special Considerations

When screening and assessing children who are DLLs, we keep in mind that it is important to:

- Assess the child's language skills in his or her home language and English, if possible
- Allow the child to use knowledge, skills, and abilities in either language
- Determine if there are any developmental concerns and if further evaluation is needed
- Screen for domains other than language skills
- Conduct the screening in the language with which the child feels most comfortable, if possible
- Keep families involved throughout the screening process. Their involvement ensures that results are as reliable as possible



Parent Communication and Involvement

At Star A Kidz Preschool, we believe that open and effective communication is vital to the success of our educational environment. By fostering strong partnerships between children, families, and the community, we create a unified space that supports each child's growth and development.

Communication Platform

We primarily communicate with parents through the Procure app. Through this platform, our teachers provide real-time updates about your child's day, including photos and videos of activities, meal information, bathroom routines, and nap times. Teachers and staff also use this platform to share any updates or other information about your child's class through your daily report or direct messages. Procure ensures that you stay connected and informed about your child's experiences while they are in our care.

Parent-Teacher Conferences

To strengthen the relationship between parents and teachers, we hold two parent-teacher conferences throughout the year. These meetings provide an opportunity to discuss your child's progress, address any concerns, and collaborate on strategies to support their development.

School Events and Celebrations

We host a variety of school events throughout the year, inviting parents and families to join us in celebrating milestones and special occasions. These events are designed to build community and create memorable experiences for both children and families.



Mystery Reader Program

Every week, we host a Mystery Reader in each class. Parents can volunteer to lead circle time and read or share a passion with their child's class. This unique opportunity allows you to engage with your child's learning environment and contribute to the classroom experience.

Parent Association Meetings

We hold monthly Parent Association Meetings, providing a forum for parents to offer feedback, share ideas, and participate in the decision-making process. We highly encourage all parents to attend and be actively involved in our school's community. Your feedback is always welcomed and valued.

Our Commitment to Family Engagement

Our goal is to establish a unified educational environment that brings together children, families, and the community. By integrating diverse learning experiences and encouraging strong family participation, we hope to provide a seamless and enriching developmental path for every child.

Through positive parent communication and involvement, we aim to:

- Emphasize learning through interconnected experiences and social interactions.
- Prioritize robust parent and community participation.
- Cultivate strong school-home links for continuity in children's lives.
- Encourage parents to actively contribute to child observations, especially in home settings.
- Promote family contributions such as maintaining school spaces, sharing skills, and more.
- Create a supportive and nurturing environment that benefits everyone involved.
- Encourage all families to participate in any way they can, whether it's through attending events, providing feedback, or sharing your unique talents and skills with our community.



Health

Child Immunization and Health Requirements

We are committed to your child's well-being by strictly adhering to the New York City Department of Health (DOH) regulations. All children must receive the required vaccinations, including an annual influenza vaccine for those aged 6 to 59 months, administered between July 1 and December 31. While we accept medical exemptions with proper documentation, religious exemptions are not permitted. Additionally, each child must undergo an annual health examination documented on the Child and Adolescent Health Examination Form. To ensure compliance with DOH requirements, parents are required to submit updated immunization records when their child reaches the ages of 2, 4, 6, 9, 12, 15, 18, and 24 months, as well as at 3 and 4 years old.

Staff Immunization and Health Requirements

To maintain a healthy environment, all staff members comply with the New York City Department of Health (DOH) immunization and health screening requirements. Staff are required to have up-to-date immunizations and complete necessary health screenings prior to employment. If a staff member becomes ill, they must stay home to prevent the spread of illness to children and may need to provide a doctor's note before returning to work. We also offer ongoing health and wellness training to keep our staff informed about best practices in health and safety.

Illness

The health and safety of all children are our top priorities. To prevent the spread of illness, we adhere to strict health guidelines. Children exhibiting symptoms such as a fever of 101.0°F (38.3°C) or higher, vomiting, uncontrolled diarrhea, rash with fever, persistent cough, lethargy, or other severe signs will not be admitted and must be symptom-free for at least 24 hours without medication before returning. If a child becomes ill during the day, we will notify the parent or guardian for immediate



pickup. Children with contagious conditions like streptococcal infections, head lice, scabies, ringworm, chickenpox, or hepatitis A should remain at home until they have received appropriate treatment and are no longer contagious, as confirmed by a doctor's note. All children must have up-to-date immunizations. Our staff strictly follows hygiene protocols recommended by the Centers for Disease Control and Prevention (CDC) and local health authorities to minimize the spread of illness.

Medication Administration

We administer only life-saving medications, such as inhalers or EpiPens, on school premises. Other medications cannot be administered by our staff. If your child requires emergency medication, please inform the Director. Parents are responsible for providing emergency medication along with the necessary medical documentation, including the original prescription label with the child's name, and instructions. Our staff is trained to administer these medications to ensure your child's safety.

Hygiene Practices

We uphold rigorous hygiene practices to promote the health and well-being of all children and staff. Handwashing is emphasized throughout the day, especially before meals, after using the restroom or changing diapers, and following outdoor play. All handwashing sinks are equipped with signs and pictures to guide children on proper handwashing steps. Children are taught the correct techniques to prevent the spread of germs. Staff members model and reinforce good hygiene habits, including covering coughs and sneezes with a tissue or elbow. To ensure personal hygiene, personal items such as combs, hats, and utensils are not shared.



Cleaning, Disinfecting, and Sanitizing

Ensuring a clean and hygienic environment is paramount to the health and safety of our students. Our classrooms and common areas are cleaned, disinfected, and sanitized daily using child-safe, EPA-approved products. High-touch surfaces are wiped down frequently throughout the day, and toys and learning materials are regularly sanitized to minimize the spread of germs. All cleaning agents and other potentially harmful substances are securely stored in locked cabinets, out of reach of children.

Diapering

We adhere strictly to diapering protocols established by the Centers for Disease Control and Prevention (CDC) and the New York City Department of Health to ensure every child's health and safety. Our staff is trained in proper sanitary measures, which include:

- Washing hands before and after each diaper change
- Wearing disposable gloves
- Disinfecting the diapering area after each use to prevent cross-contamination

All diaper changes are documented, and any concerns, such as diaper rash or irregularities, are communicated to parents through the Procare app. We ask parents to provide labeled diapers, wipes, and any necessary creams or ointments for their child, replenishing supplies as needed.

Allergies and Asthma

We maintain a **nut-free environment** to protect children with allergies; therefore, nuts and nut-containing products are not allowed on the premises. To ensure safety, children's known allergies are clearly posted in classrooms and the kitchen to keep staff informed and prevent exposure. Our staff is trained in administering EpiPens and can provide immediate assistance if needed. For children who require an EpiPen or asthma inhaler, an **Individual Health Care Plan** and a **Medical Consent Form** signed by their doctor is required.

Nutrition

Proper nutrition is vital for children's growth and development. Through our partnership with Healthy Hearts, we provide nutritious and balanced breakfast, lunch, and afternoon snacks to all students participating in our food program. Parents are also welcome to send nut-free packed meals for their children.

Sample Menu

Star A Kids February 12 to 16 2024							
	1-5 YRS	6-18 YRS	MONDAY (2/12)	TUESDAY (2/13)	WEDNESDAY (2/14)	THURSDAY (2/15)	FRIDAY (2/16)
AM SNACK							
Milk	¾ cup	1 cup	Whole Milk/1% Milk		Whole Milk/1% Milk		Whole Milk/1% Milk
Grains	½ oz	1 oz eq	WGR Scooters	WW English Muffin w/Margarine	Rice Krispies	WW Roll w/ Jelly	Corn Flakes
LUNCH (Regular)							
Milk	¾ cup	1 cup	Whole Milk/1% Milk	Whole Milk/1% Milk	Whole Milk/1% Milk	Whole Milk/1% Milk	Whole Milk/1% Milk
Meat / Meat Alternate	1.5 oz	2 oz	Baked Ziti (1.5 oz/2 oz cheese)	BBQ Chicken	Beef-a-Roni	Chicken Tenders (2.25/3 oz)	Pizza Bagel (1.5 oz/2 oz cheese)
Grains / Bread	½ oz eq	1 oz eq	(Pasta in Dish)	Brown Rice	WW Pasta	Brown Rice	(WW Bagel in Dish)
Vegetable	¾ cup	½ cup	Carrots	Peas in Rice	Corn	String Beans	Broccoli
Fruit	¾ cup	½ cup	Apple	Apricot	Clementine	Applesauce	Apricot
PM SNACK							
Meat / Meat Alt	½ oz	1 oz		Low fat String Cheese	Low Fat Yogurt		
Grains / Bread	½ oz eq	1 oz eq	WGR Croissant w/ Margarine			Cinnamon Bread	WGR Corn Muffin

Breastfeeding Policy for Nursing Mothers

Star A Kidz Preschool is committed to supporting breastfeeding families by providing a nurturing and accommodating environment. We aim to ensure that breastfeeding is encouraged and facilitated in a way that promotes the health and well-being of infants. The following guidelines outline our approach:

1. Encouragement and Support

- We encourage mothers to breastfeed their babies on-site, and provide a comfortable and private space for this purpose.
- We maintain a breastfeeding-supportive environment through posting and providing culturally appropriate breastfeeding support materials (e.g. pictures, posters, etc.). We do not post or provide materials produced or supplied by commercial entities or manufacturers of infant formula.
- We refer families to resources in the community for more information about breastfeeding when needed or requested.
- Staff communicates the infant's changing schedule (i.e., feeding, napping, etc.) so a mother can adjust her schedule for pumping and/or visiting to feed her infant.
- Breastfeeding employees are provided flexible breaks and the same accommodations as the families of enrolled infants, in order to support breastfeeding or milk expression.

2. Initial Contact

- We discuss breastfeeding support with all potential new families and share this policy and breastfeeding resources with them.
- We work with parents prior to their first day in child care to transition the infant to bottle feedings, if they so choose.

3. Infant Feeding Plan

- An individualized infant feeding plan is developed with each family as infants enroll in the center. This plan outlines feeding schedules, preferences, and specific instructions for breastfed infants.
- Staff coordinate with parents about the quantity of milk remaining in containers to avoid waste.
- Teachers are provided with a copy of this written plan, which will be updated regularly as the infant grows and moves throughout different developmental stages.
- Infants six months of age or younger are held while being bottle-fed. Infants older than six months are held or seated and bottle-fed by trained staff until the infant consistently demonstrates the capability of holding the bottle and ingesting an adequate portion of the contents thereof. Bottles are never propped.

4. Exclusive Breastfeeding

- Breastfed babies will not receive food or drinks other than their mother's breastmilk unless specified in the feeding plan.

5. Hunger and Fullness Cues



- Infants will be fed based on their hunger and fullness cues to ensure they are nourished according to their needs.

6. Storage of Breast Milk

- Refrigerator and storage space will always be available for pumped breastmilk.
- All breastmilk must be labeled with the child's first and last name, and the date on which it was expressed.
- Families are encouraged to provide a small backup supply of milk to address unexpected situations, such as delayed pickups and increased feeding needs.

7. Staff Training

- Our staff is trained in the benefits of breastfeeding, as well as the proper preparation, storage, and handling of human breastmilk.
- Staff are also trained on feeding infants, including how to recognize and respond to infants' hunger cues.

This policy will be renewed and updated as needed. It will be shared with all families during orientation, and with staff upon hire. Any updates will be shared with all staff, and families of enrolled infants.

Obesity Prevention Program

Mission Statement

Star A Kidz Preschool is dedicated to promoting healthy habits and fostering the well-being of all children, families, and staff through the implementation of a comprehensive obesity prevention program. We believe in creating a nurturing environment that emphasizes the importance of physical activity, balanced nutrition, and minimal screen time. Our program is designed to empower children to make healthy choices, educate families to sustain wellness practices, and equip staff with the tools and knowledge to model and promote a healthy lifestyle. Together, we aim to build a strong foundation for lifelong health and well-being and to support the physical, emotional, and social development of every child in our care.

Program-Wide Obesity Prevention Practices

- Teachers schedule 2 hours of physical activity/gross motor play throughout the day, including at least one outdoor playtime (weather permitting) and structured activities in class such as dance or yoga



- Infants have daily tummy time or other developmentally appropriate gross motor play
- Children have weekly Fitness classes with a Fitness instructor
- Partner with a school food provider that provides nutritious meals and snacks
- Teachers are required to take Obesity Prevention training
- No screen time for children under 2; children 2-4 may have up to 30 minutes of educational or movement-based screen time/week

Program-Wide Ongoing Goals

- Facilitate a minimum of 2 hours of daily physical activity for all age groups.
- Increase the variety of structured physical activities.
- Promote healthy eating habits at home and school.
- Promote responsible screen time usage at home and school by implementing strategies that encourage active play and hands-on learning.
- Foster collaboration between families, children, and staff for a holistic approach to healthy living.
- Provide continuous professional development for staff on obesity prevention strategies.

Daily Physical Activity

Infants (3-12 months)

At Star A Kidz, we support infants in developing foundational motor skills through daily supervised opportunities for movement and exploration. Our routine is designed to encourage active engagement, exercise, and sensory experiences while providing individualized care to meet each infant's needs. Our program includes both indoor and outdoor activities, with outdoor time based on weather conditions. Here's how we incorporate movement into our infant program:

Daily Movement Opportunities

Outdoor Gross Motor/Exercise

- ★ Infants engage in age-appropriate movement activities outside in our private playground every day (weather permitting). These activities include tummy time on a blanket, rolling, crawling, and reaching for toys.
- ★ Caregivers provide interactive play to encourage physical development, including gentle stretching, music-based movement, and sensory exploration.
- ★ When outdoor play is not possible due to weather, indoor gross motor activities (e.g., soft climbers, floor mats, and movement based play) are incorporated.



- ★ Older infants are encouraged to stand, cruise, and walk with caregiver support when ready. Teachers provide gentle guidance, like hand-holding and push toys, to support children's natural progression at their own pace.

Tummy Time/Gross Motor Activities

- ★ Infants engage in supervised tummy time daily while awake and alert to strengthen muscles essential for crawling or sitting.
- ★ Caregivers ensure safe, comfortable positioning and provide soft toys and mirrors to encourage movement and engagement.
- ★ Mobile infants are given space to crawl, pull to stand, and practice balance with support from caregivers.

Free Play and Movement

- ★ Each day, infants are provided the opportunity to freely explore their environment with safe, developmentally appropriate toys that encourage movement, reaching, and grasping.
- ★ Caregivers support infants' physical milestones by engaging in interactive play and guided exploration, ensuring older infants have opportunities to practice standing and walking with encouragement.

Supervision and Safety

- ★ All physical activities are supervised to ensure a safe, nurturing environment.
- ★ Caregivers regularly sanitize play surfaces and equipment to maintain cleanliness and safety.
- ★ Infants are never left in restrictive equipment (swings, bouncers, or seats) for prolonged periods to allow for natural movement and muscle development.

Toddlers & Preschoolers (1-4 Years)

At Star A Kidz Preschool, we believe that active play is essential for the physical, social-emotional, and cognitive development of toddlers and preschoolers. Our program is designed to provide structured and unstructured movement opportunities throughout the day, ensuring children engage in at least 15 minutes of physical activity per hour they are in our care. These activities take place both indoors and outdoors, weather permitting, to support gross and fine motor development while fostering a love for movement.

Daily Movement Opportunities

Outdoor Gross Motor/Exercise (Weather Permitting)

- ★ Toddlers and preschoolers participate in daily outdoor play in our private playground, engaging in running, climbing, jumping, and balance activities.
- ★ Unstructured outdoor free play allows children to explore climbing structures, slides, and open spaces for running, jumping, and playing with peers.
- ★ Teachers may also facilitate short structured activities such as:
 - Animal Movement Game: children hop, crawl, and stretch like different animals to build strength and coordination.
 - Obstacle Course Adventure: children navigate tunnels, balance beams, and stepping stones to enhance body awareness.
 - Dance and Freeze: a fun, interactive game that promotes motor control and listening skills.
- ★ If outdoor play is not possible due to weather, indoor gross motor activities (e.g. movement stations, stretching, dancing, or soft climbers) are incorporated.

Teacher-Led Gross Motor Activities

- ★ Teachers guide structured indoor activities daily that encourage movement and social engagement, including:
 - Yoga for Kids: a series of playful yoga poses that promote flexibility, balance, and relaxation.
 - Parachute Play: children work together to shake, lift, and run under a parachute, enhancing teamwork and coordination.
 - Ball Play: rolling, tossing, and kicking soft balls to develop hand-eye coordination and motor skills.
 - Fitness Class (Twice Weekly): a structured, engaging session that includes stretching, jumping, balancing, and movement-based games designed to improve physical strength and coordination.
 - Drama Class (Once Weekly) – Movement-based dramatic play activities, such as acting out stories, role-playing, and expressive body movements to enhance confidence, creativity, and coordination.
- ★ Older toddlers are actively encouraged to walk, climb, and run, with teachers providing gentle guidance to support their natural development.

Free Play and Movement

- ★ Each day, children have open-ended free play periods where they can engage in self-directed physical activity and/or gross motor play, such as:

- Dramatic movement-based play (e.g., pretending to be superheroes, firefighters, or dancers).
 - Exploring movement with scarves, ribbons, or music-based activities.
 - Climbing, jumping, and balancing games to refine gross motor skills.
- ★ Teachers encourage active engagement, ensuring children have the opportunity to practice new motor skills in a safe, supportive environment.

Supervision and Safety

- ★ All physical activities are closely supervised to ensure safety and engagement.
- ★ Teachers regularly sanitize play surfaces and equipment to maintain cleanliness and hygiene.
- ★ Children are encouraged to develop physical confidence and independence while ensuring a safe environment for exploration and movement.

Screen Time Policy

The American Academy of Pediatrics recommends that screen time for young children be limited and thoughtfully integrated to support healthy development. In alignment with these recommendations, we have implemented a structured and minimal screen time policy:

Children Under Two Years Old

- Children under the age of two are **not permitted any screen time**. We focus on hands-on learning experiences, sensory play, and social interactions to support their developmental milestones.

Children Aged Two and Older

- For children aged two and above, limited screen time is incorporated thoughtfully and sparingly into their schedule. Screens are never used during nap or snack/meal times.
- Screen time is capped at 15 minutes per occurrence maximum, and 30 minutes per week total.
- Content is restricted to pre-approved educational material that aligns with and supplements the curriculum. The selected content reinforces what children are actively learning in the classroom. Teachers may also use screen time to lead movement activities such as kids' yoga or dance-alongs. No content with commercials or ads is ever shown.
- To support continued learning at home, we share links to the content shown at school with parents, allowing them to reinforce this knowledge if they wish.

**Accommodating Families**

- If parents prefer their child not to participate in any screen time, alternative activities will be provided, and their preferences will be fully respected.

Pest Control

To ensure a safe and hygienic environment, our center is treated monthly by Terminix, a professional pest control service. We use child-safe methods to manage pests, and all treatments are conducted in accordance with health and safety guidelines. Pest control procedures are scheduled outside of operating hours to minimize exposure and ensure the well-being of all children and staff.

Safety

Infant Sleep Safety

We implement safe sleeping practices for all infants to reduce the risk of sudden infant death syndrome (SIDS) and suffocation. All staff are consistently trained on these protocols, which include:

- **Transition to Crib:** If an infant falls asleep outside a crib, they are gently moved to one.
- **Sleep Position:** Infants under 12 months are placed on their backs to sleep. Once they can roll over independently, they may sleep in any comfortable position.
- **Crib Labels:** Each crib is labeled with the child's full name, indicating if they can roll over.
- **Supervision:** Sleeping infants are routinely observed by sight and sound. A teacher is always present in the crib area when infants are sleeping. Teachers are required to keep detailed sleep logs for every infant.
- **Bedding:** Infants' heads are never covered with blankets or bedding. Crib mattresses are covered only by a tightly fitted sheet, but not covered with additional blankets or bedding. No loose items like pillows or bumper pads are used. Sleep sacks may replace blankets.
- **Items in Crib:** Toys and stuffed animals are not permitted in cribs. Pacifiers without clips are allowed.
- **Crib Occupancy:** Only one infant per crib at a time.
- **Napping Practices:** Infants are offered the opportunity to sleep but are not forced to sleep or stay awake. They are removed from the crib upon waking; cribs are not used as playpens.

Injury Prevention and Incident Reporting

We are committed to providing a safe environment and take proactive measures to prevent injuries. All staff members are CPR trained and maintain active supervision to ensure children are monitored at all times. Regular safety inspections of equipment, toys, and facilities are conducted to identify and address potential hazards promptly. In the event of an injury, an Incident Report is completed



detailing the circumstances and actions taken, and parents or guardians are notified and provided with a copy of the report.

Emergency Procedures, Drills, and Safety Training

We regularly conduct evacuation and lockdown drills to ensure everyone is prepared in case of an emergency. These drills familiarize children and staff with the procedures for safely and calmly responding to potential situations. By practicing often, we maintain a high level of readiness, providing a secure environment where children can learn and grow with peace of mind.

Children are cared for on the second level of the building. There is a door to an unlocked and unobstructed staircase at each end of the building. Every classroom has a map of both the Primary and Secondary Evacuation Routes to use in case of an emergency. Both exits lead to the front of the building, with direct access to Relocation Sites: Holy Cross Church (neighboring building) or USPS (across 42nd St). Holy Cross Church is our Primary Relocation Site; we will go there unless it is unsafe to do so.

In case of an emergency requiring an evacuation, we will follow these procedures:

1. When a fire alarm siren sounds, all staff will immediately prepare for evacuation by gathering their children as quickly and calmly as possible. Remind them to be quiet, and exit the classroom.
- 2. Infant/Toddler Evacuation Plan:**
 - a. Director, assistant director, floater, and other available staff will immediately go to assigned infant and toddler classes to assist with evacuation.
 - b. Each staff member will put on an infant carrier and adjust it to be secure.
 - c. Staff will secure one infant/toddler in their carrier, then repeat the process with a second child, as needed.

- d. The head/assistant teacher will take the Emergency Bag and class iPad.
- e. Before leaving the classroom, the teachers will do a name-to-face headcount. Then they will exit the building from the assigned primary egress route (or secondary route, if necessary) to the ground floor by holding the adult handrail on the left side of the stairwell while walking downstairs. Teachers will take a second name-to-face headcount at the door to the street, and a third name-to-face headcount upon reaching the Relocation Site (Holy Cross Church or USPS).
- f. Teachers will notify the Director/Assistant Director immediately of any missing children.

3. Preschool (2-4 year olds) Evacuation Plan:

- a. Head teachers will call all preschoolers to line up and use the class roster to take a name-to-face headcount before leaving the classroom.
- b. Assistant teachers will sweep the classroom for remaining children, take Emergency Bags and class iPad, and follow the children out.
- c. The head teacher will lead the class to the assigned primary egress route (unless the secondary route is necessary) and walk down the stairs, holding the children's handrail.
- d. At the door to the street, the head teacher will again take a name-to-face headcount.
- e. The class will proceed to the designated Relocation Site. The assistant teacher will remain behind the line.
- f. Upon reaching the designated Relocation Site (Holy Cross Church or USPS), the head teacher will take a third name-to-face headcount. Teachers will notify the Director/Assistant Director immediately of any missing children.

4. Next Steps:

- a. Once all children are safely evacuated, the Director will call 911 and other appropriate emergency authorities.
- b. Teachers will notify parents of the evacuation by phone call and notify them of the Relocation Site for immediate pick-up.



Sun Safety

We prioritize protecting children from excessive sun exposure during outdoor activities. With parental consent, we apply sunscreen to children before going outside on sunny days. Shaded areas are available in our outdoor spaces to provide relief from direct sunlight. Children are encouraged to wear protective clothing, such as hats, to further safeguard against the sun.

Staff Health and Safety Training

Our staff are trained to uphold the highest standards of health and safety. All staff members are certified in CPR and First Aid, ensuring they are prepared to respond to emergencies. We conduct regular training sessions covering topics such as emergency procedures, child development, hygiene practices, family engagement, and safety protocols. Additionally, staff are encouraged to participate in continuing education to stay current with best practices in early childhood education.

Safe Arrival and Departure Procedures

The safety of your child during arrival and departure times is of utmost importance to us. We have implemented the following procedures to ensure a secure process:

- **Sign-In and Sign-Out:** Parents or authorized pickups are required to sign their child in and out each day using the iPad located at the front desk.
- **Authorized Individuals:** Children will only be released to individuals listed on the child's Enrollment Form or Procare profile. Photo identification will be required for all non-parent pick-ups.
- **Late Pick-Up:** If you anticipate being late for pick-up, please notify us as soon as possible. Late pick-up fees apply as outlined in our policies.

At drop-off, please say goodbye to your child's teachers before leaving. Once you've reunited with your child, Star A Kidz is no longer responsible for their safety. For everyone's safety, do not let your child run ahead inside or outside the building. If parents do not arrive for pick-up, staff will first attempt



to contact parents. If unsuccessful, emergency contacts will be called. If still unreachable, the Director will notify the Administration for Children's Services and/or the NYPD.

Visitors and Security Procedures

To ensure the safety and security of all children and staff, we have established clear guidelines for visitors. Parents, guardians, and authorized family members are welcome to accompany their children during drop-off and pick-up times, but are not permitted unsupervised access to other children or to remain on the premises without a specific purpose. All other visitors, including volunteers, contractors, therapists, and prospective families, must sign in at reception, present valid identification, and be accompanied by a staff member during their visit. Our facility is secured with surveillance cameras and controlled access to maintain a safe environment for everyone.

Child Abuse and Neglect Reporting

Our staff members are Mandated Reporters and are legally obligated to report any suspected cases of child abuse or neglect to the appropriate authorities. They receive training on recognizing signs of abuse and neglect and understand the procedures for reporting. Any suspicions are reported immediately to Child Protective Services, ensuring the confidentiality and safety of all involved. All reports and related discussions are kept strictly confidential in compliance with legal requirements.

Enrollment and Daily Operations

2025 Tuition

★ Full-Day Programs 8:00 am - 6:00 pm ★

★	Infant 3m-12m	Toddler 12m-24m	Preschool 2yr-3yr	Preschool 3yr-4yr	Preschool 4yr-5yr
5 Full Days	\$3200	\$3000	\$2800	\$2500	\$2300
4 Full Days	\$3000	\$2800	\$2600	\$2300	\$2100
3 Full Days	\$2800	\$2600	\$2400	\$2100	\$1900

★ Half-Day Programs 8:00 am - 12:30 pm ★

★	Infant 3m-12m	Toddler 12m-24m	Preschool 2yr-3yr	Preschool 3yr-4yr	Preschool 4yr-5yr
5 Half Days	\$3000	\$2800	\$2600	\$2400	\$2200
4 Half Days	\$2800	\$2600	\$2400	\$2200	\$2000

★ Daily Placement Options ★

★	6 Weeks - 24 Months	2 Years - 5 Years old
Full Day	\$230	\$200
Half Day	\$190	\$160



Registration

Registration Fee: There is a one time registration fee of \$150 due at the time of enrollment. **This fee is non-refundable.**

Security Deposit: A \$700 security deposit is due on the day of registration and will be deposited. This deposit serves as protection for the school in case a child is withdrawn without notice. No interest will be paid on this deposit. After 6 full months of enrollment, the \$700 deposit may be refunded with a written notice of 4 weeks if a child is to be withdrawn from the program.

Registration Process:

1. Fill out the registration form through Procure and sign all policies and agreements.
2. Pay the registration fee and security deposit to secure your child's spot and complete the registration process.
3. After receiving your completed registration, we will notify you via email and provide details on the next steps, including any required paperwork to finalize the enrollment process.

First Day of School:

1. The first month's tuition and fees are due on the first day of school. If your child's first day of school lands in the middle of the month, a prorated amount may be given.
2. An up-to-date medical form compliant with DOHMH regulations, including all current vaccinations and proof of seasonal influenza vaccination, must be submitted. If your child is over 6 months, an influenza vaccine is required prior to your child's first day. This form can be emailed directly to the daycare or Director.
3. All registration forms must be completed and submitted to the daycare or the Director.
4. All supplies should be brought with your child on the first day, clearly labeled with their first and last name.

2025 Calendar

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Important Dates of 2025

Date	Holiday/Event	Date	Holiday/Event	Date	Holiday/Event	Date	Holiday/Event
1/1	Closed - New Year's Day	5/26	Closed - Memorial Day	7/4	Closed - Independence Day	11/11	Closed - Veteran's Day
1/20	Closed - Martin Luther King Jr. Day	6/13	Closed - Staff Development Day	8/22	Closed - Staff Development Day	11/14	Early Dismissal - Parent-Teacher Conferences
1/27	Closed - Staff Development Day	6/17	Picture Day	9/1	Closed - Labor Day	11/27-28	Closed - Thanksgiving Recess
2/17	Closed - Presidents' Day	6/19	Closed - Juneteenth	9/2	First Day of School (3K and PreK)	12/25-26	Closed - Christmas
3/14	Early Dismissal - Parent-Teacher Conferences	6/27	PreK Graduation Day	10/13	Closed - Indigenous Peoples' Day	12/31	Closed - New Year's Eve
4/18	Closed - Good Friday	6/30	First Day of Summer Camp (3K and PreK)	10/31	Trick-or-Treat Halloween Party		

	Federal Holiday, Whole School Closed
	Professional Development Day, Whole School Closed
	School Event
	Parent-Teacher Conferences, Early Dismissal

Sample Classroom Daily Schedules



Bright Stars Class

Infant Program (3 to 12 Months Old)

1:4 Child to Teacher Ratio

Daily	Schedule
8 to 9 a.m.	Arrival and Breakfast/Bottles
9 to 9:30 a.m.	Diaper Change
9:30 to 9:45 a.m.	Circle Time
9:45 to 10:15 a.m.	Music/Movement/Tummy Time
10:15 to 10:45 a.m.	Morning Nap Time
10:45 to 11:15 a.m.	Diaper Change
11:15 to 11:30 a.m.	Story Time
11:30 to 12:00 p.m.	Lunch & Bottles
12:00 to 12:30 p.m.	Sensory Play
12:30 to 1:00 p.m.	Diaper Change/Calm Activities
1:00 to 3:00 p.m.	Nap Time
3:00 to 3:30 p.m.	Gentle Wake & Diaper Change
3:30 to 4:00 p.m.	Snack/Bottles
4:00 to 4:30 p.m.	Music/Movement/Tummy Time
4:30 to 5:00 p.m.	Clean Up/Diaper Change
5:00 to 6:00 p.m.	Story Time/Dismissal



Golden Stars Class

Toddler Program (12 to 18 Months Old)

1:5 Child to Teacher Ratio

Daily	Schedule
8 to 9 a.m.	Arrival and Breakfast
9 to 9:30 a.m.	Free Play & Diaper Change
9:30 to 9:45 a.m.	Circle Time
9:45 to 10:15 a.m.	Outside Play
10:15 to 10:45 a.m.	Enrichment Class
10:45 to 11:15 a.m.	Art
11:15 to 11:30 a.m.	Sensory Play
11:30 to 12:00 p.m.	Lunch & Bottles
12:00 to 12:30 p.m.	Free Play & Diaper Change
12:30 to 1:00 p.m.	Story Time & Calm Activities
1:00 to 3:00 p.m.	Nap Time
3:00 to 3:30 p.m.	Snack
3:30 to 4:00 p.m.	Diaper Change
4:00 to 4:30 p.m.	Free Play
4:30 to 5:00 p.m.	Closing Activity
5:00 to 6:00 p.m.	Music & Movement/Dismissal



Little Lunars Class

Toddler Program (18 to 24 Months Old)

1:5 Child to Teacher Ratio

Daily	Schedule
8 to 9 a.m.	Arrival and Breakfast
9 to 9:30 a.m.	Free Play & Diaper Change
9:30 to 9:45 a.m.	Circle Time
9:45 to 10:15 a.m.	Outside Play
10:15 to 10:45 a.m.	Enrichment Class
10:45 to 11:15 a.m.	Art
11:15 to 11:30 a.m.	Sensory Play
11:30 to 12:00 p.m.	Lunch & Bottles
12:00 to 12:30 p.m.	Free Play & Diaper Change
12:30 to 1:00 p.m.	Story Time & Calm Activities
1:00 to 3:00 p.m.	Nap Time
3:00 to 3:30 p.m.	Snack
3:30 to 4:00 p.m.	Diaper Change
4:00 to 4:30 p.m.	Free Play
4:30 to 5:00 p.m.	Closing Activity
5:00 to 6:00 p.m.	Music & Movement/Dismissal



Little Mars / Shooting Stars Classes

Two-Year-Old Program

1:6 Child to Teacher Ratio

Daily Schedule	
8 to 9 a.m.	Arrival
9 to 9:30 a.m.	Breakfast
9:30 to 9:45 a.m.	Circle Time
9:45 to 10:15 a.m.	Art and Creativity
10:15 to 10:45 a.m.	Center Time
10:45 to 11:15 a.m.	Outside Play
11:15 to 11:30 a.m.	Thematic Lesson
11:30 to 12:00 p.m.	Enrichment
12:00 to 12:30 p.m.	Lunch Time
12:30 to 1:00 p.m.	Story Time and Calm Activities
1:00 to 3:00 p.m.	Nap Time
3:00 to 3:30 p.m.	Snack
3:30 to 4:00 p.m.	Outside Play
4:00 to 4:30 p.m.	Music and Movement
4:30 to 5:00 p.m.	Center Time
5:00 to 6:00 p.m.	Free Play/Dismissal



Little Comets Class

Three-Year-Old Program

1:8 Child to Teacher Ratio

Daily	Schedule
8:00 to 9:00 a.m.	Arrival & Free Play
9:00 to 9:30 a.m.	Breakfast
9:30 to 9:45 a.m.	Circle Time
9:45 to 10:15 a.m.	Math and/or Literacy
10:15 to 10:45 a.m.	Thematic Lesson
10:45 to 11:15 a.m.	Outside Play
11:15 to 11:30 a.m.	Center Time
11:30 to 12:00 p.m.	Art
12:00 to 12:30 p.m.	Enrichment
12:30 to 1:00 p.m.	Lunch
1:00 to 3:00 p.m.	Quiet Time/ Rest
3:00 to 3:30 p.m.	Snack
3:30 to 4:00 p.m.	Outside Play
4:00 to 4:30 p.m.	Mandarin/Spanish
4:30 to 5:00 p.m.	Center Time
5:00 to 6:00 p.m.	Music & Movement/Dismissal



Blasting Rockets Class

Four-Year-Old Program

1:10 Child to Teacher Ratio

Daily	Schedule
8:00 to 9:00 a.m.	Arrival & Free Play
9:00 to 9:30 a.m.	Breakfast
9:30 to 9:45 a.m.	Circle Time
9:45 to 10:15 a.m.	Outside Play
10:15 to 10:45 a.m.	Math and/or Literacy
10:45 to 11:15 a.m.	Center Time
11:15 to 11:30 a.m.	Thematic Lesson
11:30 to 12:00 p.m.	Art
12:00 to 12:30 p.m.	Enrichment
12:30 to 1:00 p.m.	Lunch
1:00 to 3:00 p.m.	Quiet Time/Rest
3:00 to 3:30 p.m.	Snack
3:30 to 4:00 p.m.	Mandarin
4:00 to 4:30 p.m.	Outside Play
4:30 to 5:00 p.m.	Center Time
5:00 to 6:00 p.m.	Music & Movement/Dismissal

Resources

All families need support during the process of raising young children. Many questions naturally come up on a variety of topics. Although we may not have every answer, we offer support to our families through access to a variety of resources on a wide range of topics related to raising happy, healthy children. We also make referrals to additional appropriate resources and support families by connecting them with community resources.

We have a Resource Wall located near the entrance of our center with a range of resources that are updated regularly. Families are encouraged to reach out about topics they are interested in or would like more information about. A sample of the resources we post are included here for your reference:

Child Mind Institute – Separation Anxiety in Young Children

<https://childmind.org/article/what-to-do-and-not-do-when-children-are-anxious/>

HealthyChildren.org – How to Ease Your Child's Separation Anxiety

<https://www.healthychildren.org/English/ages-stages/toddler/Pages/Soothing-Your-Childs-Separation-Anxiety.aspx>

Centers for Disease Control and Prevention (CDC) - Developmental Milestones – Guides for tracking children's growth and learning

www.cdc.gov/ncbddd/actearly/milestones

ChooseMyPlate (USDA) – Guidance on childhood nutrition and healthy eating habits

www.myplate.gov

NAEYC - Dual Language Learners

<https://www.naeyc.org/resources/topics/dual-language-learners>

ZEROtoTHREE – 5 Ways to Support Dual Language Learning in Early Childhood Education Programs

<https://www.zerotothree.org/resource/5-ways-to-support-dual-language-learning-in-early-childhood-education-programs/>