



Parent Handbook



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PARENT HANDBOOK



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OUR SCHOOL

About Us

Schola International is a micro-school that incorporates the Montessori, Waldorf and Reggio Emilia philosophies, principles, and methodologies to create an innovative and unique learning environment. We believe in the intrinsic abilities and capabilities of children and strive to produce a better and kinder society in which human beings will respect each other and live-in harmony and peace. This vision will only come true if we allow children to develop their intellectual and cognitive abilities along with experiencing respect, kindness, and finding joy in serving other members of society. In Schola International our families find a safe place to let their children bloom into the beautiful human beings they are destined to become.

Our holistic approach to learning empowers children and encourages them to take charge of their own learning experience. Our students are encouraged to explore the limits of their curiosity and exploit their interests, transforming curiosity into a genuine hands-on learning experience.

We started as a learning pod and we have grown into a successful learning community where staff members and families, together, form a team committed to the nourishment and enrichment of a healthy childhood for our students, providing them the opportunity to explore multiple methods of learning. We are currently working to transform Schola International into a multilingual micro-preschool, where children are daily immersed into Spanish, English, and French environments.

We recognize the importance of bringing up emotionally healthy and resilient children, that is why we incorporate social-emotional learning in our daily curriculum ensuring our students are not only academically proficient but also emotionally healthy, kind, respectful and joyful human beings.

Our Mission

To transform the lives of the children we work with, by creating a safe learning environment that feels like home and provides our students and their families with a loving family-like supportive network.

To maintain and encourage a learning environment that ensures high quality academic education as well as healthy social-emotional development in a multicultural multilingual setting.



To make sure our team has the best toolset to work with our students and provide them with every learning opportunity they need.

Our Vision

Enable our students to fully develop their innate capacities to become successful learners, confident and kind individuals, and responsible citizens by:

- Providing a positive, caring, respectful and relationships-based environment
- Ensuring we are always a place where your child feels safe and enthusiastically anticipates his day-to-day interactions and learning activities.
- Nourishing students' curiosities and interests to prepare them for the bright future ahead of them.

Our Values

We strive to provide our students with a rich and nourishing environment in which they experiment first-hand our core values:

- JOY
- KINDNESS
- RESPECT
- COMMUNICATION
- INTEGRITY
- PARTNERSHIP AND CARE

Our Staff

we believe that a nurturing, supportive, and knowledgeable staff is the cornerstone of a successful early childhood experience. Our team is composed of passionate educators and caregivers who are dedicated to fostering a love of learning and providing a safe, stimulating environment for every child.



Each member of our staff is carefully selected for their expertise in Early Childhood Education, as well as their commitment to nurturing the individual needs of every child in our care. Our educators bring a wealth of experience and specialized training in developmentally appropriate practices, ensuring that your child receives the highest quality care and education.

We pride ourselves on maintaining a warm, welcoming atmosphere where children feel valued and parents feel confident in the care their children receive. Our staff is always here to support both you and your child, and we encourage open communication to ensure that your child's time with us is both enriching and enjoyable.

Our Curriculum

At our preschool, we pride ourselves on offering a comprehensive curriculum that embraces three progressive educational approaches: Reggio Emilia, Waldorf, and Montessori. Our curriculum is thoughtfully designed to integrate the best elements of these methodologies, providing a holistic learning experience for each child.

Skills of life

All children are innate helpers, they are eager to contribute and engage in the everyday activities they witness at home. At Schola International we give them the opportunity to take part in those activities and practice their skills in an environment that fits their growing curiosity. Our Skills of Life work cycles and activities invite students to perform the same activities they see at home, during these activities the child develops concentration, independence, responsibility, sense of self fulfillment and executive skills such as: cognitive order, task organization, prioritization, flexibility; as well as fine and gross motor skills.

Our students' transit through different sets of skills of life beginning with Basic Life Skills such as pouring, cutting, and folding. Moving forward to applied exercises of self-care skills and environmental care. The final transition is towards Kindness and Courtesy where Skills of Life are seen in action in everyday social interactions; and finally, to Movement Control where through practical exercises students learn to recognize and control their body with both fine and gross motor skills.



Creative Expression

In Schola International we celebrate our students unique and shining personalities and strive to give every child the opportunity to create and express their individuality in artistic ways that will expand their creative horizon.

Through our Creative Expression Work Cycles, we encourage students to own whatever creation or activity they are engaging with; By doing this they are also learning to commit to their own work and choices, try out new ideas, discover new ways of thinking and explore problem solving in a fun encouraging environment and creative manner.

Holistic Education

In Schola International we nurture all aspects of our students' growing minds and bodies. We see each child as an individual eager to discover himself and explore and learn from the world that surrounds him. We encourage Experiential Learning, Self-Guided Learning, and community engagement by forming a strong network of committed families and teachers working together to help our children bloom into the wonderful, kind, and helpful human beings they are destined to become.

Open Air Learning

Outdoor Work Cycles are a fundamental part of Scholas daily routine. During these Work Cycles students are encouraged to engage in the outdoor world that surrounds them enabling them to grow their curiosity and discover new learning material. Connecting with nature and exploring all that nature has to offer is a continuous hand-on and full sensory experience which our students get to enjoy every day.

Language and culture



Language development is a vital foundation of our curriculum. Research shows time and again that the best time for mastering multiple languages is during early childhood. Children who are exposed to multiple languages during the early years of brain development are more likely to be proficient not only in language development and communicational skills but also in their social-emotional skillsets.

In Schola International everyday our students are exposed to three languages: Spanish, English, and French. Our three Lead Teachers are native speakers of each of these languages and their entire Work Cycle is given in their mother tongue, thus language acquisition is achieved through everyday fun and engaging learning activities that comply with our unique learning curriculum.

By nature, we are a multicultural learning environment and believe in the importance of nurturing children to embrace cultural diversity.

Academic Foundation

Being a micro school our small teacher to student ratio allows for plenty one-on-one time and permits the lead teacher to personalize Academic Learning activities to each students' abilities and work preferences. Through ongoing assessments, we make sure all students are on track with their age appropriate Academic and Developmental Milestones. Our excellent lead teachers create content and hands-on activities that allow students to enjoy their day-to-day learning experience at Schola International.

School Philosophy

Everything we do is centered on each individual child. Our programs, our teachers, our parent communications, even our facility is planned with specific social, emotional, and intellectual needs of the children in mind. We recognize that these formative years are a critical time in a child's development. Based on their environment and experiences, the children will learn to trust and express themselves with confidence. We, as an extension of the family, provide an environment that is nurturing, warm, clean, safe and caring. We offer opportunities for the children to make choices that will enhance their naturally emerging skills, such as curiosity, exploration, independent thinking, and discovery through developmentally appropriate curriculum, materials, and methods. It is our goal for the children at SCHOLA INTERNATIONAL to leave knowing they are unique, capable, and creative persons who have the tools to explore their world confidently and understand their roles in it. Our teachers are skilled, educated professionals chosen for their sensitivity to the needs of children. We believe that regular, detailed communications between



parents and teachers are important for consistency with home experiences. Therefore, an open and continuing dialogue with parents is encouraged and fostered.

Goals and Objectives

Our primary goal is to create a nurturing and loving environment where every child feels safe, valued, and cared for. We believe that early childhood is a critical time for growth and development, and we are committed to providing a foundation that fosters a lifelong love of learning.

Goals

Foster Emotional Well-being: We aim to cultivate a warm and loving atmosphere where children feel secure, confident, and understood. By promoting positive self-esteem and emotional resilience, we help each child develop a strong sense of self-worth.

Encourage Developmental Growth: We provide a balanced, developmentally appropriate curriculum that supports all areas of a child's growth—cognitive, physical, social, and emotional. Our goal is to nurture well-rounded individuals who are prepared for future educational success.

Promote a Love of Learning: We strive to inspire curiosity and a passion for discovery by offering engaging, hands-on learning experiences. Through play, exploration, and creativity, we help children develop a love for learning that will last a lifetime.

Support Social Skills and Cooperation: We emphasize the importance of positive social interactions, teaching children the value of kindness, empathy, and cooperation. Our goal is to help children build strong, healthy relationships with their peers and adults.

Partner with Families: We believe in working closely with families to support each child's unique needs and development. By fostering open communication and collaboration, we create a strong partnership that benefits the child's growth and well-being.

Objectives



Provide a Safe and Stimulating Environment: We ensure that our preschool is a safe, clean, and enriching space where children can explore, learn, and thrive.

Implement Developmentally Appropriate Practices: Our teaching strategies and activities are tailored to meet the developmental needs of each age group, allowing children to progress at their own pace.

Offer a Variety of Learning Experiences: We provide a rich array of activities that cater to different learning styles, including arts and crafts, music, outdoor play, storytelling, and more, ensuring a well-rounded educational experience.

Support Individual Growth: Recognizing that every child is unique, we provide personalized attention and support to help each child reach their full potential.

Create a Sense of Community: We aim to build a strong sense of community within our preschool, where children, families, and staff work together to create a positive and inclusive environment.

ENROLLMENT

We strive to make the enrollment process as smooth and welcoming as possible. Our goal is to ensure that every child and family feels confident and prepared to join our preschool community. We are here to assist you at every step and answer any questions you may have.

Enrollment Application Process

To begin the enrollment process, please follow these steps:

1. **Visit and Tour:** We encourage prospective families to visit our preschool and take a tour of our facilities. This allows you to meet our staff, see our classrooms, and ask any questions.
2. **Submit Application:** Complete the enrollment application form, which can be obtained from our office or downloaded from our website. Submit the form along with the non-refundable application fee.
3. **Application Review:** Our enrollment team will review your application and contact you to discuss availability and any next steps.
4. **Acceptance Notification:** If your application is accepted, you will receive an acceptance letter with further instructions on completing the enrollment process.



Required Documentation

Upon acceptance, you will need to provide the following documentation to finalize your child's enrollment:

- **Birth Certificate:** A copy of your child's birth certificate or other proof of age.
- **Immunization Records:** Up-to-date immunization records as required by the Texas Department of State Health Services.
- **Health Form:** A completed health form signed by your child's pediatrician.
- **Emergency Contact Information:** A list of authorized individuals who can pick up your child, along with their contact information.
- **Parent Agreement:** Signed acknowledgment of our preschool's policies and procedures.

Tuition and Fees

Our tuition and fees are structured to provide high-quality early childhood education while remaining accessible to families. The following details apply:

- **Tuition:** Tuition is billed on a monthly basis. Payment is due on the 1st day of each month.
- **Fees:** Additional fees may include registration fees, activity fees, and late payment fees.
- **Payment Methods:** We accept payments via Zelle, Transfers and online payments.

[For the updated fees, please visit the "Fee Update" section on our website.](#)

Withdrawal Policy

Schola International Policy requires a one-month notice if decision is to withdraw an academic year enrolled child. (No refunds). This is due to a parent waiting list for new students. Therefore, if decision is to return to Schola, waiting list can be expected. Weekly Fees are only available under previous board of directors' approval.



Payment Policy

You are responsible for the full monthly tuition even when your child does not attend Schola because of vacation, illness, or any other reason including forced closure due to public emergencies. This also applies to school closures for holidays and staff development (see our annual calendar). Monthly tuition is due on the 1st of each month if payment is not received by the 3rd an additional daily fee of \$30 will be charged until monthly tuition is paid in full.

OPERATION POLICIES

Discipline/Guidance Policy

SCHOLA offers new incoming parents and children an adjustment period.

Parent (s) can remain in the school for 1 hour, for the first and second day at drop off. After that the teacher will receive the child and take him/her inside and will send a picture of well-being to parents. (Procure App – Brightwheel App)

At Schola International we trust working with children's stimulating behavior as an integral aspect of our job. The word discipline has, as its root meaning, "education" or "training." This meaning, rather than punishment, is the foundation for our approach to guiding children's behavior.

We accept that young children will sometimes show their emotions or try to achieve their goals in unproductive or undeveloped ways. That is simply part of being very young. Much of children's most valuable learning, especially in a group setting, occurs during behavioral problem solving. The approaches we use vary by age group, but have the following elements in common:

All caregivers are required to use “positive discipline” with each child. Positive discipline is an ongoing process of helping children to develop self-control for self-management while protecting and maintaining the integrity of the child.

- When implementing “positive” discipline, all caregivers are required to do the following:
- The caregiver must communicate to children using positive statements.



- The caregiver will encourage children, with adult guidance and support, to use their own words and solutions to resolve their own interpersonal conflicts.
- The caregiver will communicate with children by getting down to their eye level, and talking to them in a calm, quiet manner about what behavior is expected.
- If the behavior problems persist, the caregiver will initiate one or both of the following steps:

The child may be redirected to another activity.

- For children aged three (3) and older, a “quiet-thinking time with a teacher” may be initiated within the classroom area. Quiet-Thinking Time will never exceed one (1) minute per age of the child. After the child has had time to quietly think about the situation, the caregiver will engage in a positive conversation, including problem solving, with the child. The caregiver will warmly welcome the child back into the group, coupled with a “positive statement” about the expectations of the child.
- Schola International employees are never permitted to use any form of negative discipline, including corporal punishment in any manner upon a child’s body, and including punishment that would result in any measure of physical discomfort, cruel, harsh, humiliating, or frightening methods of discipline (including threatening the use of physical punishment), isolation in a locked or dark room, or yelling, abusive, or profane language. Further, caregivers will not associate disciplinary action or rewards with rest, food, or toileting.
- Your child’s lead caregiver and/or supervisor will maintain ongoing communication with you regarding all aspects of your child’s care, including behavior expectations.

Schola International caregivers are trained to recognize each child as an individual whose personal privacy, choice of activities, and cultural, ethnic, and religious backgrounds are respected. Our curriculum and adult’s interaction are responsive to individual differences in ability and interests. Our goal is to design interactions and activities to develop children’s positive feelings toward learning. Our caregivers will provide your child with many opportunities to develop social skills, such as cooperating, helping, negotiating, and talking with others to solve interpersonal conflicts. We strive to help each child develop and maintain the following.

- Being responsible for yourself
- Respecting the rights of others
- Respecting the property of others



- Being in the appropriate place at the appropriate time
- Using appropriate language

Use your “inside voice” when speaking to the children. Remember, it is not always.

WHAT you say but HOW you say it. Your tone of voice should reflect respect for the children and concern for their well-being. “No” and “Don’t” are not Schola words. Use positive statements to obtain the behavior you are seeking. For example, instead of “Don’t run,” try “Use your walking feet” Instead of “Don’t throw rocks,” try “Let us leave the rocks on the ground”. You are a role model for the children. Using “Please” and “Thank You” as much as possible will teach them to use these positive words, too.

Behavioral Incidents and Daily Conflict Resolutions:

In Schola International we understand that children are learning how to interact with the world and with each other, they are constantly developing their skill sets and practicing them in their day-to-day interactions. For this reason, we provide them with a safe environment in which Conflict Resolution and Self-Control strategies are practiced every day in a positive and calm manner.

In the event of a conflict that leads a student to an emotional upset and/or hurtful reaction, the Teacher will help the child navigate the emotion and once he is calm, the teacher will help him practice the skill needed to successfully resolve the conflict.

A ProCare/ Brightwheel (school’s info app) note describing the event in an objective way will be given to the parents of the children involved, this note will describe the situation and the resolution provided along with strategies or skills to practice at home. Please review this note in a calm positive environment and help your child practice the strategies and skills suggested.

This note is confidential, and it is intended to create consistency between the school and parents on helping children develop their conflict resolution skills. Alignment between school and family is extremely important for the children’s success in developing a healthy skillset. These notes are not a negative report on the students record but rather a way to keep parents informed and engaged with their child’s social-emotional development.



Suspension and Expulsion Policy

In Schola International we prioritize the safety of our students and teachers above anything else. In the event of a recurrent harmful behavior that puts the safety of other students or staff members at risk, a Parent- Teacher meeting will be scheduled. In that meeting we will prepare a collaborative action plan along with regular follow-ups to help the student successfully develop the skills he is lacking. However, if there is not a noticeable improvement, a meeting will be called to discuss the issue providing confidentiality regarding the identity of the students involved. A decision regarding the situation will be made always maintaining the wellbeing of our entire community as the main priority.

Safe Sleep

For infants, we follow the American Academy of Pediatrics guidelines for safe sleep:

- Infants will be placed on their backs to sleep.
- Cribs will be free of blankets, pillows, and stuffed animals.
- We will monitor infants during sleep to ensure their safety.

Biting policy

At Schola International the safety and well-being of all children are our top priorities. We understand that biting can be a common behavior among young children, especially those who are teething or developing communication skills. This policy outlines how we manage biting incidents to ensure a safe and supportive environment for everyone.

Understanding Biting:

Biting is a common behavior in young children and can be a result of teething, frustration, exploration, or a lack of verbal communication skills.

While it is normal behavior, it is not acceptable, and our goal is to minimize and prevent it through appropriate interventions.



Staff Response to Biting:

- If a biting incident occurs, the bitten child will be comforted and checked for any injury. Appropriate first aid will be applied if needed.
- The biting child will be calmly and firmly told that biting is not acceptable and will be redirected to a different activity.
- Staff will document the incident, noting the context and any possible triggers, and will notify the parents of both children involved on the same day.

Parent Communication:

- Parents of the bitten child will be informed about the incident, the care given, and any observed patterns or triggers.
- Parents of the child who bit will be notified privately and given strategies to help prevent future incidents. We will work together with parents to develop a consistent plan for managing the behavior.

Preventive Measures:

- We will closely observe children who have bitten to identify potential triggers and provide additional supervision and support.
- Activities will be planned to help children develop better communication skills and learn appropriate ways to express their feelings and needs.

Repeated Biting:

- If a child bites more than once, a meeting with the parents will be arranged to discuss the incidents and develop a behavior plan.
- The plan may include specific strategies, such as increased supervision, behavior modification techniques, and communication skills development.

Support and Education:

- We provide education for all children on appropriate social interactions and emphasize empathy, sharing, and expressing feelings with words.
- Staff will receive training on managing biting incidents and effective intervention techniques.

Confidentiality:



- The identities of the children involved in biting incidents will remain confidential. We will not disclose names or personal details to other parents.

Nap Time/Quite Time

Nap Time: For children who need a nap, we provide a designated nap time during the day. Parents are required to provide a nap mat for their child. Nap mats will be sent home every Friday for washing and should be returned clean on Monday.

Quiet Time: For children who do not nap, we offer a quiet time with calming activities such as reading, storytelling, and other quiet play. This allows children to rest and recharge while enjoying a peaceful environment.

Emergency Plans

We have detailed emergency plans in place to ensure the safety of all children and staff. These include:

- Fire Drills: Conducted monthly to ensure everyone knows the evacuation procedures.
- Severe Weather Drills: Conducted quarterly to prepare for tornadoes, hurricanes, or other severe weather.
- Lockdown Drills: Conducted twice a year to prepare for any potential threats.
- In the event of an actual emergency, parents will be notified as soon as it is safe to do so.

Emergency and first aid procedures

The school has an emergency/evacuation plan for response to fire and/or natural disasters. This plan includes procedures for evacuations for fire and sheltering/severe weather, which includes an alternate location.

A copy of the plan is posted in each classroom in the school.



Director Office. Information on dates and times of drills are posted, this plan is available for review at any time through your director. The Director will go over these procedures with volunteers.

First aid kits and fire extinguishers are in the school. Staff are the personnel who can administer first aid to the children. Should a child become injured, report it immediately to the classroom teacher.

Medical Emergencies

If a child experiences a medical emergency, such as difficulty breathing, severe allergic reaction, or loss of consciousness, our staff will immediately call 911 for emergency medical assistance.

Parents will be contacted right away and informed of the situation. If necessary, the child will be transported to the nearest hospital, and a staff member will remain with the child until a parent or guardian arrives.

Emergency Contacts

It is essential that parents provide up-to-date emergency contact information, including phone numbers for parents, guardians, and any authorized individuals who can be contacted in case of an emergency.

Please notify us immediately if your contact information changes so that we can update our records.

Emergency Notification

In the event of any emergency, we will notify parents as quickly as possible through phone calls, text messages, or emails. It is important that parents respond promptly and follow any instructions provided by the preschool staff.

Fire and Evacuation Procedures

In the event of a fire or any situation requiring evacuation, our staff is trained to follow our emergency evacuation plan. Children will be safely and quickly evacuated to a designated safe area.



Severe Weather and Lockdown Procedures

- In the case of severe weather (such as tornadoes) or other threats (such as intruders), we have specific procedures in place to protect the children. These include moving to a safe area within the building and securing the premises.
- If the weather becomes severe, we will take all necessary precautions to ensure the safety of children in our care.
- The Director makes all final decisions regarding school closings.
- When extreme cold temperatures and dangerous wind chill conditions exist, parents or guardians are responsible for making sure their child is properly dressed in warm clothing and to cover all exposed skin surfaces.
- Parents or guardians are responsible of making the final decision as to whether their child should attend care.
- Schola International does not have bad weather make up days.

Injuries and Emergency Procedures at Schola International

The safety and well-being of every child at Schola International is our top priority. We have established comprehensive procedures to effectively manage any injuries or emergencies that may occur during the school day. Please review the following guidelines to understand how we handle such situations.

Incident Reports

- For any injury that occurs at the preschool, an incident report will be completed by the staff member who witnessed or responded to the incident. This report will detail the nature of the injury, the first aid provided, and any further actions taken.
- Parents will receive a copy of the incident report, and a copy will be kept on file at the preschool.

Procedures for Conducting Health Checks

Daily health checks are conducted upon each child's arrival. Staff will observe for:



- Signs of illness, such as fever, cough, or rash.
- Any injuries or unusual behavior.

Children who appear to be ill or injured will not be admitted to the center until they are well enough to participate in all activities.

General Clothing Guidelines

Comfort and Mobility

Children should wear comfortable clothing that allows for easy movement and active play. Please choose outfits that your child can move freely in, whether they are running, climbing, or sitting on the floor.

Avoid clothing with tight waistbands, stiff fabrics, or items that may restrict movement.

Weather-Appropriate Attire

- **Warm Weather:** In warmer months, lightweight, breathable fabrics such as cotton are recommended. Please ensure that your child wears a hat or cap for sun protection during outdoor play, and apply sunscreen before arrival.
- **Cool Weather:** During cooler months, dress your child in layers that can be easily added or removed as needed. Please include a warm jacket, hat, and gloves for outdoor play.
- **Rainy Days:** On rainy days, please send your child with a waterproof raincoat and appropriate footwear, such as rain boots.

Footwear

For safety and comfort, children should wear closed-toe shoes with non-slip soles, such as sneakers or athletic shoes. Sandals, flip-flops, or shoes with heels are not recommended, as they can pose a tripping hazard during active play.

Please ensure that your child's shoes are easy for them to put on and take off independently.

Independence

Choose clothing that your child can manage on their own, especially for bathroom breaks. Elastic waistbands, Velcro fastenings, and easy-to-use zippers can help your child develop independence and self-care skills.



Avoid clothing with complicated buttons, belts, or suspenders that may be difficult for your child to manage on their own.

Extra Clothing

Please provide an extra set of clothing (including underwear and socks) to be kept at the preschool in case of spills, accidents, or messy activities. Ensure that all items are labeled with your child's name and are stored in a labeled bag.

Labeling

To prevent lost or mixed-up items, please label all clothing, jackets, shoes, and accessories with your child's name. This includes extra clothing stored at the preschool.

Special Considerations

Art and Messy Play

Many of our activities involve art, sensory play, or other messy materials. While we provide smocks or aprons for particularly messy activities, we recommend that children wear clothing that can get dirty without concern.

Seasonal Changes

As the seasons change, please update your child's extra clothing set to match the current weather. For example, replace summer items with warmer layers as we transition into fall and winter.

Cultural and Religious Attire

We respect and welcome cultural and religious attire at our preschool. If your child wears specific clothing or head coverings for cultural or religious reasons, please let us know if there are any special care or handling instructions.

What Not to Wear

To ensure safety and comfort, we ask that children do not wear:

- Jewelry, such as necklaces, bracelets, or earrings that dangle, which could get caught or cause injury during play.



- Clothing with drawstrings or cords that could pose a choking hazard.
- Shoes with wheels (Heelys) or any footwear that could cause slips or falls.

Parental Responsibility

It is the responsibility of parents to ensure that their child arrives at preschool in appropriate clothing each day. We appreciate your cooperation in following these guidelines, which help us create a safe, comfortable, and engaging environment for all children.

Student Dress Code

Upon enrollment each student will be provided two Schola International short sleeve polo shirts (If needed, more can be purchased at the cost of \$15 per shirt). These are used on the first Friday of each month. "Schola Sparks", as well as when desired.

Students can wear raincoats, sweaters or jackets, shorts, pants, boots, as needed. Label everything please.

** Students must avoid wearing costumes to school unless the school requires it.

**Students must avoid bringing toys, iPad, etc., we have enough learning and playing material.

Please encourage your children to leave toys in the car or house, otherwise they will be picked up and we can't be responsible for lost toys.

Clothing for Outdoor Play:

To ensure your child can participate in outdoor activities comfortably, please dress them in weather-appropriate clothing and footwear. We ask that you provide a jacket, hat, gloves, or sunscreen as needed, depending on the season.

Curriculum map & Schedule

Our curriculum is thoughtfully designed to meet the developmental needs of each age group, ensuring that every child receives an age-appropriate and enriching educational experience. We



follow an annual curriculum map that provides a structured framework for learning throughout the year.

Curriculum Approach:

Age-Appropriate Curriculum: Our curriculum map is tailored to different age groups, ensuring that each child is engaged in activities that are suitable for their developmental stage.

Annual Curriculum Map: We follow a comprehensive annual curriculum map that outlines the key themes, learning objectives, and activities for each month. This map helps guide our lesson planning and ensures a consistent and cohesive learning experience for all children.

Curriculum Integration: We create our curriculum into our lesson plans, aligning with our curriculum map to provide a well-rounded and balanced approach to early childhood education. This integration supports literacy, math, science, and social-emotional learning in a fun and engaging way.

Purposeful and Limited Screen Time

Educational Content Only:

When screens are used at Schola International, they are limited to educational content that aligns with our curriculum goals. This may include:

- Short, age-appropriate videos that enhance learning on a specific topic.
- Interactive educational software that supports literacy, math, or other key skills.
- Virtual field trips or interactive lessons that broaden children's understanding of the world.

Duration and Frequency:

Screen time is limited to a maximum of 15-20 minutes per session and is not used more than twice per week.

We prioritize hands-on, active learning experiences, and screen time is only used when it adds meaningful value to the lesson.

No Passive Viewing:



Children do not engage in passive screen time, such as watching TV or non-educational videos. All screen time is actively facilitated by a teacher and is designed to be interactive and engaging.

Supply List

The following items are required and will be stored in your child's personal box at Schola International. Please be sure to label all items* with your child's full name in a visible place. When an item has been needed and used in school, i.e. if your child used one set of clothing packed in the supply set, be sure to restock as soon as possible. Our staff will periodically check each child supply box and a note will be sent home if there is any item that needs to be restocked.

1. Two full changes of clothes: t-shirts, pants, socks, underwear, and sweater if in winter.
2. Reusable water bottle that does not have a hard straw in it, and the child can use it independently.
3. Sunscreen and child safe insect repellent
4. Two large packets of baby wipes per month (average of 200 wipes per month)
5. Preferred diapers if needed, pull ups are not recommended. (Only potty training)
6. For students who are enrolled full time: a soft blanket & pillow**.

*We cannot be responsible for anything that is not labeled. Any items that are not labeled will be placed in the lost and found but may accidentally be placed in a different child's box.

** These items will be sent home every Friday for cleaning and washing and expected to be returned to school on Monday drop off.

Schola doesn't require that children be Potty Trained, but staff will help in the process if solicited. Comfortable and easy managed clothes are recommended for this purpose.

Sunscreen and Insect Repellent Application

Parents and guardians must apply sunscreen on their child's face, arms, and neck prior to arrival. Bug repellent will be applied before any outdoor activities, and sunscreen might be reapplied throughout the day as needed. Please restock your child's sunscreen and insect repellent at least every 6 months.



Procedures for Supporting Inclusive Services

We are committed to providing an inclusive environment for all children, regardless of their abilities or needs. We will:

- Work with families to accommodate special needs.
- Collaborate with specialists and therapists as needed.
- Provide training for staff on inclusive practices.

Our Commitment to Diversity

We are dedicated to fostering an inclusive environment where all children, families, and staff members are respected and valued, regardless of their background, culture, language, abilities, or beliefs. Our approach to diversity includes:

- **Cultural Awareness and Respect:** We celebrate the diverse cultures and traditions of our families through classroom activities, events, and discussions. This helps children learn to appreciate and respect the differences that make each of us unique.
- **Inclusive Curriculum:** Our curriculum is designed to reflect a wide range of cultures, perspectives, and experiences. We incorporate diverse books, music, art, and stories that represent the global community, helping children build empathy and understanding.
- **Language Diversity:** We recognize and support the various languages spoken by our children and families. Our multilingual approach encourages children to express themselves in their home languages while also developing proficiency in English.

School Calendar

Schola International is open year-round with a few closures scheduled throughout the year. The closures include teacher trainings that support our continuous professional growth, and time-off for all to recharge batteries and spend time with our families. Our full-time staff give their best to our students daily; therefore, they are paid during all closures. Because of this, tuition is due monthly and does not change regardless of attendance or school closures.



Please see below January - December list for the official holiday dates. Schola International calendar changes yearly and additional closure dates might be added throughout the school year at the discretion of the Director. All families will be notified in advance by email of any additional closure dates including parent- teacher meetings, special events, and internal staff development trainings.

[Please visit our website to view the latest changes and important dates for the year.](#)

Hours of Operation

We are open Monday through Friday from 7:00 AM to 6:00 PM throughout the year. except for holidays, vacations, etc. (check year calendar).

The regular hours for pick-up are according to your chosen schedule: 12:00 PM, 1:00 PM, 3:00 PM, or 5:00 PM. Our hours of operation for extended care are from 7:00 AM to 6:00 PM.

For updated fees and additional information, please visit the "Fee Update" section on our website.

Special Events and Exceptions

Special Occasions:

- On rare occasions, such as a special event or celebration, we may incorporate a short movie or video related to the theme of the day. These instances are exceptions and are communicated to parents in advance.

Parental Approval:

- If we plan to use screen time in a way that deviates from our regular policy, we will inform parents and seek approval before proceeding. We value your input and want to ensure that our practices align with your expectations.

Birthday Parties and Celebrations

Our community loves to celebrate together, for this reason we encourage all families let us know whenever something has happened in your child's life that you would like us to celebrate as a school family. We also put together a special birthday celebration ritual for each of our students



it's important for us that you are present for his celebration. Please contact us at: info@scholainternational.com to schedule a day and time for your child's birthday celebration.

Water Activities

Supervised water activities will take place throughout the school year. All potential bodies of water will always be emptied when unused or unsupervised; and all students will always be supervised while conducting water activities. If a student's clothing gets wet during these activities a dry change of clothes will be provided and the wet set will be sent home in a Ziplock bag upon pickup. Please make sure to always keep your child's supply box replenished with items that are the correct size for your child.

Procedures for Release of Children

Children will only be released to authorized individuals listed on the enrollment form. The following procedures will be followed:

- ID Verification: We will ask for photo identification if the individual is not known to staff.
- Authorization: Any changes to the authorized pick-up list must be made in writing by the parent or guardian.

Drop-Off Procedures

Drop-Off Time:

Drop-off for our extended care program begins at 7:00 AM, and the regular drop-off window is between 7:30 AM and 10:00 AM. We encourage parents to arrive within this timeframe to ensure a smooth transition for your child.

Smooth Transition:

We understand that drop-off can sometimes be challenging, especially for younger children. To help ease the transition, we encourage parents to establish a consistent drop-off routine. A quick hug, a cheerful goodbye, and reassurance that you'll be back soon can help your child feel secure and ready to start their day. If at any time you need to schedule an early drop off or a late pick up please send an email to info@scholainternational.com



Pick-Up Time:

Pick-up is available between 12:00 PM and 5:00 PM, depending on your enrollment schedule. We have designated dismissal times at 12:00 PM, 1:00 PM, 3:00 PM, and 5:00 PM, with extended care pick-up available at 6:00 PM. Please ensure you arrive within your designated window to allow our staff adequate time to prepare your child for departure.

Authorized Pick-Up:

Children will only be released to individuals listed on the authorized pick-up list. If someone not on the list will be picking up your child, you must notify the preschool in writing or via a phone call before pick-up time.

For safety reasons, we may ask for photo identification when someone new is picking up your child.

Late Pick-Up:

We understand that occasional delays happen, but we ask that you make every effort to pick up your child on time. If you anticipate being late, please contact the preschool as soon as possible. Late pick-up fees may apply for repeated late pick-ups. If a student is not picked up within the time of their designated pickup schedule, a \$ 1.00 fee per minute tardy will be charged in the following monthly tuition. (ex. 1:01 p.m. - \$ 1.00, 3:05 p.m. - \$5.00, - 5:10 p.m. - \$ 10.00).

Parents will be asked to sign a tardy notice upon a tardy pick up.

Changes to Pick-Up Plans

If there are any changes to your child's usual pick-up routine, please notify the preschool as early as possible.

This includes:

- Different Pick-Up Person: Notify us if someone not listed on the authorized pick-up list will be picking up your child. We will require photo identification before releasing your child to them.
- Early Pick-Up: If you need to pick up your child earlier than usual, please inform us in advance so we can have your child ready and minimize disruptions to the class.



Staff Health Policy

The health and safety of our community is one of our main priorities for this reason all our staff and teachers are required to have all their vaccines up to date and immediately report any health condition that might affect our community. All staff members are required to stay at home if they feel ill or suspect they might have a contagious illness. If one teacher is sick her group will attend class and the normal work schedule and planned activities will take place under the supervision and guidance of another fellow teacher.

Meals and Food Service Practices

Lunch Policies and Regulations

Throughout the day our students have two scheduled lunch times: a light morning snack and a lunch meal, both must be brought from home in a soft lunch box in containers that are easy to open and close. All items contained in the lunch box, including the box itself must be labeled in a visible place with the student's full name. Please refrain from any food that might represent a choke hazard, if the Lead Teacher determines that a certain food might be a choke hazard, she will remove it from the child's lunch box, and it will be returned to the parent or guardian upon pickup.

The morning snack must be one whole fruit or vegetable and one starchy dry food. In accordance with our core beliefs and learning philosophies this snack although brought from home is prepared by the students and the teacher in their classroom. Each student will peel, cut, and serve their fruit along with their starchy food. Some suggestions for the morning light snack are listed below:

- Banana and granola
- Tangerine and crackers
- Blueberries and plain pasta
- Avocado and multigrain slices of bread
- Strawberries and homemade pancakes



At noon, our students have their lunch meal, this meal must be more substantial than the morning snack and include one food of each food group. Since each child's feeding habits are different, we only ask that families restrain from sending prepacked snacks and no added sugar or food colorants. Please pack all food in containers that can easily be open and closed and include a hard-shell reusable ice pack if needed.

Some examples of lunch meals are listed below:

- Rice, cherry tomatoes, cottage cheese, chicken tenders.
- Cheese slices, pita bread, grapes, salmon.
- Pasta with meat, corn, and blueberries
- Crackers, avocado, hard-boiled egg, assorted nuts.

During both lunch schedules students are joined by their teachers and provided all necessary dishware, do not send cutlery or additional juice or milk.

Candies and or chips are not recommended.

When students stay after 3:00 p.m. they need an afternoon snack, too.

PARENT COMMUNICATION AND INVOLVEMENT

[Procedures for Parents to Discuss Concerns with the Director](#)

We encourage open communication between parents and the director. If you have any concerns or questions, please:

- Schedule a meeting with the director by calling or emailing the office.
- Discuss your concerns in a calm and respectful manner.
- The director will work with you to find a resolution and will follow up as necessary.



Parent Code of Conduct

Standards of Conduct: All Parents/Guardians and Volunteers will:

- Respect and promote the unique identity of each child and family and refrain from stereotyping based on gender, race, ethnicity, culture, religion, or disability.
- Follow program confidentiality policies concerning information about children, families, and staff members.
- Not allow a child to be left alone or unsupervised while under their care.
- Use positive methods of child guidance and not engage in corporal punishment, emotional, or physical abuse, or humiliation; not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs: do not bind or tie a child to restrict movement or tape a child's mouth; use physical activity or outdoor time as a punishment or reward.
- Conduct themselves in a manner that reflects positively upon the program's reputation and upon the children and families the program serves.
- Compliance with Code of Conduct is the responsibility of teachers, parents/guardians, volunteers, or anyone else involved with the program. To ensure orderly operations and provide the best possible learning environment, the school expects parents/guardians to follow this Parent Code of Conduct.
- It is not possible to list all the forms of behavior that are considered unacceptable. The following are some examples of violations of rules of conduct.
- Threats to staff, parents, or children.
- Physical or verbal punishment of a child
- Swearing or cursing
- Smoking
- Quarreling, verbal fighting, loud shouting, and display of anger
- Bringing drugs, alcohol or weapons to program sites or events
- Physical violence
- Inappropriate or excessive displays of physical affection between adults
- Inappropriate dress, including for example, low-cut tops, bare midriff or clothes with words or pictures inappropriate for young children.

Parent Communication System

- Each student's learning experience is unique and will be tracked and communicated as follows:
- Daily Activities & messages are registered and sent through APP.



- Each teacher diligently has observations recorded on confidential documents and will be discussed during the teacher-parent meetings scheduled every three months.
- A monthly work portfolio will be sent home at the end of month. Please note that not all work portfolios will contain the same materials; Since learning is an individual process the final work product of each month might differ from child to child. *The monthly work portfolio will contain a Teacher Comment Format with a brief description of the child's learning process, curiosities and interests observed during the past month.

Parent teacher meetings will take place tri monthly. Teachers will send options to schedule.

Parental Responsibilities

- Provide Accurate Information: Ensure that all emergency contact information is current and accurate.
- Communicate Special Needs: Inform the preschool of any medical conditions, allergies, or special needs your child may have, and provide necessary medications or instructions.
- Respond Promptly: In case of an emergency, please respond to calls or messages from the preschool as quickly as possible.

Procedures for Parents to Participate in Operation Activities

We welcome and encourage parent participation! You can get involved by:

- Volunteering for classroom activities.
- Attending parent-teacher conferences and events.

Please contact the office if you are interested in participating in any of these activities.

Procedures to Visit the Center Without Securing Prior Approval

Parents are welcome to visit the center at any time during operating hours without prior approval.

What Our Open Door Policy Means

- Welcome Anytime: Parents and guardians are welcome to visit our preschool at any time during our operating hours, without the need for prior notice or appointment.



- Whether you want to observe your child in the classroom, participate in activities, or simply check in, our doors are always open to you.
- **Transparency:** We believe in transparency in all aspects of our preschool operations. By maintaining an open-door policy, we demonstrate our commitment to providing a safe, nurturing, and high-quality learning environment. You can feel confident knowing that you are always welcome to see firsthand what your child is experiencing throughout the day.
 - **Communication:** Our open-door policy also extends to communication. We encourage parents to speak with teachers or the director at any time if they have questions, concerns, or feedback. We are here to listen and work together to ensure the best experience for your child.

Guidelines for Visits

While we have an open-door policy, we do ask that parents and guardians follow a few simple guidelines to ensure that visits are beneficial for both the children and the classroom environment:

- **Respect Classroom Routines:** When visiting, please be mindful of the classroom schedule and activities in progress. This helps maintain a stable and uninterrupted learning environment for all children.
- **Check-In Procedure:** Upon arrival, please check in at the front desk. This ensures that our staff is aware of all visitors in the building and helps us maintain a safe environment.
- **Limited Disruption:** While we welcome your presence, we ask that visits be conducted in a way that minimizes disruption to the children's activities. This allows your child and others to stay focused and engaged in their learning.

Parental Involvement in Transitions

We believe that parents play a crucial role in supporting their child through transitions. We encourage you to:

- **Communicate:** Share any concerns or observations with us so we can address them together.
- **Participate:** Be involved in transition activities and discussions to help your child feel more secure.
- **Support:** Reinforce the positive aspects of the transition at home and provide reassurance and encouragement.



Transition Plans at Schola International

Transitions, whether they involve moving to a new classroom, starting preschool for the first time, or adjusting to new routines, are significant milestones in a child's early development. At [Your Preschool's Name], we recognize the importance of supporting children and families through these changes. Our transition plans are designed to ensure that every child feels safe, supported, and ready to embrace new experiences.

Transitioning Between Classrooms

As your child grows, they will eventually transition to a new classroom that better suits their developmental stage. We make this transition as smooth as possible by following these steps:

Advance Notice:

- Parents will be notified well in advance when it is time for their child to move to a new classroom. This allows time to prepare both you and your child for the upcoming change.

Visit the New Classroom:

- Before the official transition, your child will have the opportunity to visit their new classroom, meet the new teacher, and spend short periods of time with their new peers. These visits help your child become familiar with the new environment and routines.

Information Sharing:

- To ensure continuity of care, your child's current teacher will share important information with the new teacher. This includes details about your child's preferences, strengths, and any areas where they may need additional support.

Gradual Transition:

- The transition between classrooms will be gradual, allowing your child to adjust at their own pace. This might include starting with short visits to the new classroom and gradually increasing the time spent there until the full transition is complete.



End-of-Day Communication

We value open communication with parents and will provide brief updates on your child's day during pick-up. For more in-depth conversations, please schedule a time to speak with the teacher or director.

Parent Conferences

Parent conferences are designed to:

- **Review Your Child's Progress:** We will discuss your child's academic, social, and emotional development, highlighting their strengths and identifying areas for growth.
- **Set Goals:** Together, we will set achievable goals for your child's continued development, both at school and at home.
- **Share Observations:** Teachers will share observations from the classroom, including your child's interactions with peers, engagement in activities, and overall well-being.
- **Address Concerns:** This is a time to discuss any questions or concerns you may have about your child's experience at preschool, including behavioral or developmental issues.
- **Build a Strong Partnership:** Conferences are an opportunity to strengthen the partnership between parents and educators, ensuring that we are all working together to support your child's success.

Conference Schedule

- **Frequency:** Parent conferences are every three months. These scheduled meetings provide a regular opportunity to check in on your child's progress.
- **Additional Conferences:** If needed, additional conferences can be arranged at any time during the school year. We encourage parents to reach out if they have concerns or wish to discuss specific issues outside of the regular conference schedule.
- **Notification:** You will receive advance notice of the scheduled conference dates, along with a sign-up sheet or online scheduling option to choose a time that is convenient for you.

What to Expect During a Conference

- **Individualized Discussion:** Conferences are tailored to your child's unique needs and development. Teachers will share specific examples and work samples to illustrate your child's progress.



- Two-Way Communication: We value your input and encourage you to share your observations, experiences, and any concerns you may have. This is a collaborative conversation aimed at supporting your child.
- Action Plan: At the end of the conference, we will create an action plan that outlines steps both the preschool and the family can take to support your child's continued growth and development.

Preparation for Parent Conferences

To make the most of your conference, we recommend the following:

- Reflect on Your Child's Experience: Consider your child's experiences at home and at school. Are there any changes or concerns you've noticed? What areas of development are you most interested in discussing?
- Prepare Questions: Write down any questions or topics you want to discuss during the conference. This ensures that all of your concerns are addressed.
- Be Open to Feedback: Remember that the conference is an opportunity to learn more about your child's experiences and development. Be open to hearing both positive feedback and constructive suggestions.
- Follow-Up After Conferences

After the conference, we encourage you to

- Implement the Action Plan: Work on any strategies or goals discussed during the conference to support your child's development.
- Stay in Communication: Keep the lines of communication open with your child's teacher. Regular updates and ongoing conversations help ensure that your child is receiving the support they need.
- Monitor Progress: Observe your child's progress at home and feel free to reach out to the teacher if you have any new concerns or questions.



ENRICHMENT ACTIVITIES

Music and Movement (Mi casa es tu Casa)

We believe that music and movement are essential for the growth and development of every child from birth. Music supports cognitive development, language skills, social-emotional growth, and physical coordination. For this reason, we are proud to have a licensed program to teach "Mi Casa es Tu Casa" every week at our school.

Why "Mi Casa es Tu Casa"?

Holistic Development: "Mi Casa es Tu Casa" is a comprehensive music and movement program designed specifically for young children. It integrates songs, rhythms, and activities that promote physical movement, coordination, and emotional expression.

Language and Cultural Learning: This program not only enhances children's love for music but also introduces them to new languages and cultures, enriching their learning experience.

Engaging Activities: Each session is carefully planned to include a variety of engaging songs and activities that align with our regular class objectives. Children participate in singing, dancing, playing instruments, and movement games that are both fun and educational. France class

French

we believe that learning a second or third language is extremely important for young children. Introducing new languages at an early age fosters cognitive development, cultural awareness, and communication skills. To provide our children with the best opportunities for multilingual development, we are excited to introduce a French language class as part of our curriculum.

French Language Learning from the Beginning:

Early Language Exposure: Our French class is designed for beginners, ensuring that all children, regardless of their prior exposure to the language, can participate and enjoy the learning process.



Engaging Activities: The class includes songs, games, storytelling, and interactive activities that make learning French fun and engaging. These activities help children naturally absorb the language while developing a love for learning.

Experienced French Teacher: Our program is led by a dedicated and experienced French teacher who brings a passion for teaching and a deep understanding of early childhood language acquisition. The teacher uses a variety of methods to introduce French in a way that is accessible and enjoyable for young learners.

Yoga Class

We are pleased to include yoga in our classes with a certified yoga instructor. Our instructor is specially trained to work with young children, using age-appropriate techniques that are safe, fun, and engaging. Each session is designed to be interactive and joyful, providing a balance of movement and relaxation that supports your child's overall development.

We recognize the tremendous benefits of incorporating yoga into early childhood education. Yoga is more than just physical exercise; it is a practice that supports the holistic development of children—body, mind, and spirit.

Physical Development: Yoga helps improve strength, flexibility, and coordination in young children. Through various poses and movements, children enhance their motor skills and develop better body awareness.

Emotional Regulation: Yoga encourages mindfulness and relaxation, helping children learn to manage their emotions and reduce stress. It teaches them techniques for self-calming and fosters emotional resilience.

Focus and Concentration: The practice of yoga involves controlled breathing and concentration, which can improve attention span and focus in young learners. These skills are valuable for their overall learning journey.

Social Skills: Yoga promotes a sense of community and cooperation. Through group activities and partner poses, children learn to work together, respect others, and develop a sense of empathy and kindness.



Soccer class with (Soccer starts)

In partnered with Soccer Stars to include a soccer class in our curriculum! Soccer is a fantastic way to help children develop their gross motor skills while having fun and staying active.

Gross Motor Skills Development: Soccer involves running, kicking, and balancing, which are excellent activities for developing gross motor skills in young children. These skills are essential for their overall physical development and coordination.

Physical Fitness: Engaging in soccer helps children improve their physical fitness, stamina, and strength. It's a fun way to keep them active and promote a healthy lifestyle from an early age.

Teamwork and Social Skills: Soccer teaches important social skills, such as teamwork, cooperation, and communication. Playing in a team helps children learn to work together, share, and respect others.

Confidence Building: Participating in sports like soccer can boost children's self-esteem and confidence as they learn new skills and achieve their goals on the field.

Library

Our school library is a special place where children learn to appreciate books and literature. We believe in fostering a love for reading from an early age, and our library plays a crucial role in this mission.

Fostering a Love for Reading: The library provides a warm and inviting space where children can explore a wide variety of books, sparking their curiosity and imagination.

Story Time and Literacy Development: Each class visits the library at least once a week for story time and literacy activities. During these visits, children enjoy listening to engaging stories, participating in interactive read-alouds, and discussing their favorite books.

Building Early Literacy Skills: Our library sessions are designed to help children develop essential literacy skills, such as listening comprehension, vocabulary, and a sense of narrative. These foundational skills are crucial for their future academic success.



Promotion of Indoor and Outdoor Physical Activity

We believe in the importance of physical activity for children's development. Our daily schedule includes:

- Indoor Activities: Structured play, music, and movement.
- Outdoor Activities: Free play, organized games, and nature exploration.

Extreme Weather Conditions: Outdoor play will be limited during extreme heat, cold, or poor air quality. Indoor activities will be provided as alternatives.

Daily Physical Activity

Indoor Physical Activity:

- Structured Play: Our daily schedule includes structured indoor physical activities such as dance, movement games, and yoga. These activities help children develop balance, coordination, and body awareness.
- Free Play: We also provide opportunities for free play in our indoor play area, where children can explore, create, and engage in active play at their own pace.

Outdoor Physical Activity:

- Outdoor Playtime: Weather permitting, children spend time outdoors each day, engaging in a variety of activities that promote physical fitness and exploration. Activities include running, climbing, playing on playground equipment, and participating in group games.
- Nature Exploration: Our outdoor playtime often includes opportunities for nature walks, gardening, and exploring the natural environment, helping children develop a connection to the outdoors.

Criteria for Outdoor Play During Extreme Weather

Weather Conditions:

- We monitor weather conditions daily to ensure that outdoor playtime is safe for all children. The following guidelines are used to determine whether outdoor activities will proceed:



- Hot Weather: Outdoor play is limited when temperatures exceed, 90°F, particularly during peak sun hours. We ensure children stay hydrated and provide shaded areas for rest.
- Cold Weather: Outdoor play is limited when temperatures fall below, 40°F. Children must be dressed warmly, and activities may be shortened to ensure comfort.
- Rain or Storms: Outdoor play is canceled during heavy rain, thunderstorms, or other severe weather conditions. Indoor physical activities are provided as an alternative.
- Air Quality: Outdoor activities are limited when air quality is poor due to pollution, wildfire smoke, or other environmental factors. Indoor play will be substituted when necessary.

Extracurricular activities.

As part of this commitment, we offer a range of extracurricular activities designed to enhance learning, foster creativity, and promote physical well-being.

Tuesday: Soccer Class

In partnership with Soccer Stars, we offer a dynamic soccer class every Tuesday. This class helps develop gross motor skills, teamwork, and sportsmanship in a fun and engaging environment.

Wednesday: STEAM Class

Our STEAM (Science, Technology, Engineering, Arts, and Mathematics) class on Wednesdays encourages children to explore, experiment, and innovate. Through hands-on activities and creative projects, kids develop critical thinking and problem-solving skills.

Thursday: Yoga Class

Every Thursday, we offer a yoga class led by a certified instructor. Yoga helps children develop physical strength, flexibility, and mindfulness. It also teaches them techniques for relaxation and emotional regulation.

Open to All Children:



These extracurricular classes are open to all children, including those who are not enrolled in our regular preschool program. Each class is thoughtfully prepared with a variety of activities designed to help children learn, grow, and have fun!

For more information on enrollment and fees for our extracurricular classes, please visit our website or contact the school office.

HEALTH AND MEDICAL INFORMATION

Immunization Requirements for Children & Certificate of Good Health

All children must have current immunizations in accordance with the Texas Department of State Health Services. A copy of your child's immunization record must be provided at enrollment and updated as necessary. Enrollment will not be completed until these documents are provided. Schola International requires all enrolled families to update their child's Certificate of Good Health and Vaccination Record every year.

Diagnosed Allergies

If your child has a diagnosed known allergy, it is the parents' full responsibility to communicate this information to Schola International in the enrollment form. In addition to this information an Allergy Action Plan provided by the student's pediatrician is required. This Allergy Action Plan will be filed in the students Record Binder, a copy will be visibly displayed in the child's main classroom and additional copies will be displayed in all areas of the building where an allergic reaction can be triggered. It is the parents' full responsibility to provide all medications needed to successfully fulfill the Allergy Action Plan. Please note that if the Allergy Action Plan is not provided or if the needed medication required in the pediatricians Allergy Action Plan is not fully and adequately stocked (no expired medications will be accepted) the student will not be allowed to attend school.

Visual and Hearing Screenings



For students over the age of 4 a visual and hearing screening is required to be provided and updated yearly.

Illness and Exclusion Criteria

To prevent the spread of illness, children who exhibit the following symptoms will be excluded from care until they are symptom-free for 24 hours without medication:

- Fever of 100°F or higher
- Unexplained rash
- Severe cough or difficulty breathing
- Child has thrown up or had diarrhea in the last 24 hours.
- Child has a rash for unknown reasons.
- Child presents with a contagious or unidentified skin or eye infection.
- Child has any contagious condition or has been exposed to a contagious condition.
- Child feels uncomfortable to a degree where he/she cannot engage in regular activities or require consistent one-on-one attention that cannot be provided in a group setting.
- Child has blisters that have not yet dried out.

Students may return to Schola after being free of fever, vomiting and/or diarrhea for at least 24 hours without medication; and if applicable once blisters have dried out completely.

Here are a few examples of potential transmittable illness and conditions and how we handle them:








- Head Lice. Child may return after the first treatment is completed and no live lice or nits are present. If we see any live lice (nits), a child will be moved to a place away from other children and must be picked up immediately.



- Hand, Foot, and Mouth Disease. Child may return when the fever is gone, and the child is well enough to participate in normal activities (lesions or rash may still be present). A doctor's note stating the child is ready to return and no longer contagious is required.
- Whooping Cough. Child may return 5 days after appropriate antibiotic treatment begins. A doctor's note stating the child is ready to return and no longer contagious is required.
- If your child is diagnosed with a contagious condition, please inform us immediately so we can take necessary precautions. When informing other families about a possible outbreak, information about the child who has the contagious condition is kept confidential. A doctor's note must be provided prior to returning to Schola.
- If a child gets sick while at Schola, the parent or guardian will be notified for early pick-up. If a child has a minor injury at school, such as a bruise or a scratch, parents will be notified during pick up and/or via email. All injuries and accidents are tended to immediately by our staff and will be communicated in accordance with our Parent-Communication System.

We take major precautions to prevent major injuries under our care. Using ongoing supervision and consistent conversations with children about safety and risks, and we offer an environment that meets most health and safety standards set by the U.S. Consumer Product Safety Commission's Public Playground Safety Handbook. However, a major injury could arise as accidents can happen at any time. If so, we will call 911 if necessary, and notify the parent immediately after.

Keep me home if . . .

						
I'm vomiting	I have a rash or skin infection	I have diarrhea	I have an eye infection	I have a bad cough or sore throat	I'm just not feeling very good	I have a fever
Two or more times in 24 hours.	Body rash or skin infection especially with a fever or itching.	More than one loose stool within 24 hours.	Thick mucus or puss draining from the eye.	Cough that won't stop or sore throat with fever or swollen glands.	Unusually tired, pale, lack of appetite, confused or cranky.	Temperature of 100 degrees(F) or more (taken under the arm).

When your child is sick:

1. Have plans for back up child care.
2. Tell your child care provider what is wrong with your child even if the child stays home.

Illness Prevention

At Schola International we take precautions to prevent the spread of major diseases as much as possible. This includes frequent handwashing as well as constant sanitizing and disinfecting of our environment and class materials. We ask that you help us prevent communicable diseases by:

1. Making sure you and your child sanitize your hands before you arrive at Schola.
2. Keep your child at home when needed, as stated in the following list of Illness policies



Procedures for Dispensing Medications

Medications will only be administered with a completed Medication Authorization Form. The following guidelines apply:

- Prescription Medications: Must be in the original container with the child's name and dosage instructions.
- Over-the-Counter Medications: Must be accompanied by a doctor's note.

All medications will be stored securely and administered by trained staff.

Injury Procedures

When a child has been injured or is not feeling well, the incident will be immediately tended to and depending on the gravity of the situation it will be reported by phone call to the child's family or emergency contact. An email reporting the situation will also be sent out before the school day is over and the incident will be reported verbally to the parents upon pickup.

If the accident requires immediate medical assistance, emergency services (911) will be called first and the family/guardian or emergency contact will be notified immediately after.

Minor Injuries:

- For minor injuries such as small cuts, scrapes, or bruises, our staff will administer basic first aid. This includes cleaning the wound, applying a bandage, and offering comfort to the child.
- Parents will be notified of any minor injuries either at the time of pick-up or via a written injury report, depending on the situation.

Serious Injuries:

- In the event of a more serious injury, such as a deep cut, suspected fracture, or head injury, our staff will take immediate action to ensure the child's safety.



- We will contact the child's parent or guardian immediately to inform them of the situation. If necessary, we will also call emergency medical services (EMS) to provide professional medical care.
- If the injury requires the child to be transported to a hospital, a staff member will accompany the child until a parent or guardian arrives.

CONFIDENTIALITY POLICY

Protection of Child's Record

Schola establishes procedures for the protection of confidential records and information on the families and children we serve. *Disclosure with parental consent Parents will complete a form for Release of Confidential Information during orientation or when a record is requested from a child's file. *Disclosure without parental consent

Files can be accessed by certain entities without parental consent. This would be a review by the Federal Auditors, Fiscal Auditors, USDA audit, Contractors of the program, appropriate parties in an emergency, records that are subpoenaed by a judicial order, or records requested by Child Protective Services.

All files remain locked in the file cabinet in your child's Family Service Workers office.

Parental Rights

Parents have the right to inspect child's records. Only information relating to your child will be disclosed when requested. This request must be completed in writing. If a parent feels the information is incorrect, they can request that the record be amended.



LICENSING AND LEGAL REGULATION

Schola International is licensed by the Texas Health and Human Services under license number #1721241 we are compliant with the Minimum Standard for Childcare Centers

You can find additional information regarding these standards in: <https://hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

If there is anything you want to communicate us or any situation you feel needs to be addressed, we are always here for you at: Info@scholainternational.com

512-305-3908

Procedures for Parents to Contact Child Care Regulation (CCR), DFPS, Child Abuse Hotline, and CCR Website

If you have concerns about our childcare practices, you may contact:

Child Care Regulation (CCR): [Insert local CCR contact information]

DFPS: Texas Department of Family and Protective Services

Child Abuse Hotline: 1-800-252-5400

CCR Website: [Insert CCR website URL]

Department of Health and Human Services Child Care Licensing Division

You are entitled to see the required postings from Texas Child Care Licensing. You may ask the Director to view: The Minimum Standards for this Licensed Child Care (also available on the web at <https://hhs.texas.gov/doing-businesshhs/provider-portals/protective-services-providers/child-care-licensing/minimumstandards> or at your local Licensing office), Inspection / Investigation Report, (compliance information is also available on the web at http://www.dfps.state.tx.us/Child_Care/Search_Texas_Child_Care/default.asp or from your local Licensing office), Documentation of liability insurance, Fire Marshal's Inspection Report, The most



recent Health Department's Sanitation Inspection Report, The most recent Gas Pipe Inspection report, and the Child-Care Campus's operational policies.

Child Abuse

Preventing and Responding to Abuse and Neglect of Child

A. Employees are required annually to obtain a minimum of one-hour training on preventing and responding to neglect of children.

B. Methods used for increasing employee and parent awareness of issues regarding child abuse and neglect warning signs that a child may be a victim of abuse or neglect are as follows:

1. Printed materials are available for parents and staff relating to increasing employee and parent awareness regarding child abuse and neglect, including warning signs that a child may be a victim of abuse.
2. Poster "Keeping Children Safe" located on parent information board.
3. Refer parent to Child Abuse Hotline at 800-252-5400 or www.dfps.state.tx.us

C. Methods used for increasing employee and parent awareness of prevention techniques for child abuse as follows:

1. Printed materials are available for parents and staff relating to increasing employee and parent awareness regarding child abuse and neglect, including warning signs that a child may be a victim of abuse.
2. Poster "Keeping Children Safe" located on parent information board.
3. Refer parent to Child Abuse Hotline at 800-252-5400 or www.dfps.state.tx.us

D. Strategies for coordination between the campus and appropriate community organizations include:

1. Open communication between communities between community organizations by mail, email, or telephone.
2. Attending meetings and/or trainings with community organizations.
3. Refer parent to Child Abuse Hotline at 800-252-5400 or www.dfps.state.tx.us

E. Actions that the parent of the child who is a victim of abuse or neglect should take to obtain assistance are as follows:



1. Refer parent to information on poster “Keeping Children Safe” located on the parent information board.
2. Refer parent to Child Abuse Hotline at 800-252-5400 or www.hhs.state.tx.us
3. Refer parent to local police department or 911.

F. Parent Education and Resources

1. www.parenttoolkit.com
2. www.discoveryeducations.com/parents/
3. www.pbs.org/parents/
4. www.choosemyplate.gov

REQUIREMENTS REGARDING GANG-FREE-ZONE

Gang-Free Zone

A Gang-Free Zone is an area designated by state law where certain criminal offenses, including gang-related activities, are subject to enhanced penalties. This law is in place to help protect children and ensure that the areas surrounding schools and childcare centers are safe from gang activity.

In Texas, the areas within 1,000 feet of a childcare center or school are considered Gang-Free Zones. This means that any gang-related criminal activity occurring within this zone can result in more severe legal consequences.