
SOCIAL STARS LEARNING CENTER EAST

Parent Handbook



Social Stars Learning Center

A Service of
South Central Mental Health Counseling Center

340 Oil Hill Rd
El Dorado KS 67042
[\(316\) 452-5660](tel:3164525660)



Social Stars is a family first school consciously responsive school!

Because of that, we are committed to:

- Wanting you to succeed as your child's parent.
- Wanting your child to succeed, love and respect you.
- Doing everything we can to support you.
- Valuing family and asking for your help as a parent to work together with us.
- The truth that raising your child is the most important job you will ever have.

SOCIAL STARS LEARNING CENTER ADMISSION POLICY

To obtain services through Social Stars Learning Center, an intake appointment should be scheduled with SCMHCC. It will be determined in that session if the child meets criteria necessary to qualify. Upon referral, a Targeted Case Manager will assist the family in obtaining services for the child through Social Stars Learning Center.

A representative from SCMHCC will then contact the family and provide them with further information on scheduling an intake session.

To schedule an intake session, please call: [\(316\) 775-5491](tel:3167755491)

Thank you for choosing Social Stars!



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Super helpful information is marked with →

IMPORTANT!



Enrollment

1. An intake will have to be scheduled at the Andover, Augusta, or El Dorado clinic. During the intake, your therapist and you will discuss the Social Stars program and if it would be a therapeutic fit for your child. Before your child is referred to the Social Stars program, your child will have to meet with their therapist for Individual or Family Therapy.
2. After the second session(s) with your child's therapist, we will discuss with you if your child would be a good fit for the Social Stars program. If your therapist determines that your child could be an appropriate fit for the program, they will refer your child to Social Stars and you will be contacted for an initial parent meeting.
3. At this meeting you will meet with the Assistant Director Megan Winter, and the director of Social Stars Learning Center, Cassie McAllister, for an initial parent meeting to discuss the program in detail.

During the scheduled meeting the following will happen:

- SCMHCC initial release packet will be completed.
- Kansas Department of Health and Environment (KDHE) initial packet will be completed.
- An initial assessment will be completed that will reflect where the child is at cognitively, academically, socially, emotionally, and behaviorally.

At this meeting you will need

- A copy of your child's current Health Physical.
- Up to date shot records.

IMPORTANT!

(Please refer to your PCP to ensure your child is up to date on all immunizations.)

- Any paper work from community partners (Early childhood, Rainbows, Psychological testing, CDDO, etc.)



During this process we will determine if your child would be an appropriate fit for our all day Therapeutic preschool program or if other services offered through SCMHCC would better suit your child needs.

Once all paperwork is complete we will schedule a meeting to develop your child's treatment plan goals with your child's treatment team (Therapist, Ashton Stowell, and Brianna White). Your child will start Social Stars Learning Center after the treatment plan is developed at this meeting.

* Your child's treatment team will meet at least every 90 days to assess their current strengths and needs and progress towards treatment plan goals. If at any point your child is struggling within the program, a treatment plan review can be scheduled to determine more appropriate services for your child.

Updating Contact Info. & Emergency Numbers

It is important that you keep contact and emergency numbers updated. Please notify the Assistant Director immediately with any changes to address, phone numbers or contacts.

Forms to be Completed at Enrollment

- Authorization for Emergency Medical Care
- Medical Records for All Children in Day Care Facilities
- Emergency Contact Information
- Your child's likes and dislikes
- Release to administer medication
- Off Premises permission (used for field trips)

IMPORTANT!

Other Documentation Required for Enrollment

- Child Health Assessment/Immunization Record



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Communication

Communication is a vital component for the success of your child. You are welcome to call and speak with a classroom Teacher, Director, or Assistant Director. You may also visit your child at any time during the school day.



Communication will also be done with classroom teachers via Class Dojo .

Blue Class Invite: <https://www.classdojo.com/invite/?c=CHGDWL2>

Yellow Class Invite: <https://www.classdojo.com/invite/?c=CX9Q2NA>

Parents with ClassDojo accounts can see Class Story and School Story (all of your classroom and school photos and announcements), feedback, and their child's individual Portfolio of Activities. ClassDojo is completely free for parents!

Optional: parents may subscribe to ClassDojo Plus for extra features for at-home use.

Contacts:

Ashton Stowell the Preschool Director for: Policy, If child is sick, Staff issues, Conscious Discipline, Resources, KBH, or Immunizations

Email: ashtonstowell@scmhcc.org

Phone: [316-452-5660](tel:316-452-5660) ext. 1.

Facebook: [@socialstarslearning](https://www.facebook.com/socialstarslearning)

Kelsey Gorton the Assistant Director for: Parenting resources, parenting questions, helpful information relating to parent education, Treatment plan appointments, CBCL, Insurance, Foster Care, Respite needs, If needing to relay information to Treatment Team, Initial or Annual Releases.

Email: kelseygorton@scmhcc.org

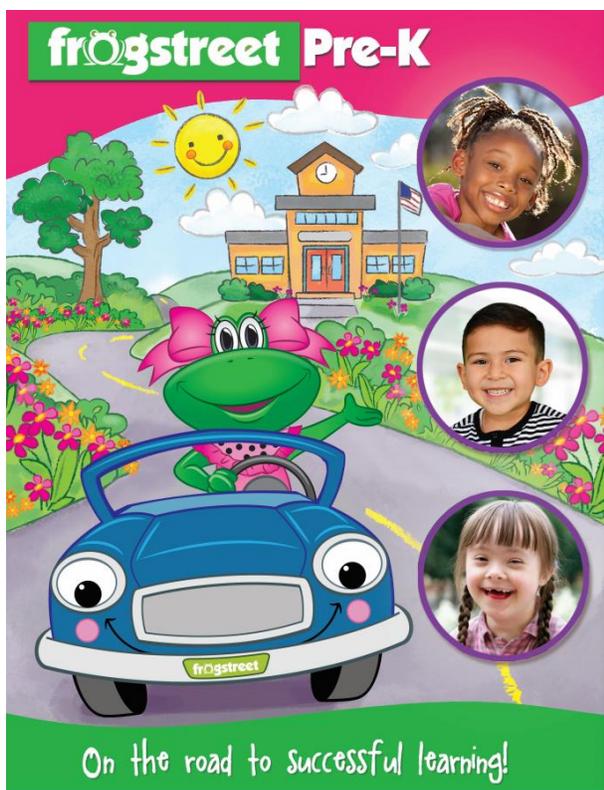
Phone: 316-452-5660 x 1



CURRICULUM

Frog Street Pre-K is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The program is engaging for both teachers and children. The cornerstones of the program are: an extensive integration of theme, disciplines, and domains; special attention to social-emotional development; many levels and support of differentiated instruction; and a joyful approach to learning.

Frog Street Press, Inc. is focused on high quality instruction and materials in the field of early childhood. Frog Street Pre-K was developed by early childhood experts in every domain of development to create an intentional and integrated curriculum.

This graphic has a green background with a white frog character on the left. The title 'FROG STREET PRE-K' is in white. Below the title, it states: 'is a comprehensive, dual language program designed to meet the needs of diverse learners while supporting 10 learning domains. Features include:' followed by a bulleted list:

- RESEARCH-BASED SCOPE & SEQUENCE for literacy, math and content domains.
- CONSCIOUS DISCIPLINE® strategies to build a strong social-emotional foundation from which children can learn to solve conflicts and manage their emotions.
- STRATEGIES for differentiated instruction, special needs adaptations, cultural responsiveness, and English Language Learner support.
- FLEXIBLE & EASY-TO-USE WEEKLY INSTRUCTION FORMAT to ensure implementation fidelity.

Below this, it says 'Frog Street Pre-K is organized around 9 thematic units integrating literacy, math, science, social studies, social-emotional connections, STEAM, technology, assessment, and family engagement.' The section 'RICH, DIVERSE LITERATURE LIBRARY' is followed by a grid of book covers categorized by type: Fiction, Nonfiction, Trade Titles, Video Books, Story Folders, Poetry, Listening Books, Little Books, and Developmental Storybooks. A green starburst indicates 'English and Spanish'.

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HANDS-ON EXPLORATION

STEAM 1
Frog-E Programmable Floor Robot

SCIENCE 2
Science Manipulatives

LITERACY 3
Letter Builder Set

MATH 4
Math Manipulatives

PROBLEM SOLVING 5
Sorting & Sequencing Cards

Frog Street Pre-K
pairs intentional instruction with meaningful opportunities for children to engage and interact through hands-on explorations.

Card Sets
Illustrations of a deer, a duck, and a dog.

Letter Wall Cards
Cards showing 'Bb' with a bicycle illustration.

Photo Cards
Cards showing various landscape photos.

Vocabulary Cards
Cards for 'hombros' and 'shoulders' with illustrations of people.

Compound Word Cards
Cards showing combinations of words and images.

PROFESSIONAL DEVELOPMENT
Teacher training & support resides in and throughout the program to build fidelity of instruction and to provide opportunities to monitor children's progress.

DIGITAL RESOURCES INCLUDE

- AIM Assessment
- Teacher resource portal
- Family Connection resources
- Extensive music library
- ABCmouse® for Schools digital activities

Please keep in mind that your child is attending a therapeutic preschool program where social and emotional well-being is the focus.

The daily schedule will focus on routines and activities that will help your child meet the individual goals set in his/her treatment plan. Routines include such things as arrivals, departure, meals, toileting and playing with friends. Activities will focus on skills such as communicating, expressing emotions, following directions, and building relationships. Activities will be geared to your child's ability. Parents are requested to take an active role in their child's treatment.

These activities are geared and created around the Conscious Discipline evidenced based practices. The next section will go into how we use Conscious Discipline within our lives and within our school family.





Evidence-based Social and Emotional Learning

The methodology of Conscious Discipline is based in scientific and developmental research. It is recognized by SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP).

Conscious Discipline creates a compassionate culture and facilitates an intentional shift in adult understanding of behavior via the Conscious Discipline Brain State Model. It then provides specific brain-friendly, research-backed strategies for responding to each child's individual needs with wisdom. This highly effective approach is proven to increase self-regulation, sense of safety, connection, empathy and intrinsic motivation in both children and adults.

The core methodology is based on four essential components that are scientifically and practically designed for success.

25+ awards

Creators of over **100** TRANSFORMATIONAL Social-Emotional Learning and Classroom Management Resources

- Conscious Discipline Core™
- The Safe Place™ Self Regulation Center
- Creating the School Family™
- Feeling Buddies™
- Shubert and Sophie™
- I Love You Rituals™
- Baby Doll Circle Time™



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Brain-based, research-backed strategies.

The Conscious Discipline® methodology is based in scientific and developmental research. Conscious Discipline was recognized in 2015 by the Substance Abuse and Mental Health Services Administration (SAMHSA). At its core, Conscious Discipline inspires an intentional shift in both adults and children based on the identification and response to three unique brain states as the primary trigger for social-emotional development and learning.

Survival State
Am I safe?



The only way to soothe the survival state is through the creation of **safety**.

Emotional State
Am I loved?



The only way to soothe the emotional state is through the process of **connection**.

Executive State
What can I learn from this?



The executive state is the optimal state for **learning and problem-solving**.

Over 2.5 Million copies of Dr. Bailey's best-selling books are in circulation worldwide.

Conscious Discipline methodology is recognized by NREPP

Milestones toward positive change.

- 2020**
 - Conscious Discipline E-Course Wins Teachers' Choice Professional Development Award
 - The Conscious Discipline Parent Education Curriculum is designated "Research-based" and National Head Start adds it to their Parenting Curricula Database.
- 2019**
- 2018**
 - First International Summer Institute is held in Mexico
 - Understanding Trauma Webinar Series launched
 - Shubert & Sophie series released in Spanish
 - Sophie's Super Spinaldillo Box of Books launched
- 2017**
 - Feeling Doodles Toolkits released in Spanish
 - Conscious Discipline e-Course launched
 - "Real Talk for Real Teachers" podcast launched
 - Summer Institute expands to include 6+ satellite locations across the country
 - Feeling Doodles for Families Toolkit launched
 - Conscious Discipline recognized by SAMHSA
 - Updated and expanded version of Conscious Discipline released
- 2015**
 - Shubert's Classroom launched
 - First book in the Sophie series released
 - Baby Doll Circle Time launched
 - Classroom Edition of the Feeling Doodles Self-Regulation Toolkit launched
- 2011**
 - Managing Emotional Mayhem published
 - Creating the School Family published
- 2007**
- 2005**
 - Certified Instructor program began
 - Nonprofit Conscious Discipline Cares is established
 - Conscious Discipline Master Instructor program launched
 - Conscious Discipline Summer Institute debuts
 - Love You Rituals released
- 2001**
 - First book in the Shubert series released
 - Easy to Love, Difficult to Discipline released
 - First publication of Conscious Discipline
 - First full-time employee hired
- 1996**
 - Conscious Discipline founded as Loving Guidance, Inc.

The Foundation of Safety

Becoming conscious of hurtful patterns and the willingness to change those patterns is the greatest gift we can give children. Becoming conscious allows us to access our own wisdom and remain calm in the face of antagonism and disorder. It is the foundation of choice and change.

Self-Regulation: Managing our own thoughts, feelings and actions – is the cornerstone of a successful life.

The “conscious” part of Conscious Discipline is based on consciousness and mindfulness research and consists of seven powers. The Seven Powers for Conscious Adults empower us to self-regulate. The Seven Powers for Conscious Adults create long-term, lasting success by guiding us to become conscious, present, attuned and responsive to the needs of ourselves and children.

The seven powers provide a foundation that facilitates our access to the integrated executive brain state where all higher-order thinking occurs. From this state, we can override impulsive and reactive tendencies. Any classroom management or discipline system that fails to address the conscious awareness and emotional intelligence of the adult is ultimately doomed. The Seven Powers for Conscious Adults create long-term, lasting success by guiding us to become conscious, present, attuned, and responsive to the needs of ourselves and children.



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Guidance

&

Conscious Discipline

IMPORTANT!

It is our intent at Social Stars/ South Central Mental Health Counseling Center to help your child develop positive social and emotional skills. Behavior and development are part of a learning process and must be taught to a child by modeling and repeated guidance.

The focus here at Social Stars is on preventing a child's behavior rather than reacting to a child's misbehavior.

Several strategies are used by staff to help guide your child's behavior, including:

- Safe, secure environment
- Adults are present and pay attention to your child's needs
- Routines and consistency
- Daily rituals
- For every 4 children, there is at least 1 adult
- Gentle, soft-spoken voices
- Expectations for your child are clearly stated and repeated
- Visual reminders for what your child CAN do, instead of what your child cannot do
- Modeling appropriate words and action for your child to use
- Developmentally appropriate materials and activities
- Positive choices offered
- Recognition of positive behavior
- Individual attention to each child's needs
- Safe Place- The Safe Place is a specially designed area; away from distractions with soft items such as pillows and blankets that a child can go to if he/she feels the need to be alone or would like to regain control of



their emotions. Your child will never be forced to go to the Safe Place, but may be asked, “You are having a hard time with ___ today. Would you like to go to the Safe Place for a while until your ready?” A teacher in the beginning will help the child learn how to use the safe place as a tool to regain control. A child will use a “I feel” board to name their emotions, a “I choose” board to decide on a tool that will help them regulate and a reconnection choice to help them rejoin their school family and bring them back to their executive state of learning.

Social & Emotional Education

Recognition of Positive Behavior: using the power of Positive Intent

Adults recognize when a child does something that is positive. When using Positive Intent we focus on the following:

- Seeing the best in others.
- Positive Intent integrates the brain and produces oxytocin, increasing trust, safety and moral behavior.

Comments that notice these helpful acts may be:

- “You helped _____ pick up books. That was helpful.”
- “You shared your toy with _____. That was kind.”
- “You patted _____ on the back when he was hurt. That was caring.”
- “You put the blocks away. Good for you!”
- “You lined up quietly. Way to go!”

Children generally misbehave because they have a need that is not being met. At Social Stars, every effort will be made to determine the function (reason) behind a child’s behavior. Observations, staffing and meetings with parents may be utilized to help determine the child’s needs. Once the need is identified, a plan will be put into place to help the child get that need met.

Guidance begins with the preventative strategies listed above.

In some cases, children’s behavior may indicate that further steps are needed.



Teachable moments for big emotions are as follows:

- **Choices-** If having difficulty, your child will be offered two choices of acceptable behavior. Examples are: “You may sit and listen to the story or you may sit quietly.” “You may finish eating your vegetables or you may clean your plate.” “You may sit in the blue chair or the orange chair.”
- **Safe Place-** The Safe Place is a center where children can go to change their inner state from upset to composed in order to optimize learning. It is the centerpiece of our self-regulation program. A chair, beanbag, throw rug or pillow etc. serves as a base for our Safe Place. During a visit to the Safe Place, the child will work on their own or with a teacher to regain control by practicing self-calming exercises, such as breathing, stretching or sitting quietly. Once your child has regained control, debriefed with staff she/he will return to the group.
- **Calming Break-** If your child’s behavior continues to increase then your child will go take a break. In a calming break a child will be either taken outside to run if the child is being disruptive or in rage. If the child is over stimulated or emotionally upset he/she may be taken to the sensory/calming room. Following a break, staff will work with your child to process what led them to have to take a break and what skills they need to work on to be successful in the classroom.

Child Care Rules

The following rules are to be followed at the center:

Nice touches

Listening Ears

Kind words

Looking Eyes

Walking Feet



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Basis of Rules

There are three principals that the learning centers rules are based on:

You may not hurt yourself

You may not hurt others

You may not hurt things

We will

- We will teach all of the children that we use our hands constructively to help each other and to use gentle touches.
- We will serve as a positive role model and offer acceptable alternatives for resolving conflicts.
- We will listen to each other and respect personal space.
- We will speak respectfully to one another and ask politely for things.
- We will pay attention to our surroundings and to the teachers. And finally, our feet are used for walking indoors, running is for the outdoors.
- We will practice positive guidance related to Conscious Discipline and acceptable standards of behavior and courtesy.

Please keep in mind that that there will be disagreements between children. Young children who are not adept at communication have a hard time expressing their feelings.

It is not unusual for young children to push, hit or grab to get attention. They have not yet developed the skills to make their needs known. Children with limited motor control, verbal and social skills are more likely to experience frustration and may resort to physical means. Other reasons that may contribute to a child acting out may include boredom, over stimulation, tiredness, illness, hunger, transitions, and major changes in the child's life that may cause stress (new sibling, new home, parent separation etc.).



- **Damages**

Please respect our Learning Center, our profession, and our Vehicles. A certain amount of normal wear and tear is expected where children are concerned however certain situations do not fall into that category.

- **Intentional Damages**

I believe children, just as adults, are responsible for their actions and we teach them to respect other people's property. If a child intentionally damages the building, toys, furnishings, equipment, or other property the parent/guardian may be responsible for paying for and replacing the damaged item(s).

- **Verbal Altercations**

If a child is involved in a verbal altercation with another child, both children will be encouraged to use their words and express their feelings and frustrations until a mutual resolution is reached. If necessary, both children will be re-directed.

- **Physical Altercations**

When a child physically hurts another person, it is upsetting to all involved including the other children and the provider. Children who are aggressive are more likely to be rejected as playmates and will often continue to have problems getting along as they get older. Therefore, it is important to work with the child and to teach acceptable behavior as early as possible.

With consistent messages from adults at home and at preschool, young children will learn the skills they need to solve problems without hurting others.

If a child is involved in a physical altercation an opportunity for the children to verbally express themselves will be made and they will be asked to reach a consensus.



Clear limits will be set, and the offending child will be told, “It is my job to keep everyone safe, and it is your job to help keep it that way. You may not hit, hitting hurts.” The childcare provider will try to help the child understand how the hurt child feels by doing the following

EXAMPLE 1

Step 1 – Positive intent: “Sydney, you wanted Caleb to move so you could get a drink.

Step 2 – Notice: “So you pushed him.

Step 3 – State the missing skill: “You didn’t know the words to use.

Step 4 – Set limits: “You may not push. Pushing hurts.

Step 5 – Teach: “When you want a turn at the fountain, say, May I have a turn, please?”

Step 6 – Encourage: “You did it! You asked for a turn and Sydney was kind enough to let you in front of her.”

EXAMPLE 2:

Step 1 – Positive intent: “Noah, you wanted Angie to know you felt angry.”

Step 2 – Notice: “So you hit her.”

Step 3 – State the missing skill: “You didn’t know what else to do.”

Step 4 – Set limits: “You may not hit. Hitting hurts. It is not safe.

Step 5 – Teach: “When you want to let someone know you felt angry, say, I don’t like it when you _____. Next time say _____.”

Step 6 – Encourage: “You did it! You shared with Noah how you wanted her to treat you and she shared with you how she wanted to be treated.”

Conscious Discipline Consequences:

Natural, Logical, & Problem-Solving

Conscious Discipline utilizes effective consequences by first building a foundation of safety, connection, and teaching missing skills. “Consequences” is the last



chapter in the Conscious Discipline book because it requires the preceding six skills to be effective.

Consequence Type: Natural consequence

A child is running

Instead of initially telling the child not to run on the sidewalk, you could say something like, “Remember to walk on the sidewalk to keep your body safe.”

If the child in her excitement, then chooses to run, falling and scraping her knees, your response could be, “You were running so fast on the sidewalk that you tripped and fell. That seemed scary and—ouch! —those knees must really hurt. You’re safe now. Let’s go get a Band-Aid for those knees.” This allows the child to truly learn from her choices instead of simply feeling guilty for not listening.

Consequence Type: Logical consequence

What to Do:

Teacher: Jessica, you have a choice. You can choose to build with your friends and play together for the rest of center time, or you can choose to hit your friends and play by yourself at the table, so everyone is safe, including you. Jessica, tell me what will happen if you hit your friends again, so I know you understand.

Jessica repeats the consequence and the adult checks for clarity. Jessica chooses the positive alternative for the rest of center time.

Teacher: You did it! You can do this!



Consequence Type: Problem-solving

Two children are arguing over a toy. Say, “Both of you want to play with the same toy at the same time. We have two people and one monster truck. How can we solve this problem?”

If a problem involves the whole class, like staying silent in line, you can address it at a class meeting. Say, “We’re having a hard time remembering to stay quiet as we walk through the hallways. What can we do to help us remember?” Frame the issue with positive intent so that children offer helpful solutions instead of punishments.

Collect helpful solutions and restate them into a new class agreement or rule. You can role-play how to use this new skill so children can see what it looks, sounds, and feels like.

Finally, ask, “How will we know if our solution is working?” At the next class meeting, check the plan and evaluate the class’s progress. Celebrate success or do additional problem-solving if the issue continues.

- - -

When we utilize natural, logical, and problem-solving consequences in a safe and connected environment, we teach children invaluable skills that will empower them for a lifetime.

Children learn to reflect on their feelings, choices, and outcomes. They gain the ability to examine their behavior and make changes until they reach their goals. They learn to solve problems, try again, and make wise choices. These children develop an inner compass for moral living, learn self-regulation, and become responsible citizens. By using the three types of consequences, we can build a better future for our children and for generations to come.

Sometimes they hit, pinch, bite or throw toys etc.

This is normal behavior in most cases; however, the severity of these behaviors will be assessed, and a Behavior Action Plan will be made if needed.



IMPORTANT!

Repeated Challenging Behavior

If challenging behavior becomes a safety concern, Teachers will complete a CARE plan. The CARE plan has 4 levels of behaviors. Please refer to CARE plan for more information.

Please understand that the provider is responsible for the safety and well-being (including Mental) of ALL children present and at no time will one child's behavior be allowed to be a risk to others.

If the problem continues without any improvement or cannot be resolved within a reasonable amount of time then arrangements may need to be made to determine if the child should receive community case management and crisis supports.

Policies, routines & Procedures

IMPORTANT!

Arrival (no earlier than 8:00 A.M.)

It is essential that the parent bring the child to the front door to sign them in on the sign in sheet. Consistency and routine are very important to your child's emotional health. If you bring your child, please make sure that you bring him/her at the scheduled start time for your child's class.

If a child is eating something on the way to school she/he needs to finish it before entering the building. If your child is chewing gum or any other candy, this needs to be thrown away before entering the building.

If you have special instructions for the day, you will need to make the coordinator or teacher aware of this at the time of drop off.



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If your child has had a bad morning or experienced an event that may affect their day please inform a classroom teacher or Coordinator. We ask that you do not announce to the classroom the situation or event as this may embarrass your child or violate the privacy of other children or parents in the classroom.

Departure (no later than 4:30 P.M.)

When a parent comes to pick up a child she/he needs to make sure that the child is signed out on the sign out sheet by the door. Please pick your child up by the scheduled end time for your child's class

We encourage that you greet your child with a hello and a hug, or special ritual that has been developed between you.

Children will not be released to persons who have not been authorized to pick up their child. A person is authorized once a release of information has been completed and signed by the parent or guardian. If the person is unfamiliar to the staff, she/he may be asked to show a photo id and wait for staff to check to see if we have a release of information on the person and this person may be asked to sign a confidentiality statement. If there is a protective order or custody agreement, the court order must be provided in order for Social Stars to abide by the order or agreement.

If you choose to look at Class Dojo before leaving the building and find that you have a question or concern, please ask to speak with the staff member away from the children or you may choose to call the office once you return home.

Social Stars is located on a busy street, therefore, when leaving Social Stars we ask that you hold your child's hand until you have reached your vehicle to help in maintaining everyone's safety.



Attendance

If your child is going to be absent for any reason, please notify the Preschool Director by 7:00A.M. If your child is absent it will be recorded as a cancellation/no show for the medically necessary services they would have received that day.

Cancellation- is defined as a absence where a parent/guardian has notified the Director by 7:00A.M. the day of the absence

No Show- is defined as a parent/guardian not notifying the Director by 7:00A.M. the day of the absence.

IMPORTANT!

If your child No Shows/Cancel 50% of their medically necessary services within one month a referral may be made Community Based Case Management services to better suit your child's needs.

Treatment plans

Are held initially, two weeks after start date and every 90 days. Treatment plans review services that are to be provided weekly, assembles treatment team to review progress/regress of current plan and make changes as requested by family.

In person treatment plans are required for services received through Social Stars. Treatment plans are to be held with your child's care coordinator, therapist, and preschool director. Other treatment team members may be included in these reviews based off your child's needs. This may include respite worker, parent support, teachers, and/or insurance representative.

If you cancel or no show your child's Treatment plan review and the treatment plan expires, your child will be able to receive services through Social Stars the

IMPORTANT!



remainder of the week. After that point your child will not be able to receive services until a 30 min treatment plan is held.

Your child will still be eligible for Community based services (CPST, PRI, PR-Group) through El Dorado, Andover or Augusta if you are unable to meet in person for a treatment plan review. Your Care Coordinator will need to meet with you to determine hours and services being provided for your child.

Illness Procedures

Upon arrival at the preschool or when getting into the vehicle with staff, each child will be visually screened for obvious signs of illness. Parents are required to inform staff members of any symptoms of illness that the child has been exhibiting at home and to inform staff if the child received any medication before arrival.

Illnesses are defined as:

- Temperature of 101 degrees orally or 100 degrees under the arm, 100.4 with a forehead thermometer.
- Symptoms of possible severe illness such as unusual lethargy, uncontrolled coughing, yellow or green mucous from the nose or mouth, sore throat, irritability, persistent crying, difficult breathing, wheezing or other unusual signs, until medical evaluation allows inclusion.
- Uncontrolled diarrhea that increases or is not contained by a diaper/pull up.
- Vomiting- two or more episodes of vomiting in the past 24 hours.
- Mouth sores with drooling, unless a doctor has determined that the condition is non infectious.
- Rash with fever or behavior change, until a doctor has determined that it is not a communicable disease.
- Pink eye

Children may return following an illness once the following conditions are met:



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- Diarrhea- child must be symptom free for 24 hours without medication.
- Vomiting- child must be symptom free for 24 hours without medication.
- Fever of 100 or below- child needs to be fever free for 24 hours without medication.
- Head lice- until after the first treatment with receipt of purchase and no live lice are found.
- Impetigo- child must be on antibiotics for a full 24 hours and provide a doctors note before returning.
- Pink eye- child must be on antibiotic eye drops for 24 hours and provide a doctors note before returning.
- Green or yellow nasal discharge- if this is a symptom of allergies, then a note must be provided by the child's doctor.
- Ringworm- until 24 hours after treatment has started and with a doctors note.
- Rash- a doctor's note is required for your child to return or attend.
- Communicable Disease- chicken pox, measles, mumps, influenza. Child may return when the incubation period has passed and with a doctor's note.

Any child found to have head lice or nits will be required to go home until the child has been treated and has had a clean head check.

Cleanliness/Hygiene

Children are expected to arrive ready to participate. Please have your child's body and clothes clean. Hair brushed, face washed, hands, arms and legs clean. We are aware that children play hard and that they may get a bit dirty while participating in activities. We will do our best to send your child home "clean" as well.



Medication Administration Policy

Reason This Policy is Important: Inevitably, some children will require medication while in the childcare setting. The process for handling and administering medications must be well structured and carefully followed to ensure that the interests of the children and the providers are best served. When possible, a child's parents, and physician should try to minimize the need for medications while in childcare. Medicines ordered twice a day should normally be given before and after, rather than during, childcare hours. Medications ordered to be given three times daily also may be planned so that they are given in the morning before the child leaves for childcare, in the afternoon after the child returns home, and again during the evening. However, in some cases, administration of medications during childcare hours is unavoidable.

Procedure and Practices, including responsible person(s):

Medication Consent

__Social Stars Learning Center Staff Members____ (staff title/name) will administer medication only if the parent or legal guardian has provided written consent (Medication Administration form); the medication is available in an original labeled prescription or manufacturer's container that meets the safety check requirements.

1. Prescription Medication

- parents or legal guardians will provide the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication.
- the date the prescription was filled.
- the name of the health care provider who wrote the prescription.
- the medication's expiration date.
- and administration, storage, and disposal instructions.



2. Nonprescription Medication

- parents or legal guardians will provide the medication in the original container.
- the medication will be labeled with the child's first and last names.
- specific, legible instructions for administration and storage supplied by the manufacturer.
- and the name of the health care provider who recommended the medication for the child.

3. Instructions for the dose, time, and how the medication is to be given, and the number of days the medication will be given will be provided to the childcare staff in writing (by a signed note or a prescription label) by the healthcare provider. This requirement applies both to prescription and over-the-counter medications (Medication Administration form)

4. A health care provider may state that a certain medication may be given for a recurring problem, emergency, or chronic condition or prevention. Example: sunscreen, acetaminophen, Epi-pen.

(Record of Medication Order form)

- The instructions should include the child's name.
- the name of the medication.
- the dose of the medication.
- how often the medication may be given.
- the conditions for use.
- any precautions to follow.
- potential side effects.
- A child may only receive medication with the permission of the child's parent or legal guardian.

Medications for chronic conditions such as: Asthma or allergies

For chronic conditions (such as asthma), the parent/legal guardian written consent must be renewed monthly. An individual care plan must be provided that lists symptoms or conditions under which the medication will be given.



Emergency supply of medication for chronic illness:

For medications taken at home, we ask for a three-day supply to be kept with our disaster kit in case there is a situation in which children are not able to return home for an extended time.

Staff Documentation:

1. Staff administering medications to children will be trained in medication procedure by

__Child Care Aware of Kansas__ (staff title/name) and record of training will be kept in staff's file.

2. Staff giving medications to will document the time, date and dosage and route of the medication given on the child's Medication Administration Form and will sign each time a medication is given. Notation of failure to provide medication, at the prescribed time as requested by a physician or parent will also be noted.

3. Staff will report and document any observed side effects on the child's individual medication form.

4. Staff will provide a written explanation why a medication was not given.

5. Outdated Medication Authorization Forms and documentation will be kept in the child's file.

6. Staff will only administer medication when all conditions listed above are met.

Medication authorization and documentation is considered confidential and must be stored out of general view.



Medication Storage:

1. Medication will be stored as follows:

- Inaccessible to children, locked
- Separate from staff or household medication
- Protected from sources of contamination
- Away from heat, light and sources of moisture (not in the kitchen or bathroom)
- At temperature specified on the label (refrigerated if required)
- So that internal (oral) and external (topical) medications are separated
- Separate from food
- In a sanitary and orderly manner

2. Controlled substances (i.e., Ritalin) will be stored in a locked container and stored in the classrooms.

Center implements the following system for tracking administration of controlled substances: Medication Administration Log.

3. Medications no longer being used will promptly be returned to parents/guardians or discarded.

4. Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the health care provider. Instructions which state that the medication may be used whenever needed will be reviewed by the health care provider at least annually.

When the Policy Applies:

This policy applies to children, parents, guardians, staff, and volunteers.

Communication:

This policy will be reviewed with parents upon application and a summary copy will be included on our website. This policy will also be reviewed with staff at orientation and annual staff training.



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References:

- American Academy of Pediatrics, PA Chapter, (2002) Model Child Care Health Policies, 4th Ed. <http://www.ecelshealthychildcarepa.org>
- org
- Caring for Our Children – <http://nrc.uchsc.edu>

Injuries and Medical Emergencies

Minor bumps and bruises are inevitable, but every effort is made to keep your child safe through supervision and childproofing. Social Stars staff is trained in First Aid and CPR; therefore, minor injuries will be noted and will receive appropriate first-aid care. We will complete and Ouch Report for each injury that happens while in our care. We will also take note of any injuries that have occurred outside of our care or that your child arrives with.

If an emergency injury or illness occurs, every effort will be made to contact a parent first unless the child's life is in danger. Emergency contact listed will be called if we are unable to reach a parent. If necessary, your child will be transported by ambulance to the nearest hospital.

Child Abuse and Neglect

All staff at Social Stars/South Central Mental Health Counseling Center are mandated reporters for child abuse and neglect.

Children need a safe, nurturing environment that helps them to grow, learn and feel loved. To grow and learn, children's minimum needs for good nutrition, shelter, medical care, bathing, clean shoes, appropriate discipline, love, a feeling of importance and a safe, non-violent home setting must be met.

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Food Program Policy

Menus for each week will be posted on the parent bulletin board and uploaded on Class Dojo. Breakfast, Lunch, and snack will be served.

If your child attends a morning class only, they will have a Breakfast. If they attend an afternoon class only, they will have an afternoon snack. If they attend all day classes, they will have a Breakfast and afternoon snack as well as lunch.

Your child will receive appropriate recommended child-sized portions. Children must be served milk, a grain, meat and fruit or vegetable for lunch. Children will receive portions and food that are in compliance with the CACFP food program. (please see CACFP sheet for more information)

Your child will never be forced to eat anything. Staff will gently encourage your child to try new foods or foods that they do not want to eat. Seconds are usually available at meals.

If your child has any allergies to food, a doctor's note must be provided. Allergies will be posted in each classroom and in the kitchen.

Birthdays

A child's birthday is an important even in their life. Please contact your child's Preschool Coordinator for suggestions. You are welcome to bring a treat, but it is not required. Your child will be recognized in class to celebrate his/her day.

Nap/Rest Time

If your child attends all day preschool, then he/she will be required to have a rest time in the afternoon. Your child will have his/her own cot, sheet and blanket. You are welcome to send any special comfort item with your child such as a stuffed animal, blanket or doll.



Nap time will include quiet stories and music to help your child relax. Your child will be requested to lay down for a minimum of 30 minutes. He/she may then participate in quiet activities for the remainder of time if he/she chooses not to go to sleep, or go outside weather permitting.

Field Trips

There may be occasions when your child's class may go on a field trip that ties into your child's individual goals. In that event, we will notify you and have you sign a permission slip allowing your child to attend. Parents are always welcome to accompany the class on field trips. Short walks may be taken as well as part of an activity.

Parent Involvement

There are lots of ways that you may choose to be involved in your child's treatment.

Ways to be involved include:

- Field Trips
- Lending items for children to learn about (culture, family history)
- Coming and talking about your job
- Sharing a special talent such as a musical instrument, gardening, story telling, etc.
- Donating supplies
- Eating meals with your child (with advanced notice)
- Preparing activities for group
- Visiting the group at a regularly scheduled time and day
- Helping prepare a newsletter or calendar
- Sharing meal or snack ideas

Child's Personal Belongings

- All outer clothing and personal items should be marked with your child's first and last name. Social Stars is not responsible for lost or stolen items.



- It is required that children do not bring personal toys to the site unless requested for a special day of sharing/show and tell. If your child requires a self soothing object such as a blanket or soft toy, he/she may store this item in their cubby until needed. Soft toys will be limited to 1 per child. All self soothing objects should be marked with first and last name.
- Treatment often includes activities that may be a little messy, such as painting or sensory play. All efforts will be made to keep our child's clothing protected, but accidents do happen! Please make sure your child has a complete change of clothing (marked with first and last name), left at the site to cover unexpected accidents.

IMPORTANT!

Inclement Weather

Social Stars does not follow the school closing procedures of USD #490. Social Stars will be open during inclement weather unless you hear otherwise. If you choose not to send your child on those days please contact Social Stars as soon as possible. We understand your child's safety is of utmost importance and realize you may choose to keep them home during periods of bad weather.

Holidays

Social Stars will be closed on the following holidays:

- New Year's Day
- President's Day
- Memorial Day
- Independence Day the week of including the days prior to and following this Holiday
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving Day
- Christmas Eve and Christmas Day the week of including the days prior to and following this Holiday
- New Years Eve and New Years Day



Reminders will be sent in advance.

There may be additional periods that the site is closed- you will be notified in advance.

Other Closings

Occasionally, all Social Stars/South Central Mental Health Counseling Center staff will be required to attend a professional workshop or in-service training. If the site will be closed for this reason, you will be notified in advance so you can make other arrangements for your child.

Play

Indoor

A variety of age-appropriate toys are provided for your child. Toys are rotated from time to time according to theme or interest of the children. It is asked that no toys be brought to the preschool from home. Exceptions would be if the children are participating in a show and tell, or if the item is being used as a self soothing object.

Outdoor

Children will be going outside every day for at least 30 minutes for every 4 hours they are in attendance. Children will not be taken outdoors in severe or threatening weather or during severe cold or heat. If your child is not well enough to play outdoors, then he/she should be kept at home. If your child has a medical condition that requires him/her to stay indoors during certain types of weather, a doctor's note is required in order to keep him/her indoors.



Dress for Play

Please make sure your child is dressed for the day's weather. We firmly believe that children should get as much outside time as possible even with rain or snow.

Please dress your child appropriately for outdoor play

- Shoes that protect the feet and are not slick.
- Jacket
- During colder weather: hat, mittens or gloves, Snow boots
- Rain Jacket, and Rain boots



We have rainsuits, boots and snow suits to keep the children dry and safe

Pets

Social Stars may have pets visit throughout the year. Your child will be given the opportunity to hold or touch the pets if appropriate. Your child will be always supervised and only be around pets if it is appropriate

Social Stars Learning Center

EMERGENCY PLAN

DISASTER AND EMERGENCY

PLAN FOR

Social Stars Learning Center

Purpose

This emergency plan has been developed to assist Social Stars Learning Center in protecting the health and safety of the children in its care should a disaster or emergency, natural or deliberate, affect the facility, operation or its community. The safety of the children and staff is the primary goal of Social Stars Learning Center.



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Assignment of Responsibilities

Preschool Coordinator and Social Stars Staff are responsible for implementing the disaster and emergency plan and ensuring the safety of the children.

It is the responsibility of all staff to understand their roles and responsibilities and the location of the supplies in the event of an emergency.

Location of Daily Children’s Attendance, Emergency Contacts and Emergency Supplies

The East classroom Children’s daily attendance records and emergency contact information are kept in a 3 ring binder marked (Blue/Yellow) Classroom Binder. The binder can be found by the Teacher’s desk. The children’s attendance records are updated on sign in/sign out sheets, CACFP daily attendance, and service sheets.

In a widespread disaster, we need to be prepared to care for the children in the facility until assistance arrives. Emergency supplies are stored in the storage room of the building. These supplies are updated every six months.

Children in Care

All children in care are between the ages of 2 ½-6yrs old. We serve children who have been diagnosed as SED (severe emotional disturbance). We do not offer overnight care.

Emergency Assessment

Below is a list of possible disaster or emergencies that may affect the area.

Types of emergencies and/or Hazardous situations

<input type="radio"/> Disgruntled Parents/ Guardians / Employees	<input type="radio"/> Hazardous Material Exposure	<input type="radio"/> Power Failure
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○ Earthquake	○ Ice and Snow Storms	○ Thunderstorm
○ Flooding	○ Medical Emergencies	○ Tornado – Watch / Warning
○ Fire / Smoke / Bomb Threat	○ Missing Child (Kidnapping)	○ Water Line Disturbance
○ Gas Leak	○ Potentially Violent Situation	○ Other __Hostage situation__

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How to Respond

Tornado

- Children and staff will go out their entrance door, go around the North side of the building and into the underground storm shelter. Exiting out the back door is only to be used as a last resort.
- If the building and/or storm shelter are damaged or no longer safe and evacuation from our grounds is required, Preschool Director, staff persons and children will walk to the 1st designated off site location at Dr. Richard Burton, DDS 310 Oil Rill Rd, El Dorado, KS 6042. If this location is not a safe enough distance away from the damage or bad weather continues to be a factor then the Preschool Coordinator, staff and children will load the Social Stars van and proceed to our 2nd designated off site location at SCMHCC, 520 N Main, El Dorado, Ks
- No one will be allowed to leave the storm shelter or the designated off site area until is it deemed safe by the Preschool Director, designated staff person or emergency responders.

Fire



- Children and staff will exit the building through one of two designated exits and will then proceed to the South side of the building and meet at the property line.
- If the fire is not contained and evacuation from our grounds is required, Preschool Director, staff persons and children will move, by walking, to the 1st designated off site location at Dr. Richard Burton, DDS 310 Oil Rill Rd, El Dorado, KS 6042. If this location is not a safe enough distance away from the fire or bad weather is a factor then the Preschool Coordinator, staff and children will load the Social Stars van and proceed to our 2nd designated off site location at SCMHCC, 520 N Main, El Dorado, Ks.
- No one will be allowed to leave the designated area until it is deemed safe by the Preschool Director, designated staff member or emergency responders.

Storms (thunder, rain, ice and/or snow)

- If there is a dangerous storm, children will be kept inside and away from windows.
- If at any time during a storm our facility loses power, children and staff will remain in the building. If the power outage lasts for a period of 3 hours in the summer or 1 hour in winter the Preschool Coordinator will proceed with closure.

Flood

- In the event of the threat of a flood, children will remain inside until notified by emergency personnel to move outdoors.
- Children will then be directed by staff to an area of higher ground.

Serious Injury/Medical Emergencies

- Call 911
- Children will receive basic first aid as is appropriate and will be monitored until the ambulance arrives.

Dangerous Person/Situation on Prémisses

- Announcement will be made out loud (secret password)
- Children and staff will immediately go in lock-down in East and West Classrooms



- Call 911

Missing Children

- Preschool Director and designated staff persons will do a thorough search of the entire premises.
- The Preschool Director and designated staff persons will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- Preschool Director and designated staff persons will conduct a search of the area surrounding the premises.
- Preschool Director and designated staff persons will be sure to pay attention and note any suspicious behavior or persons in and around Social Stars Learning Center.
- If after 10 minutes of thorough searching the child is still missing, the Preschool Director will inform the police and then the child's parents.
- While waiting for the police and the parents to arrive, searches for the child will continue. During this period, designated staff persons will maintain as normal a routine as is possible for the rest of the children at the Social Stars Learning Center.
- The Preschool Director or designated staff person will be responsible for meeting the police and the missing child's parents. The Preschool Director will co-ordinate any actions instructed by the police and attempt to comfort and reassure the parents.

Disgruntled Parents/Guardians/Employees

- Announcement will be made out loud (secret password)
- Children and staff will move immediately into lock-down in East and West classrooms
- Call 911

Earthquake

- **If Indoors**
- Children and Staff will take COVER by getting under a sturdy table or other piece of furniture. They will HOLD ON until the shaking stops. If there isn't



a table or desk nearby they will proceed by making sure all children's faces and heads are covered with their arms and they will direct them to crouch in an inside corner of the building away from glass windows, outside doors and walls and anything that could fall, such as lighting fixtures or furniture.

- All Staff and children will remain inside the building until the shaking stops and it is safe to go outside.
- Call 911.
- **If Outdoors**
- Staff and Children will remain outdoors making sure to move away from buildings, streetlights and utility wires. They will remain in the open until the shaking stops.
- Call 911

Gas Leak/ Exposure to Hazardous Material

- If an odor of gas, toxic or noxious material is detected in your work area, leave the area immediately. Children and staff will exit the building through one of two designated exits and will then proceed to the South side of the building and meet at the property line.
- Preschool Coordinator or designated staff member will then contact 911 to report the spill or other incident involving these hazards.
- Secure the area to prevent others from entering.
- No one will be allowed to leave the designated area until it is deemed safe by the Preschool Coordinator, emergency responders or designated staff member.

Power Failure

- Preschool Director or designated staff person will contact Westar Energy at (800-401-5666) immediately if Social Stars is experiencing a power outage.
- If the power outage lasts for a period of 3 hours in the summer or 1 hour in winter the Preschool Director will proceed with closure.
- Preschool Director and designated staff persons will contact parents and request that children be picked up due to power outage and school closing.

Water Line Disturbance



- Preschool Director or designated staff persons will contact the public utilities department to report problem.
- Staff and children will maintain as normal a routine as is possible until the water disturbance can be treated.
- If after 1 hour the water disturbance has not been corrected the Preschool will be closed.
- Preschool Director and designated staff persons will contact parents and request that children be picked up due to a water disturbance.

Lock Down / Shelter in Place

A **lockdown** is ordered (by the Butler County Sheriff's Office or the Police Department) when a dangerous person is on or near Social Stars Learning Center.

Here's what happens during a lockdown:

- Bathrooms, office doors, and gates are locked.
- Clients are moved out of the hallways and into the nearest classrooms immediately. They must stay in those rooms until they are cleared to leave by public safety personnel.
- Clients and staff are kept away from doors and windows.
- All doors are closed and locked to protect clients and staff from the threat.
- All blinds are closed. Lights are kept on.
- Attendance is taken and everyone must remain quiet.

Shelter-in-Place is similar to a lockdown, except that the clients and staff are allowed to move around inside their classroom. They are allowed to have organized and supervised restroom breaks, medical attention, food, and water if necessary. No one is allowed in or out of the building.

The decision to go from a lockdown to a shelter-in-place will be a joint decision made by the Police Department, Social Stars Coordinator and SCMHC CBS Director. This decision will be made only when Butler County Sherriff's Office and



Police have confirmed that there is no imminent danger to the clients or staff of the affected school.

Clients are allowed to continue their studies in a supervised classroom that is locked and secure. All clients are physically supervised during a shelter-in-place.

All staff will stay in the lock down / shelter in place areas until an all clear is given.

Evacuation

Evacuate the facility to go to another location nearby or far away to remain safe. Evacuation maps are posted by all doorways. The above listing of types of emergency and how to respond along with the attached map outlines where the staff and children will go in the event of an evacuation emergency.

Two off-site locations are listed below:

1st Evacuation Location

Location: Dr. Richard Burton DDS

Address: 310 Oil Hill Rd

City, State Zip: El Dorado, KS 67042

Telephone Number: 316-321-7171

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2nd Evacuation Location

Location: SCMHCC

Address: 520 N Main

City, State Zip: El Dorado, KS 67042

Telephone Number: 316-321-6036



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Staff Training & Monthly or Quarterly Drills

All staff and children will participate in fire and disaster drills at the facility. Fire drills will be conducted monthly and disaster drills every three months. All drills must be documented. In addition to these drills, fire alarm and extinguisher training will be completed.

Access to Disaster and Emergency Preparedness Plan

A copy of the Disaster and Emergency Preparedness Plan will be available, at all times, in the office and each room used for child care.

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