

CHILDCARE - FRENCH - SPANISH - PORTUGUESE

Passport to Learning

LANGUAGE IMMERSION CENTER

902 Bates St

314-802-7127

Program Goals

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 :

Daily Rhythm and Learning Experiences

Our program follows a flexible and responsive daily rhythm that allows learning experiences to unfold naturally. Within this rhythm, children engage in a variety of meaningful activities that support their development across all domains while maintaining a strong focus on language immersion.

Integrated Learning Experiences

Throughout the day, children participate in a range of learning experiences that support language, literacy, math, science, and social-emotional development. These experiences may take place in small groups, one-on-one interactions, or within play. Teachers intentionally incorporate both the primary immersion language and English at different points in the day, supporting both language acquisition and early literacy development while remaining responsive to children's engagement and needs.

Creative and Exploratory Experiences

Art, music, movement, and other creative experiences are woven naturally into the daily rhythm rather than scheduled as fixed sessions. These opportunities allow children to explore, express themselves, and develop new skills. Teachers may incorporate different immersion languages during these experiences, creating varied and meaningful exposure throughout the day.

Group Gatherings (Morning and Afternoon Meetings)

Teachers bring children together at natural points in the day for short group gatherings. These moments may include songs, stories, discussions about feelings or the weather, or shared reflections. Group times are flexible in length and timing, guided by children's attention and engagement, and are used as opportunities to build community and support language development in the immersion language.

Play-Based Learning (Guided and Child-Choice Play)

Play is central to our program and occurs throughout the day. Children engage in a balance of teacher-guided experiences and child-directed, free-choice play. During child-choice time, children select activities based on their interests, including opportunities for Montessori-inspired independent work, where they practice focus, decision-making, and responsibility for materials and clean-up.

Outdoor play is incorporated daily, typically totaling at least 50 minutes, and may include both structured and unstructured experiences. When appropriate, learning experiences may also take place outdoors. In cases of inclement weather, indoor gross motor activities are provided.

Mealtimes

Children are offered breakfast, lunch, and an afternoon snack as part of the daily routine. Mealtimes are viewed as important social and learning experiences. Teachers model language and conversation in the immersion language, encouraging children to communicate, build vocabulary, and develop independence during meals.

Rest and Quiet Time

Following lunch, children transition into a calm rest period that may begin with a story or quiet activity. Children are encouraged to nap or rest, as this supports their energy, mood, and overall well-being. Those who do not fall asleep are provided with quiet, independent activities on their cot, allowing all children to have a period of rest within the day.

Daily Schedule

The daily schedule is organized to optimize learning opportunities throughout the day. The schedule times are tentative and are subject to change based on the needs of the group and individuals. Nap time, meal-time, and the duration of group activities will be responsive to the child's age, development, attention-span, or disposition that day. Some activities can be modified for small-group, one-on-one, or whole group settings.

Infants under the age of 6-8 months will nap and eat on their own schedule. Sometime between 6-8 months, the child may reduce their naps to two consistent naps per day. Providers will then make an effort to synchronize the children's nap times and feeds as a group and follow the suggested daily schedule.

Daily Rhythm

Morning Arrival & Welcome

Arrival Window 7:30–8:15

- **Warm greetings and connection with teachers**
- **Free play and exploration**
- **Activity centers**
- **Music**
- **Individual care routines (diapering, toileting, transitions)**

Group Breakfast & Morning Connection

After most children have arrived 8:20–8:50

- **Breakfast shared together as a group**
- **Language modeled naturally during mealtime**
- **Social connection and conversation**
- **Transition into the morning learning rhythm**

Morning Learning & Language Time

Mid-Morning 9:10–10:15

- Songs, stories, and short group moments
- Small-group or individual activities
- Movement, music, and language-rich play

Outdoor Play & Gross Motor Movement

Mid-Morning (weather permitting) 10:15–11:15

- Outdoor exploration
 - Gross motor play
 - Sensory and nature-based experiences
-

Lunch & Care Routines

Late Morning 11:30–11:50

- Lunch and snacks served in a calm, supportive environment
- Language modeled naturally during meals
- Handwashing, toileting, and diapering routines

Rest & Quiet Time

Early Afternoon 12:30 p.m.–2:45 p.m.

- Nap or rest according to age and individual needs
- Quiet activities and a snack for children as they wake up

Afternoon Play & Exploration

Late Afternoon 3:00 p.m.–4:00 p.m.

- Open-ended play and creative activities
- Art, building, and sensory experiences
- Additional outdoor play when possible

Pick-Up & Closing Connections

Departure Window 4:00–4:30 p.m.

- Calm play and wind-down activities
- Individual goodbyes
- Daily communication with families

Aftercare Add-On

Available until 6:00 p.m.

- Extended care in a calm, mixed-age environment
- Open-ended play, quiet activities, and continued exploration
- Opportunities for outdoor play when possible
- Light snack and hydration offered as needed
- Flexible, end-of-day rhythm focused on comfort and connection
- Continued communication with families at pick-up

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 one time enrollment fee 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.

Aftercare is available daily until 6pm. Parents can use it everyday or on an as needed basis.

Drop-off and pick-up policy :

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

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. 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 message the center to let the teachers know. For late pick-ups of more than 10 minutes, the child will be counted as attending the aftercare and the \$10 fee will be applied.

If parents have an occasional or regular need for aftercare, they may be able to utilize our after-school program. Please give advance notice whenever possible (particularly for infant care) to ensure that it can be accommodated on that day. The cost for the after-school program is \$10 for care until 6pm for enrolled families.

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. Because our tuition schedule is paid monthly based on a 4-week month, 4 weeks per year are unpaid weeks. Whenever possible, the center will offer a sign-up list for families who have a need for continued care during these breaks for an additional fee.

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 due at the time of application in order to reserve the spot.

Tuition is charged monthly 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.

Monthly payments are billed through the Brightwheel application. Parents are encouraged to set up automatic payments from their bank. There is no charge for payments made from a bank account. Families also have the option to use a credit card for a percentage fee.

Weekly or bi-weekly payments are available upon request, due the Friday before the billed week.

Tuition rates :

Our tuition is charged monthly based on a 4-week month (48 weeks per year). This works out to 4 weeks unpaid per year, justifying the seasonal breaks in the Fall, Winter, Spring, and Summer.

Monthly tuition for under age 12 months is \$1,500 (\$375 per week when prorated)

Monthly tuition for age 12-24 months is \$1,400 (\$350 per week when prorated)

Monthly tuition for age 2 \$1,300 (\$325 per week when prorated).

Monthly tuition for age 3+ \$1,200 (\$300 per week when prorated).

10% tuition discount for multiple children from the same household

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 asked to give notice as early as possible, and required to give a minimum of 30 days notice. If families know in advance when they anticipate leaving the program, it would be a great courtesy to let us know as soon as possible so that we could line up a new enrollment for that vacancy.

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 providers. 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 may need to be picked up. Over the counter medicine can be administered with parent permission to keep the child comfortable until pickup.

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 is in the Brightwheel app to inform all teachers.

Staff Sick Leave and Personal Leave Policy

If a teacher must be absent due to personal illness or the illness of an immediate family member, the center will make every reasonable effort to secure a qualified substitute teacher or provide internal coverage to maintain required staffing ratios. If adequate coverage cannot be secured and staffing ratios cannot be met, the center may be required to close a classroom or, in rare cases, the center for that day. Families will be notified as early as feasible of any staffing changes, classroom closures, or center closure. If more than 5 days are missed for this reason per child, any subsequent missed days for this same reason will be credited to the family's account to apply to the next month.

Family vacation policy:

Ideally, families are encouraged to align their vacations with our seasonal break schedules, as these weeks are unpaid. If families choose to schedule a trip during our school calendar dates, tuition must remain paid on-time to maintain their child's enrollment. Since it takes the same number of teachers and working hours to remain open during a child's absence, we are unable to offer discounts on tuition for individual family vacation dates.

Staff List:

Director and Lead Teacher: Laura Straube Tiago

Lead Infant Teacher: Casey Schodl

Lead Preschool Teacher: Graciela Mogollon

Assistant Teachers: Debora Pereira
Simone Gomes

Substitute Teachers: Sara Carriedo-Lara

Any changes in staffing or volunteers will be communicated to parents via Brightwheel and this document will be updated periodically.

Childcare Practices and Philosophy

At Passport to Learning Language Immersion Center, children participate in a high-quality educational program grounded in a dual-language immersion model that values both consistency and flexibility. Rather than following a rigid, time-controlled schedule, our days unfold within a predictable yet responsive rhythm that has emerged naturally within each group. This rhythm provides children with a sense of security while allowing them the freedom to explore, play, and learn at their own pace.

Our dual-language immersion approach allows children to engage with two or more languages in authentic and meaningful ways throughout the day. Language immersion is woven into daily routines, play, conversations, and learning experiences, supporting natural language acquisition through consistent, purposeful exposure. Teachers model and use the program's target languages intentionally, creating a rich linguistic environment that supports comprehension, participation, and communication.

Educators may draw from thematic curriculum units as a source of inspiration; however, these units are not followed rigidly. Teachers are encouraged to adapt plans, extend learning, or shift direction based on children's emerging interests, developmental needs, and natural curiosity. Learning experiences often evolve from children's play, questions, and interactions, allowing for a more meaningful and engaging approach to early childhood education.

Our program thoughtfully integrates strategies from multiple early childhood education philosophies, including Montessori-inspired practices, Reggio Emilia's emergent curriculum approach, play-based learning, and thematic planning. By blending these approaches, we are able to support a wide range of learning styles while incorporating the strongest elements of each methodology.

A consistent part of our daily rhythm includes opportunities for child-choice work time inspired by Montessori practices. During this time, children select activities from a carefully prepared environment, practice sustained focus, and engage in purposeful, independent work. They learn to make choices, concentrate on tasks, and take responsibility for completing and cleaning up their work, fostering independence, confidence, and self-regulation.

Early literacy is intentionally incorporated throughout the program, providing children with the foundational skills they need to begin reading in English. Through developmentally appropriate activities such as storytelling, songs, print awareness, phonological play, and meaningful exposure to books, children build early literacy skills within a supportive and engaging environment.

Play is recognized as a primary vehicle for learning. Both guided and open-ended play opportunities encourage social-emotional development, problem-solving, creativity, and a growing understanding of the world. Teachers actively observe, support, and extend children's play, ensuring that learning remains immersive, joyful, and connected to the program's language goals.

The Director brings extensive experience in early childhood education and language acquisition and supports the program through ongoing guidance and instructional leadership. A variety of research-based strategies are used to support children's understanding of the target language(s), encourage meaningful interaction, and help children progress from listening and responding to confidently expressing themselves in the immersion languages.

Behavior expectations and discipline policy :

All providers 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 :

Sleep and rest are approached in a developmentally responsive way, with attention to each child's individual needs. For infants, caregivers follow each child's natural sleep schedule, responding to cues and patterns observed throughout the day. Teachers work in partnership with families to support consistent, positive sleep routines that align between home and school. As children grow, their sleep patterns gradually become more predictable and structured.

Toddlers may continue to take two naps per day as needed; however, sometime between ages one and two, most children naturally transition to one afternoon nap and drop the morning nap. This transition is guided by the child's developmental readiness, parent input, and teacher observations.

For children ages two and older, a daily group rest period is part of our consistent rhythm, typically taking place from approximately 12:30 to 2:30 or 3:00 p.m. Children are encouraged to nap, as rest supports their energy, mood, and overall well-being, helping to prevent overtiredness later in the day.

Nap time is approached as a calm and comforting routine. Teachers provide reassurance and support to help children settle and develop independent sleep habits over time. Families and teachers may collaborate if a child is having difficulty adjusting to the routine in order to create consistency and support the child's ability to rest during the day.

Children may bring small comfort items, such as a blanket, sleep sack, pacifier, or soft toy, to help with self-soothing, depending on age and program guidelines. If a child is not able to fall asleep, they will rest quietly on their cot or engage in calm, independent activities.

A child is typically considered ready to phase out naps when they can consistently remain awake during rest time without experiencing overtiredness or difficulty with mood and 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.

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 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 pack n play or cot will be provided for each child age 24 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.

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 2 or more of 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 or need to go to the potty
- 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.

Note : A child will be encouraged, but not forced to sit on the potty if they refuse or decline.

-Promptly taking the child to the potty when they ask.

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

Note : The provider will not use a disappointed tone with the child for going in their diaper or pull-up, opting for a friendly tone to encourage the child to use the potty next time.

-Implementing a reward system for using the potty successfully (early-stage) and for keeping their diaper/pull-up dry for the whole day (later-stage, almost fully potty trained/preparing to transition to cloth underwear).

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 (includes a weekend at home and a successful return to using the potty in the daycare):

-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 or diaper 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. Diapers or pull-ups with a wetness indicator are preferable to pull-ups with no wetness indicator to make wetness more easily visible to the provider and the child.

The provider supports the overall philosophy that potty training cannot be rushed and attempting to do so puts unnecessary pressure on the child and puts stress on our daycare routine. 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 and camaraderie. 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" necessary at times until the provider can escort the child to the bathroom, but the provider will be responsive to getting the child to the bathroom as quickly as possible. 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 : _____