

CHILDCARE - FRENCH - SPANISH - PORTUGUESE

Passport to Learning
LANGUAGE IMMERSION CENTER

902 Bates St

314-802-7127

Program Goals

Updated February 2024

The primary goal of Passport to Learning Language Immersion Center is to provide safe and nurturing care within a linguistically immersive learning environment. The teacher will provide children with support to achieve milestones in their social, emotional, intellectual, and personal development.

The daily schedule is organized into time blocks that balance play and guided learning while simultaneously providing a dual-language learning experience. These time blocks include :

Learning Sessions

Learning sessions based on language, literacy, math, science and social studies topics. One Learning session per day will be in the primary immersion language, and one learning session will be in English, prioritizing kindergarten readiness and literacy.

“Specials” sessions

“Specials” sessions include art and crafts, music, physical education, and other fun topics for children to explore. One special per day will be in the primary immersion language (i.e. French), and one special per day will be in a secondary immersion language (Spanish or Portuguese).

Morning and Afternoon Meetings

These small circle meetings are a great way to start and conclude our day, talking about our feelings, the weather, our favorite things, reading a short story, singing a song, or many more options. The teacher guides the conversation to help students understand and interact in the target language.

Guided Play and Free-choice Play

Children will have various moments throughout the day to play, with a balance of teacher-guided games and activities and opportunities for free-choice play. Students will have at least 50 minutes of scheduled outdoor play. Other Learning Sessions or Specials sessions can take place on the outdoor play area, if appropriate. If weather does not permit outdoor play, indoor alternatives will be offered.

Mealtime

Students will be offered Breakfast, Lunch, and an afternoon snack each day. Meal time norms will be in the immersion language, allowing children to experience and talk about mealtime and foods in the immersion language.

Storytime and Naptime

After playtime and lunch, children will settle into quiet time with a story (in any language) and nap time. Children will be encouraged to rest, but can also engage in quiet play if they no longer nap.

Daily Schedule

The daily schedule is organized to optimize learning opportunities throughout the day. The content and length of each organized activity will be developmentally appropriate for the age and attention span of the group. The schedule is subject to change based on the needs of the group and individuals.

7:30-8:00 AM	Drop-off <i>Handwashing</i>
7:40-8:20	Breakfast Morning playtime <i>Bathroom/diapering/handwashing</i>
8:30 AM	Morning meeting
9:00 AM	Learning session 1 <i>Bathroom/diapering/handwashing</i>
9:50 AM	Special 1 <i>Bathroom/diapering/handwashing</i>
10:40 AM	Active outdoor play (Guided or free-choice)
11:40 AM	<i>Handwashing</i> Lunch <i>Bathroom/diapering/handwashing</i>
12:20 PM	Learning session 2
1:10 PM	<i>Bathroom/diapering/handwashing</i> Storytime and Nap/Quiet play <i>Bathroom/diapering/handwashing</i>
2:50 PM	Afternoon meeting and snack <i>Handwashing</i>
3:20 PM	Special 2 <i>Bathroom/diapering/handwashing</i>
4:15-4:30 PM	Pickup of daycare program children
4:30-4:45 PM	Drop-off of after-school program children
4:45 PM-5:55 PM	After-school language program
6PM	Pick-up of after-school language program participants

Any infants/toddlers in the program will take an additional morning nap during one of the learning sessions or “Special” sessions, according to the needs of the child and considering parent input. Infants and toddlers will participate in Learning Sessions and Specials sessions in a modified capacity appropriate for their age and development. They will listen and have direct interaction with the provider from within a safe area where they can either sit or play while older children may sit at tables or engage in a separate activity.

Center Policies

Admission procedure :

Families interested in the program should contact the provider to schedule an interview and a tour of the facility. Once a family decides to enroll, they will be required to submit an application for enrollment along with all requested supporting documents prior to starting the program.

A completed enrollment form

Medical examination and immunization report completed by physician

Health report completed by parent

Individualized care plan, if applicable. (i.e. Feeding plan for infants and toddlers)

Authorization to administer medicine, if necessary.

The enrollment fee and deposit for the first month's tuition is due at the time of enrollment to secure placement.

Hours of operation :

Our learning is organized similarly to a school schedule, with drop off between 7:30-8:00 AM and pickup between 4:15-4:30 PM. Only full-time enrollment is offered.

An after-school program is currently offered Monday-Thursday for ages 5-12 from 4:30-6PM.

French language club is scheduled on Mondays and Wednesdays.

Spanish language club is scheduled on Tuesdays and Thursdays.

Drop-off and pick-up policy :

Children should arrive and be picked up on-time each day. Late arrival can interrupt the activities already taking place, and late pick-up can be disruptive to the provider's family's schedule.

Drop-off time is between 7:30-8:00 AM. Children will be served breakfast during this time.

Pick-up time is between 4:15-4:30 PM.

Parents must accompany their child inside for drop-off and come inside to pick-them up. Parents will sign their child in and out each day. Any adult picking up a child must be on a list of adults authorized to pick that child up. Parents should inform the provider if a different person than usual will be picking the child up that day. The adult may be required to show ID to confirm identity.

If you expect to arrive more than 5 minutes late to pick-up for any reason, please call the center to let the provider know. For repeated late pick-ups of more than 5 minutes, a fee of up to \$30 will be added for late pickup between 5 to 30 minutes late. Repeated occurrences or pick-up later than 30 minutes will result in an additional charge and a documented violation of contract agreement.

Calendar :

Our school calendar is also organized similar to a school calendar year. We are closed on major holidays; although, we remain open for some of the federal holidays. We are closed for a Fall break, Winter break, Spring break, and a reduced Summer break.

Summer Academy offers continued learning and care during the summer. There will potentially be from 1-6 weeks of summer break before or after Summer Academy. Parents do not pay tuition for any dates the center

is closed for Summer Break in June or July. Summer Academy tuition is based on how many weeks it is in session at the same weekly rate as during the school year.

Dates for Summer Academy shall be finalized by April 1.

The calendar for the following school year shall be finalized and provided to parents before July 1st. Any changes made after that point shall be communicated to parents as early as possible.

Enrollment, Tuition, and Payment :

There will be a one-time enrollment fee of \$300. If enrolling prior to the start of the upcoming school year, the first month's tuition is due at the time of enrollment to secure the spot for the upcoming school year.

Tuition is charged monthly August-May due on or before the last day of the preceding month. It is required that the payment has been received before attending on the first of that month.

Tuition rates :

Monthly tuition for under age 2 is \$1,600 (\$400 per week when prorated)

Monthly tuition for age 2 is \$1,400 (\$350 per week when prorated)

Monthly tuition for ages 3 and up is \$1,200 (\$300 per week when prorated).

Payments can be made by Venmo (@laurastraubetiago - last 4 digits 9027), by Zelle (to passportlearning.stl@gmail.com), or in cash/check.

Discharge policies :

It is encouraged and expected that students will enroll for the full academic year. If, however, the family needs to leave the program mid-year, they are required to give 30 days notice. An exception to this rule will only be made if there is a family on a waitlist who is ready to start within the 30 days.

Families will be asked to confirm their intent to return for the following academic year by April 30 for enrollment planning purposes.

Child sick policy :

Please communicate a daily absence due to illness to the provider by phone, text, or email.

A child shall not be taken to the center if, within the previous 24 hours, they have :

- had a fever of 100 degrees or higher
- vomited
- diarrhea

Please respect this policy to avoid sharing sickness with other children or with the provider and the provider's family. To return to the center, children must be fever-free for 24 hours without the use of fever-reducing medication, with no vomiting or diarrhea.

If a child gets sick while at the daycare (visibly feeling ill, fever of 100 degrees or higher, vomiting, diarrhea) the parent will be notified. Depending on the severity of the symptoms, the child will need to be picked up. While

the child waits to be picked up, over the counter medicine can be administered with parent permission and the child will rest or wait separately from the other children.

Child attendance policy :

It is expected that, unless due to illness, children will attend consistently full-time. This is for children to benefit most from the language immersion component of the program, for their continuity of learning, and for them to best participate in our daily activities.

Please communicate any foreseen absences for family reasons to the provider in advance, whenever possible. The best way to communicate this to the provider is by email at passporttolearning.stl@gmail.com, by calling the center at 314-802-7127, or by texting the provider's personal cell phone (provided at time of enrollment).

Provider sick leave and personal leave :

If the provider must be absent due to personal sickness or family sickness, an attempt will be made to secure a substitute provider for that day. If a substitute provider is not available, the center will close. The provider will notify families as early as feasible of a substitute provider or closure for that day.

The provider is allotted 12 paid personal and family sick absences per academic year, if not covered by a substitute. If a substitute is secured and childcare is not interrupted, the absence will not be discounted.

If the provider will be absent due to a scheduled personal leave, a substitute will be secured and communicated to families in advance. If for any reason the center must close due to lack of substitute coverage, the day will be reduced from the provider's sick leave.

Assistant and substitute providers :

Assistant provider : Bruno Mauricio Tiago
314-532-7440

A list of any substitute providers or volunteers will be provided to parents.

Childcare practices and philosophy :

At Passport to Learning Language Immersion Center, children will participate in a high quality educational program based on a dual-language immersion model. A dual-language immersion model allows children to interact with two or more languages in authentic ways. The daily schedule is organized into various time blocks which help define which language will be targeted during that time. The various learning sessions, "Specials" sessions, and guided or free-choice playtime are all designed to be age and developmentally appropriate for the children in the group and to strike a balance between organized learning and opportunities for exploration and play. Lessons and activities will promote literacy skills and kindergarten readiness, social-emotional learning, and knowledge about themselves and the world around them.

The provider is highly experienced in the field of language acquisition and teaching and will use a variety of strategies to facilitate comprehension of the target language, to help children reply and participate in conversations and eventually express themselves in the target language.

Behavior expectations and discipline policy :

The provider will use clear and calm communication with children to model behavioral expectations and set limits. The provider will be an active listener to children's needs, wants, and feelings, as well as a reassuring, authoritative voice in making fair decisions. The provider will engage children in social-emotional learning to help them problem solve, resolve conflict, and express big emotions appropriately.

The provider understands that young children's misbehavior generally stems from a want, need, or frustration and is not a reflection of their overall character or personality. The provider will make an effort to create a relationship of trust, respect, and cooperation with each child. Whenever necessary, the provider will calmly identify the unacceptable or unwanted behavior and redirect the child to engage in appropriate behavior. If the child does not respond to redirection or responds with big emotions, the provider will help the child identify the feeling or need, and provide the child with options that are acceptable in that situation. For the youngest children, the provider can model this behavior of emotional regulation and problem solving. For older children, the child can participate in choosing the words and identifying possible solutions to the problem.

When a child is overwhelmed by emotion or continues an unacceptable behavior, the provider will choose an age appropriate consequence, such as taking a time out or separating the child from the situation of conflict. If certain unwanted behaviors are recurring or disruptive, the provider will involve the parents to work together with the child.

In the event that a child's behavior poses a threat to the safety or well-being of the child, the provider, or other children in the program, and intervention strategies are unsuccessful, the provider reserves the right to suspend or terminate enrollment for the child.

Scheduled naps :

Children under two will have two scheduled naps per day, one in the morning and one in the afternoon. The provider will be as adaptive to the child's natural nap schedule as possible. 2 year olds will have one or two scheduled naps per day based on the child's needs and parent input. 3-5 year olds will have one scheduled afternoon nap per day.

The provider will make nap time a calming routine experience and provide comfort and reassurance to each child. If a child is not adapting to the naptime routine, parents and the provider should work together to help the child develop their ability to fall asleep mostly independently and support a sleep schedule that does not interfere with a daytime nap. The child may have some small comforts to self-soothe such as a bottle, a blanket or sleep sac, a stuffed toy, a pacifier, etc. A child will be determined to no longer need a nap only when skipping their nap does not result in overtired behavior in the afternoon.

Safe-sleep policy :

- A crib shall be provided for each child under the age of 12 months. A pack and play may serve as an alternative approved sleep surface.
- The crib or pack and play shall be equipped with a firm mattress and tightly fitted sheet custom to the crib or pack and play.
- Infants less than 12 months of age shall always be placed to sleep on their backs on an approved sleeping surface.
- If an infant or toddler falls asleep in a swing, seat, or on another surface, they shall be moved and placed to sleep on an approved surface.
- Infants will always be placed to sleep on their backs. Once they can easily and freely roll over, they will be allowed to adopt a position they find comfortable.

- If an infant is found to have rolled over but is unable to freely roll from their stomach to their back, they will be returned to their backs to sleep.
- An infant will not be laid to sleep in a different position unless a documented statement from the child's medical provider requiring an alternative sleep position has been submitted to the provider.
- No blankets, pillows, bumper pads, or objects shall be placed in the sleeping area.
- Nothing shall cover or hang over the crib.
- The infant's face shall remain uncovered.
- The infant's clothing shall be appropriate for the temperature of the room (maintained between 68-76 degrees fahrenheit). If an extra layer is required, the provider will dress the infant in an approved sleep sack.
- Infants 2 months or older will not be swaddled to avoid the risk of them rolling over.

Passport to Learning Language Immersion Center is a smoke-free environment. No smoking is permitted on the premises. This applies to all staff, visitors, and household members.

Supervision of napping infants :

- An adult provider shall be present in the room to monitor napping infants.
- Each infant shall be checked personally at minimum every 30 minutes to check their sleep position and well-being.
- No sound machines or music shall be used that could interfere with the infant being heard.
- No baby monitoring system shall be used in place of physical adult supervision.
- Lights will be turned off or dimmed during nap time. Natural light may be partially covered.

Naps for children 12 months and older :

- An individually assigned daycare cot will be provided for each child age 12 months or older equipped with a fitted sheet and a blanket. All sheets and blankets will be laundered weekly.
- Toddlers ages 12-24 months may nap on a daycare cot with parental consent, or may continue to nap in a crib or pack and play.
- Naps for older children will also be supervised by an adult. The provider will monitor to ensure that the child's face remains uncovered by a blanket during their nap.

Provider training on safe-sleep :

The provider as well as any substitute providers are to be trained in safe-sleep practices prior to caring for any infants less than 12 months of age. Substitute providers may receive training directly from the primary provider prior to caring for infants, but shall also complete the Missouri safe-sleep training within 15 days of starting care.

A copy of the safe-sleep policy will be posted in the infant napping area.

All families will receive a copy of the safe-sleep policy upon enrolling in the program.

Potty-training policy :

The provider will begin potty training when the child shows readiness in the following areas :

- an interest in using the potty
- the ability to urinate in the potty
- the child communicates to the provider when they need changed
- the child remains dry between diaper change intervals

The provider will support potty training by :

-Prompting the child to use the potty at regular intervals throughout the day.

A child will not be forced to sit on the potty if they refuse or decline.

-Encouraging and celebrating the child for successfully going on the potty.

The provider will only transition to using cloth underwear with the child when all of the following criteria are met consistently for more than one full week :

-the child consistently stays dry between trips to the potty and uses the potty successfully

-the child poops as well as pees in the potty

-the child can tell the provider when they need to use the potty outside of being prompted by our scheduled bathroom breaks.

-If an accident is only happening during naptime, a pull-up may be used at this time.

If a child who typically wears cloth underwear has an accident, the provider will replace it with a new pair of dry cloth underwear and pants. If two accidents occur in one day or multiple accidents during a week, the provider may return to diapers or pull ups until the above readiness indicators are met again for more than one week.

The provider supports the overall philosophy that potty training cannot be rushed and attempting to do so puts unnecessary pressure on the child and the provider. Children may show a difference in readiness to potty train in the daycare setting versus at home. The daycare schedule will support regular opportunities to use the potty and potty training in a group can be a form of positive peer pressure. On the other hand, children can be resistant to stop playing or pause an activity to communicate the need for a potty break. Being in a group setting also makes the ability to "hold it" if necessary until the provider can escort the child to the bathroom. The potty training experience will be supportive and positive, and each child will achieve potty training when they are ready.

Parental acknowledgement and acceptance of center policies

I, _____, have read and understood the policies outlined in this document. I accept these terms and conditions for enrolling in the program at Passport to Learning Language Immersion Center.

I agree to inform the provider of any changes to the information provided.

Parent signature :

Additional parent signature :

Date : _____

Date : _____

This signed document was received and accepted by _____ of Passport to Learning Language Immersion Center on _____. This document will be retained on file.

Provider's Signature :

Date : _____