



Parent Policies

WELCOME!

Dear Family,

Thank you for choosing Green Hills Child Development to meet your family's early childhood education needs. It is an honor and a blessing to get to serve you during this important time in the life of your family and child.

Please contact us if you have any questions about the policies and procedures outlined in this manual, which are intended to meet or exceed our state regulatory requirements.* Our group-oriented structure and daily operations depend on each enrolled family understanding and abiding by this information, in support of our shared goals. Green Hills Child reserves the right to alter or amend its policies as its owners deem necessary and will inform parents with notice whenever possible.

Thank you again for choosing us. We look forward to getting to know your child and you as we provide your child with a nurturing and enriching educational experience.

Sincerely,

Lori Earhart

Director & CPO

Lori@GreenHillsChild.com

David McCracken

Executive Director

David@GreenHillsChild.com

Alan & Jean McCracken, Owners Alan@GreenHillsChild.com

Green Hills Child Development, LLC

3420 Belmont Boulevard

Nashville, Tennessee 37215

Parents@GreenHillsChild.com

Office: 615.383.3373

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*A full copy of the Tennessee child care licensing standards is available for your review at [this link](#). A summary is included at the end of this document and at our website: www.GreenHillsChild.com/Apply.

ABOUT US

Certification

Green Hills Child has been licensed by the Tennessee Department of Education as a Category V private school since 2011.

Mission

Our school exists to support the God-inspired way young children learn, respecting each child's path to social, emotional, physical, cognitive, and spiritual development.

Non-Discrimination

We believe every good thing about you and your child reflects God's own divine beauty and excellence. As such, children are admitted without regard to race, color, ethnicity, national origin, sex, age, religion, special needs or disability, or parent/guardian political beliefs or marital status, or any other consideration made unlawful by federal, state or local laws. Educational programs are designed to meet the needs of all students.

We are not financially configured for the costs and staffing necessary to meet some special needs, so we will enroll a child with a disability if a safe, supportive environment can be provided. If your child has a diagnosed or possible special need, including allergies, please schedule a meeting with the Director to discuss how we can best serve your family and to ensure we have appropriate resources and documentation from you to do so.

Philosophy

We believe the unique period of rapid cognitive development and personal growth in early childhood is inspired by God. He created the child and ordained his developmental processes. Children were learning and growing long before anyone studied how they do it. Children everywhere master the challenge of learning their native language, for example, but how they do so remains an area of academic inquiry. Even though mysteries still surround the miracle of early learning, we now benefit from the work of many individuals who have devoted lifetimes investigating how the very young acquire knowledge. Today, proven principles and methods guide us as we establish child-friendly environments that support the process.

The man or woman your child will become is being formed today. Many of us believe Dr. Maria Montessori was right when she spoke of “the absorbent mind.” Children absorb vast amounts of information effortlessly, learning all the time. So we must be careful to provide experiences that broaden children’s views of themselves and the world. What young children learn becomes a significant part of who they are and what they value as adults. “Teach a child to choose the right path, and when he is older, he will remain upon it.” (Proverbs 22:6, *The Living Bible* translation.)

The more beauty young children experience, the more joyful and hopeful they’ll tend to be as adults. The more challenges they conquer during this period, the more confident they become as persons, and as leaders. And the more they experience love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control, the more likely they are to bear these fruits in their own lives.

To learn more about our history & philosophy, read Jean McCracken’s book Peace With Child Care.

Our Beliefs about the Young Child

- The child is a creation of God—unique in her personality and gifts, and beautifully designed in God’s image.
- The birth of a child is an act of the Creator breathing new life into the family and into His greater world.
- The way the young child learns is different from the way older children and adults do. This unique period of rapid brain development is God-inspired. Knowledge acquired at this time is formative, remaining a part of who the child is into adulthood, and throughout life.
- Each child’s developmental path is unique. Development is enhanced when parents and teachers observe, understand, and prepare for the child’s own natural way of learning.
- The young child needs protection from untimely adult concerns. Harmony among adults protects the child from concepts beyond her capacity—freeing him to fully experience whatever she sets her focus on.
- The child learns best in an atmosphere where she is . . .
 - Free to explore within consistent, appropriate boundaries
 - Encouraged on a personal developmental path without undue comparison to others
 - Acquainted with order and its resulting beauty

- Allowed to act upon an appropriately prepared environment, with respect for others, as interests and curiosity lead
- Able to enjoy true friendship with classmates and teachers
- Lovingly protected from anything that could harm her

What it means that we're a Christian school

For each member of the McCracken family, our Christian faith is what motivates us to serve families and to value the lives and learning experiences of young children.

Throughout our history, families from Nashville and all over the world have enrolled with us, from virtually every faith background one can imagine. Likewise, although most of our teachers and caregivers may be professing Christians, it is not a requirement of working with us.

Whether parent or teacher, however, it is often the Christian values here that draw them.

We have some Bible stories and prayers of thanksgiving at meal times, but those may not be the most important Christian aspects of Green Hills Child.

Rather, we believe certain universal principles emphasized by the Christian faith, if put into practice, are extremely well-suited to creating a great environment where young children feel most free to learn.

In chapter five of his letter to the Galatians, the Apostle Paul outlines the "Fruit of the Spirit". Each of these spiritual principles represents an important core value at Green Hills Child:

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law." – Gal. 5:22-23.

As a matter of faith, for the Christian, these personal characteristics are organic evidence of a life transformed by the mercy, promises and presence of God. Embracing that view is always a personal choice, and not something our school pushes on anyone.

As a matter of what kind of school we want to be, whether or not for a given person it is also a matter of faith, these principles are imminently practical.

Any adult who makes choices of thought, word and deed aligned with these principles will help us all build and experience a great place to work and learn. For example, friendships will be more easily formed among peaceful, kind people. And the passage of time during hard work will seem faster when joyful friends are there serving with you.

The principles build on each other.

By giving to others what we most want for ourselves, work will be a pleasure. And children among joyful adults will feel freer to explore and learn than they would feel in a place operating with *less* love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

When they are hired, all our teachers are asked to support our mission by joining us in embracing and advancing these core values. As a parent, you are invited to do so, as well.

We believe it is the best way to achieve our shared goals for all the children who come here.

Admission & Enrollment

Green Hills Child admits children from 2 months through Kindergarten. Our current schedule of *Tuition & Fees* is available at www.GreenHillsChild.com.

All enrollment registration forms are due on or before the school's annual re-enrollment date, with any fees turned in by the date(s) indicated in the accompanying email or memo. Please read all the materials closely, as information may have changed or may include instructions or details for your family that are important to the process.

For families seeking later admission, if space is available, please note the following deadlines:

- To secure placement, the enrollment deposit is due within three business days of an enrollment offer; and
- Complete enrollment paperwork is due within two weeks of the offer, but no later than one week prior to your child's scheduled first day of attendance.

Children two months through two years old are placed and subsequently promoted based on their developmental needs as determined by the Director.

In determining the composition of a group, in the limited situations where alternatives exist, there are many factors the Director must consider which are independent of any one child. As such, each parent's preferences for their child's placement – while very important to us – cannot always be determinative. Sharing your observations and thinking is encouraged, and we will communicate with you during the process.

For children three (3) years old through Kindergarten, class assignment will be determined based on the child's age on August 15th. At the request of a parent whose child misses that cutoff by not more than 46 days (for example, 3 years old by September 30th), if the Director finds through evaluation and testing that the child is sufficiently mature to be enrolled in the next older group, then an exception to the August 15 rule may be available.

A formal developmental assessment is available, if you wish. Likewise, after observation, we may recommend a child be tested by a specialist, if his development could be outside the typical range. Any fees for such evaluation(s) are paid by the parent directly to the service provider.

Admission & Enrollment (continued)

Hours of Operation & Your Schedule

Our academic day begins at 8:30AM and concludes at 3:30PM, with fee-based Before & After Care available from 7:30-8:30AM, and 3:30-5:30PM or 3:30-4:30PM.

Knowing your family's *routine* drop-off and pick-up times helps us match our staffing needs to your schedule. If your routine times should change, please email us. Likewise, on a day when your child's schedule will vary significantly from your routine, please message your child's teacher, or email or call the school. If your child has symptoms of a communicable illness, your child's teacher needs to know and closely monitor the other classmates accordingly.

Please refer to the *Open Door Policy* and *Unscheduled, late drop offs* sections below.

Warm-up Visits

Our process for introducing children to our program will vary, depending on a child's age.

For infants, one or two warm-up visits for an hour or so are usually all that is needed for parents to begin getting to know our teacher/caregivers and to get comfortable with routines in our nurseries. These visits are often as much for you as for your child, and we welcome this time to begin getting to know you and your baby.

For toddlers and older preschool children, a warm-up visit can be important, too. After speaking with you about your child's personality, the extent and nature of other recent life transitions, and whether your child has been in a structured program before, the transition will be made easier by relying on the teacher's experience and knowledge of the whole group.

Although some children gain confidence from extra time seeing a parent at ease in a new environment, the special attention our teachers provide during the transition should be enough to help your child feel comfortable and at home.

Although a few children might experience separation anxiety and a difficult transition, most children's innate desire to explore undistracted in an engaging environment is all that is needed for a great transition into our program.

If you or your child are experiencing anxiety about the transition to preschool, we will monitor and ask you to adjust direct parental involvement to ensure neither too little nor too much of your participation is adversely affecting your child's start.

In our experience, anxiety a child's parent is feeling can drive the child's response as much or more than the child's own uncertainty about an unfamiliar environment. If you've decided ours is the right program for your family, then your child needs to see and feel you confidently standing by that decision.

Our Enrollment Coordinator, Assistant Director and Director are closely involved in this process and are available to speak with you about the transition if you have any thoughts or questions.

Admission & Enrollment (continued)

Holidays, Breaks, Conferences and In-Service

We are closed during certain holidays and breaks, and on other days to facilitate Parent/Teacher Conferences and teacher in-service / professional development. Otherwise, we are open year-round.

The specific days indicated below are shown on our current-year school Calendar, which is available at our website. Please review the Calendar in light of your other commitments and plan accordingly:

Teacher In-Service (early August)

Labor Day

Parent/Teacher Conferences (half a day in October)

Thanksgiving Break (includes a travel day and Black Friday)

Christmas/Winter Break (includes Teacher Professional Development prior to resuming in Jan.)

Dr. M.L. King Jr. Day

President's Day

Easter Break (includes Good Friday and Teacher In-Service the Monday after)

Memorial Day

Independence Day

Tuition & fees are calculated to meet our ongoing costs, the largest of which are our full-time employees' benefits and pay – which are not reduced due to an unscheduled or scheduled closure. As such, an invoiced amount is not reduced due to family vacations, holidays, breaks, inclement weather, individual or school-wide illness, Teacher In-Service, Conferences or other planned or unplanned absences or closures.

Admission & Enrollment (continued)

About Our Enrollment Documents: Your Personal Contact Information

Please provide and always update us with any changes to your contact information, to avoid any delay or confusion in the event of an illness or other emergency. It is important that we be able to reach at least one parent or guardian at any time during the school day, and during off hours in the event of a weather-related schedule disruption.

Following is additional information about our enrollment forms:

Immunization Form. This form is provided and completed by your child's pediatric office to document that he/she has completed (or is current with) immunizations. Note that all children younger than thirty (30) months must have a wellness exam within the three (3) months prior to their first day, and this form has a place where your pediatric office notes that date.

Medical Acknowledgment / Emergency Authorization. This form prompts you to select your preferred way to communicate information about your child's current health, and any health history that might be needed by your child's teacher or medical personnel, in the event of an emergency. Most families will not need to provide paperwork beyond this page. However, known health concerns, such as food allergies or a special need, must be disclosed in the space provided and additionally documented, as appropriate, after a pre-enrollment discussion with the Director. For example, a child with a diagnosed food allergy must have an action plan for emergency care. If the record from your child's pediatrician lacks information we find necessary to safely monitor and care for your child, we may require the information on our allergy information forms, completed by your child's allergist or pediatrician.

This form also serves as your acknowledgement of state health information requirements and our school's policy with respect to dispensing medicines. As such, your signature authorizes Green Hills Child Development to act on your behalf to initiate emergency medical care for your child in the unlikely event it should be needed.

Green Hills Child does not provide family health insurance coverage. Throughout his or her enrollment, health insurance for your child is your responsibility. This Medical Acknowledgment / Emergency Authorization form has a section for your family's insurance policy information in case medical administrators request proof of coverage during an emergency room intake process.

Green Hills Child is located about two miles from the nearest Metro Nashville ambulance station, and about two miles from Vanderbilt's Pediatric Emergency Department, a certified Level 1 Trauma Center. Additionally, our administrative and teaching teams are trained in infant-child CPR and first aid.

Admission & Enrollment (continued)

Responsible Persons: Your Authorized Pick-up / Emergency Contact List. This form must be completed with the names and complete contact information of everyone you allow to take custody of your child at pick-up time OR who may act on your behalf if you are unreachable in an emergency.

You are responsible to communicate to and receive from your Responsible Person(s) any School information incident to your child's drop-off or pick-up on a given day, and to ensure they abide by all school policies.

If you are new to Nashville without trusted friends and family available to serve in this role, please make a priority of developing relationships with one or more trustworthy people you can add to your list. The more people you add, the less inconvenienced you will be when unexpected delays at work or inevitable childhood illnesses occur. Tennessee law requires at least one person besides the child's parent(s) or legal guardian(s) – a manager or close subordinate at work can be a great start.

Enrollment Agreement. Our school Enrollment Agreement is an important document that establishes for us your legal and financial responsibility for your child. It incorporates these policies by reference and assures us of your agreement to abide by them, in support of our mutual goals for your child.

We encourage open communication any time there is something on your mind that could help us meet or exceed your expectations.

In the unlikely event a disagreement occurs that cannot be resolved through direct communication, any dispute or claim arising out of the relationship between Parent and School will be addressed using a nonbinding mediation process before any arbitration, litigation, or other judicial proceeding is initiated. Both parties will act in good faith using a mediation process facilitated by a mutually acceptable mediator. If the Parent and School cannot agree on a mediator, they will designate their own mediators who will select a third mediator, who shall then act as the neutral mediator assisting the parties in an attempt to reach a resolution. Each party will share equally in the costs associated with this process.

Annual Registration Form & Ongoing Updates to Family Information. Each spring we prompt currently enrolled families to provide us with updated information, to ensure we can contact you and prepare to meet your enrollment needs for the coming academic year. Please do not wait for this process if your information changes. The annual registration fee helps us absorb the cost of this process (for more information, see the current schedule of *Tuition and Fees* at our website).

Admission & Enrollment (continued)

Drop-off and Pick-up Procedures

Our administrative and teaching teams have program responsibilities and routines that require predictable attendance; and, of course, children thrive within familiar routines. Erratic drop off or pick up times are disruptive. Please communicate with your child's teacher in advance if you expect to vary from your routines, or if travel or other issues may disrupt your child's readiness to participate.

For safety and security, your child must reach their teacher each morning at the playground or classroom accompanied by yourself, or a person you authorize to bring them to school on your behalf. We cannot accept responsibility for a child who is not properly signed in.

Daily sign-in and sign-out is done using the paper-based and/or electronic system in your child's classroom.

Our school day begins at 8:30 each morning, with limited, fee-based Before Care that begins when we unlock the doors at 7:30AM. Please do not drop your child off prior 8:30, unless you are already subscribed for Before Care.

The end of our school day is 3:30PM, with fee-based After Care that concludes at either 4:30 or 5:30PM, depending on your schedule selection. Please allow enough time to arrive, sign your child out, and leave by the agreed time.

A late fee of one dollar per minute, per child, will be assessed for late pick-ups; repeated arrivals prior to the start time agreed for your child's enrollment may likewise incur additional charges. Timekeeping for billing purposes under this important rule is based on an electronic system.

Please note that some groups may be combined during Before Care and/or After Care.

Each child is to be signed in and out for the day by their parent, legal guardian or authorized Responsible Person. A government issued ID will be required of any unfamiliar person who requests we release a child to their custody, to ensure they are authorized by you to do so. Especially if your family is new to our program, or at any time, for example, if we have a new substitute teacher or afternoon caregiver, please be prepared to show your driver's license if a teacher or other school employee requests to see it. Learning names and faces takes time, and these steps are for your child's ongoing protection.

The vehicle speed limit on our property is five (5) miles per hour. As with any parking area, keep your child close and hold hands if needed to get safely to and from our building.

Unscheduled, late drop-offs

When an unscheduled, late drop-off occurs, it is disruptive and cuts against the work the teacher has done to prepare her group for a successful day. Therefore, ***If your Pre-K or Kindergarten student will be attending on a given day, please have him signed in by 8:30AM.***

If your child (all other ages, including infants) will be attending on a given day, please have him signed in by 9:30AM. (continues next page)

Unscheduled, late drop-offs (continued)

Please communicate with your child's teacher in advance if you expect to vary from your drop-off or pick-up routines. Please be sure the start of your child's day is early enough to stay on track with our snack and meal times, and quiet rest during naptime. If you must pick up at naptime, be sure your child's teacher knows in advance so the rest mat and things to go home can be located for a quiet departure.

Although we understand and support the kinds of exceptions that will sometimes be necessary, avoiding unscheduled drop offs after 9:30AM is essential to the quality we strive to provide all the other children and families we serve. Thank you for your understanding and support.

A family with a pattern of disruptive, late drop-offs will be asked to make other arrangements for their child(ren).

Inclusion & Assimilation

We believe children of all ability levels should have the same opportunities for participation, acceptance and belonging at school. While certain members of our teaching teams may have training and experience to help a child with special needs, our capabilities may be limited as to a given diagnosis, in a given classroom. Therefore, if your child has been or may soon be diagnosed with a special need, if you have not already done so, please schedule a meeting with the Director to ensure we will be able to effectively serve your child. As much as we are able, we want to accommodate and encourage the full and active participation of all children in our program based on his/her individual capabilities and needs.

Any child may need an extra measure of special attention and planning to have a successful transition into any preschool. Our teachers embrace this process and are prepared to patiently serve a new child who needs extra help to feel as welcome and comfortable at school as his new friends do.

The key to a successful transition is open communication between parents and teachers before and after a child's enrollment begins. We will make every effort to accommodate the extended transition periods that are sometimes required, which can occur, for example, in a case of moderate attachment anxiety.

Rarely, a particular child may experience a lack of timely assimilation because a potentially undiagnosed developmental issue needs specialized, professional evaluation and treatment. Or, a child may be typically developing but demand a level of ongoing, one-to-one teacher or caregiver attention that is not sustainable financially or in a group setting like ours. In such a rare situation, that child's family will be asked to withdraw if persistent inconsolability or behaviors incompatible with our group setting jeopardizes our ability to keep our commitments to the other families enrolled. Before reaching that result, the Director would take into consideration all the circumstances, so that every reasonable remedy available would first be exhausted, while providing the affected family with as many days' notice as possible. For more information, please see section entitled *Criteria for Administrative Disenrollment*, below.

CURRICULA & LEARNING ENVIRONMENT

Blended Early Learning Curriculum

At Green Hills Child, we take a blended approach to early childhood education. Aspects of the Montessori method are an important part of that, and because owner Jean McCracken's professional background is deeply rooted in music and the traditional child development curriculum, those influences are unmistakable.

Our Director, Assistant Director and Coordinators work with our teaching teams to ensure a well-planned curriculum. This occurs during in-service / professional development sessions and on an ongoing basis each semester in support of the learning and experiential goals for all children.

Unlike many conventional Montessori schools, however, we fully embrace imaginative play as essential to how children learn and grow, and we encourage it as one of the choices children can make throughout their daily learning time. Largely because of our proximity to Vanderbilt, today and throughout our time as Creative Learning Center, parents from all over the world have enrolled their children with us. Without prompting from adults and virtually without exception, their children engage in pretending play. We don't want to get in the way of that; not only because it is so much of the fun of early childhood, but because – from symbolic thought to socialization and more – imaginative play has real educational value for young children.

We believe no one has a corner on how young children learn. Rather, several generations of educators have made important contributions to early childhood education. Our goal is to increasingly identify and practice the best theories available as we grow.

Therefore, we provide a learning environment rich with materials that are developmentally appropriate to the specific ages in each classroom. We have a flexible daily routine that allows each child to advance at their own pace.

Learning and exploring are hands-on and are facilitated through interest areas. Our program is designed to enhance children's development in the following areas: creativity, self-expression, decision-making, problem-solving, responsibility, independence, and reasoning. We encourage openness to one another and the ability to communicate, work and play together.

Copies of lesson plans and daily schedules are posted in each classroom.

Partnering Together and Parent/ School Communication

Each child finds their first teachers within their own family. We value parents as partners in the growth and development of children in our school. Parents and other family members are welcome to become involved, to visit children's classrooms, participate in events, and provide feedback.

In addition to any goals set during Parent/Teacher conferences, please feel encouraged throughout the year to share ways we can support the goals you're working towards at home, and please expect to hear from your child's teacher if there's an area of consistency or special attention at home that will help us reach our shared goals at school.

Please see *Open Door Policy* section (below) for restrictions on visits by non-parents.

Address, phone, general email address & website:

GREEN HILLS CHILD DEVELOPMENT

3420 Belmont Boulevard	615-383-3373 (office)
Nashville Tennessee 37215	615-383-3371 (fax)
www.GreenHillsChild.com	Parents@GreenHillsChild.com

Our tax ID number: 36-4697308.

The following additional means of communication help us stay in touch throughout the year and build our school community:

Welcome Letter. On or before your child's first day, you will receive a welcome letter from your child's teacher(s) to introduce to you the ins and outs of your child's new classroom. The letter will include a curriculum preview for the upcoming term, as well as info about various routines and procedures that may be different from other classes.

Daily Reports. All non-verbal children have a daily report prepared by their teacher, to summarize your child's activities and experiences for you. These reports may be electronic and/or may be placed with your child's things for pick-up at the end of the day. Older children's teachers will typically provide a weekly or bi-monthly report about your child's time at school. (Limited daily reporting for older, verbal children whose parents wish to track certain information during a transition may be available; please email your child's teacher and copy the Assistant Director and Director for this request.)

Posted Lesson/Activity Plans. For children (excluding infants), your child's teacher will publish periodic lesson plans to give you previews of what your child will be learning and experiencing in the weeks ahead. The content of these plans will increase in structure and specificity as the overall developmental capabilities of the group increase. They are developed as a guide for the teachers' time with the children and to provide parents with concepts you may wish to reinforce during your time together away from school.

Partnering Together and Parent / School Communication (continued)

Classroom App. All classes use a smartphone app to help you stay connected to your child's day. The messaging feature is great if you have a quick question or thought to share that does not require an immediate response. And you'll love the photos!

Teacher Text Messages. Please note, some teachers prefer to not use their personal phones for work; most wish to limit work-related communications during their off time so they can be fully rested for the day ahead.

School Text Messages. The school may use a no-reply texting system to share certain kinds of updates, such as an inclement weather notice. Please promptly communicate your new wireless carrier's name if you change cell service providers.

Scheduled and Unscheduled Meetings. Drop-off and pick-up times are good informal opportunities for sharing information about your child's day – getting to know and visit with you personally is one of the most delightful aspects of this work. We value each opportunity to do so, and one responsibility of your child's teacher is to be your first point of contact for any questions or concerns you may have. Because caring for young children requires immediate and ongoing attention, however, typically it is not feasible to have a long or sensitive conversation without an appointment. If your child's teacher is otherwise engaged when you have something important to discuss, a member of the administrative team may be available to talk. Please contact the office to see if an impromptu meeting is possible, or to schedule a meeting or phone call.

Phone Calls. Your child's teacher or the school will sometimes be in touch for some administrative matter, or a concern like a symptom of an apparent illness. As with unscheduled face-to-face meetings, time for an unscheduled phone call will likewise be limited for the sake of group supervision. If your call to us is urgent, please use the main office line so our admin team can help.

Email. Our primary platform for administrative communications is email, so an address for each parent will facilitate announcements, event invitations, general updates, invoices and other family-specific correspondence. Our management team email addresses:

General email, goes to whole admin team:	Parents@GreenHillsChild.com
Tori Cooper, Enrollment/Infant Coordinator:	Tori@GreenHillsChild.com
Elisabeth Webster, Projects & Admin Coordinator:	Elisabeth@GreenHillsChild.com
Tanya Henry, Assistant Director:	Tanya@GreenHillsChild.com
Lori Earhart, Director & Chief People Officer:	Lori@GreenHillsChild.com
David McCracken, Executive Director:	David@GreenHillsChild.com

Classroom Bulletin Boards. Located throughout the school, classroom bulletin boards provide school news, upcoming events, holiday closing date reminders and other announcements.

Partnering Together and Parent / School Communication (continued)

Parent/Teacher Conferences. School is closed a half-day in October to offer a conference with your child's teacher. Care for your child will be available for the duration of your meeting. We will discuss your child's strengths, likes and dislikes, and learning style. We will work together to set goals for your child's growth and development. At any time, you or your teacher may request an additional conference regarding your child's progress and how together we can more closely align our efforts to best serve your child.

Monthly Invoice. Please read your invoice to ensure accurate payment. Sometimes a periodic fee (such as the Annual Registration Fee or Spring Semester Activity/Supply Fee, for example) will require a different amount due for a given month. Please watch, too, for reminders about the next date(s) when school is scheduled to be closed.

Calendar & Seasonal Parties. Our calendar for the academic year is provided with registration materials, and is always available as a PDF download at www.GreenHillsChild.com/Apply. Planning for most holiday celebrations is done at the classroom level, so these events are not always reflected on the school calendar – check your classroom bulletin board or ask your child's teacher for details.

Social Media. Our school has the following social media accounts, which can be good and fun sources of information about happenings at school:

Facebook: Facebook.com/GreenHillsChild

Twitter: @GreenHillsChild

Instagram: GreenHillsChild

Newsletters. Quarterly newsletters provide parents with a broader picture of school news, events, announcements, etc. These newsletters will be distributed school-wide when published. We may skip a quarterly edition if we're in a very busy season of growth as a new school - your understanding is sincerely appreciated.

Schedule Disruptions. www.GreenHillsChild.com and the *WSMV Channel 4 "Snowbird"* reports of Nashville-area school closings are the main ways Green Hills Child announces our status in the event our schedule is disrupted by severe weather or other conditions. The Classroom App and text messaging may be used for supplemental notification. See section below titled, *Safety > Closure Due to Severe Conditions*.

Open Door Policy

We are delighted to have parents or legal guardians participate in our program, and you are welcome to visit any time during regular school hours, unannounced. "Open Door Policy" does not mean the doors will be unlocked. For the safety and protection of the children, all building entrances from the parking lots and all playground perimeter gates are kept locked throughout the day. Likewise, we welcome you to come at any time, we ask that you be mindful of the classroom management efforts your child's teachers invest each day and avoid the disruption that can occur if your child toddler or infant would be confused or upset by your coming and going.

Please guard the confidentiality of the building access "classroom code" you are given with the same care you use to protect your own confidential information.

Our nurseries welcome moms & dads to feed their infants whenever your schedule permits. If you are a nursing mother, please let your child's teacher/caregiver know if there's something we can do to enhance your sense of privacy, as we have enrollment tours and other moments when dads or other men from outside the school may be escorted into the infant room(s).

Unescorted access into the facility during school hours is generally a privilege reserved for parents and legal guardians, and for fingerprint-registered volunteers and employees of Green Hills Child.

Except for authorized pick-up persons at school for a family's routine drop-off and pick-up times, unescorted access is not a privilege extended to your authorized pick-up persons. Please notify your child's teacher and a member of the administrative team if you expect someone from your authorized pick-up list to be at school at a time outside of your family's routine.

After approval by the Assistant Director or Director, a parent's or legal guardian's written request for standing permission for un-escorted access by a nanny or other trusted friend or family member can be arranged.

Except in rare circumstances communicated in advance to your child's teacher, please do not drop off or pick up your child during naptime, as it can be very disruptive to the group. If you must drop your child off late, please be sure the start of the day at home is early enough that your child will be ready for quiet rest during naptime. If you must pick up during naptime, please be sure your teacher knows in advance so his rest mat and things to go home can be located for a quiet departure.

Adult to Child Ratios

Children are supervised at all times. Each teacher/caregiver gets a scheduled break to reduce fatigue and help ensure alert, focused attention on the needs of the children throughout the workday.

The standards we maintain for adult to child ratios are outlined in the chart below in accordance with Department of Education requirements. The ratio in effect for a particular group depends on the mix of ages of the children participating in that group:

Age	Adult : Child	Max Group Size
2-12 months	<u>1 to 4</u>	<u>8</u>
11-23 months	<u>1 to 6</u>	<u>12</u>
Two years old	<u>1 to 7</u>	<u>14</u>
18-36 months	<u>1 to 8</u>	<u>16</u>
Three years old	<u>1 to 9</u>	<u>18</u>
3-4 year olds	<u>1 to 10</u>	<u>20</u>
4 years old	<u>1 to 12</u>	<u>20</u>
4-5 year olds	<u>1 to 13</u>	<u>24</u>

Electronic Media

Our focus is to provide your child with positive experiences that create an increased understanding of the world. Personal interactions and guidance in a loving environment, along with thoughtfully chosen music, books, play and learning activities, are essential to what we do.

We encourage parents to be mindful of news reporting and emerging research indicating that “smartphone as babysitter” can be detrimental during the unique period of early brain development taking place now in your child’s life.

Any computer, video, tablet or smart-phone content used here during the school year will have an educational emphasis and be appropriately time-limited, generally conforming to the [technology guidance](#) published by the National Association for the Education of Young Children, and always in keeping with Department of Education standards.

Rest Time

Infants sleep according to their own schedule and are put to sleep on their backs. State regulations require at least one hour of reclining rest each day for all children in care more than six hours. Thus, after lunch, all children participate in a quiet rest time when children are encouraged but not required to sleep. Most young children need to rest their bodies for an hour or two. Those who are not sleepy enjoy quiet activities during naptime. Please see section entitled *Open Door Policy*, above, on naptime drop-off and pick-up restrictions.

Toilet Training

The most important factor in making the toilet learning experience successful, and as low-stress as possible, is a family/teacher partnership that supports the child. Research indicates that children cannot successfully learn how to use the toilet until they are physically, psychologically, and emotionally ready. Many pediatricians say that most children under 24 months of age are not physically capable of regulating bladder and bowel muscles. Most positive toilet training occurs only after children show signs of physical control or awareness of their bodily functions and when they demonstrate an interest or curiosity in the process. Our use of standup diaper changes for older toddlers is intended to establish some early self-sufficiency in the diapering process through awareness and participation that can help toilet learning happen more smoothly. Your child's teacher will work with you to help toilet learning occur in a manner consistent with your goals and your child's physical and emotional abilities.

Guidance & Discipline

The goal of disciplining children should always be very positive: to help the child develop self-discipline. Our approach begins with the foundation of realistic, developmentally appropriate expectations.

No child can be expected to behave in ways that are beyond his capacity. A two-year-old can't be expected to behave like a five-year-old, for example. Nor is it reasonable to expect a three-year-old to respond to challenges in the way he or she will six months later, at three-and-a-half.

Children have numerous opportunities to practice making good choices each day. The best outcome is achieved when teachers and parents consistently model positive behavior in the children's presence, demonstrating in day-to-day adult interactions how to be kind and respectful to one another.

For younger children, redirection is usually effective. All children (toddlers & up) may be asked to take a moment to calm their bodies and emotions. According to Department of Education guidelines, at the teacher's discretion, a time-out may also be used, but not in a punitive manner.

General Procedure. Thoughtful direction and planning ahead are used to prevent problems and encourage appropriate behavior. Communicating consistent, clear rules and involving children in problem solving help children develop their ability to become self-disciplined. We encourage children to be fair, to be respectful of other people and of property, and to learn to understand the results of their actions.

Challenging Behavior. Children are guided to treat each other and adults with self control and kindness. If a child becomes physically aggressive, we intervene immediately to protect all of the children. Our usual approach to helping children with challenging behaviors is to show them how to solve problems using appropriate interactions. When discipline is necessary, it is positive, clear, consistent and understandable to the child.

Physical Restraint. Physical restraint is not used or permitted for discipline. In rare instances, to ensure a child's safety or that of others, the child's teacher may restrain him by holding him as gently as possible and for only as long as is necessary for control of the situation.

Notification of Behavioral Issues to Families. If an instance or pattern of a child's behavior is of concern, communication will begin with the parents as the first step to understanding the child's individual needs and challenges. We will work together to evaluate these needs in the context of our program. On rare occasions, a child's behavior may warrant the need for the family to find a more suitable setting for care. For more information, see the section entitled *Inclusion & Assimilation*, above.

Corporal Punishment Prohibited. A parent's or legal guardian's use of limited and appropriate corporal punishment with their child in the home may be lawful, but Corporal punishment is never allowed at our school. Families facing persistent behavioral or disciplinary concerns at home are encouraged to research and speak with us about some parenting resources on positive discipline that may be helpful. Tennessee law requires child care workers and educators to immediately report to civil authorities any reasonably suspected case of abuse or neglect. Please see section below entitled *Safety > Abuse and Neglect* for more information.

SAFETY

Closure / Schedule Alteration Due to Severe Conditions

The school must refuse care or suspend operations if there are not enough teachers to meet the adult-to-child ratios our Department of Education operating license requires, if we lose utility service for an indeterminate period, or if unsafe weather presents a safety risk.

Once the administrative team has enough information to reach a decision, we will communicate with parents as to whether an ice or snow event (or other severe condition, such as flood, tornado threat, earthquake, loss of power, loss of water service) will prevent us from remaining open, opening on time or opening at all.

Our announcements to Parents will occur as soon as possible via one or more of the following means:

1. On the school home page, www.GreenHillsChild.com (most reliable method);
2. Via the WSMV News 4 “Snowbird” system, if available (a reliable method, but note that the WSMV smartphone app sometimes has delays between status updates);
3. Via our school app, text message or phone call initiated by your child’s teacher. NOTE: this method is supplementary; as such, parent-initiated requests from faculty or staff before a decision is announced via (1) or (2) may be incomplete or inaccurate.

Older Siblings

Many of our favorite people are Green Hills Child graduates with a younger sibling still enrolled, and we love to see them and all our older siblings during drop-off or pick-up time. For the safety of the young children in our care, however, whether on the playground or a classroom, your child not enrolled in a given group must remain in your immediate presence and under your constant supervision.

Clothing

Your child should be dressed in practical clothing that allows for freedom of movement and is appropriate for the weather. Your child will be involved in a variety of activities including: painting, outdoor play, sand, weather, and other sensory activities. Our playgrounds are used as extensions of the classroom, and daily activities are conducted outside, weather permitting.

One particular aspect of concern is the risk associated with children’s clothing that may become entangled or lead to choking or other serious harm. Necklaces and drawstrings from children’s clothes are strongly discouraged and should be removed by parents as a precaution.

Sandals and flip-flops are not appropriate for some activities and can make it uncomfortable for your child to participate, especially outdoors. For all children learning to walk and older, shoes are required.

Extreme Temperatures and Outdoor Play

Outdoor play will not occur if the outside temperature is greater than 95°F with heat index, or less than 32°F with wind chill. When the UV index is high, to prevent sunburns, most children will need sunscreen from home labeled with their name. Please also provide your preferred brand of insect repellent. For more information, please see the Welcome Letter for your child's class.

Transportation

Transportation to and from Green Hills Child Development is the responsibility of parents. Our school does not provide transportation services. Any special class trips will require a permission form signed by parents, which will be provided by your child's teacher or electronically.

Injuries

Safety is our foremost concern. Teachers conduct daily safety inspections of playground and classroom facilities to identify and address any potential source of injury unusual to their group's environment.

The school is equipped with first aid resources meeting state regulations. First aid will be administered by a trained caregiver in the event your child sustains a minor injury (e.g., scraped knee).

You will be contacted promptly if an injury occurs producing any type of swelling or bleeding, or otherwise requiring a decision about medical attention.

Whether minor or more serious, you will receive a copy of an incident report outlining the incident and course of action taken. A member of the management team signs off on these reports; the original is retained in your child's administrative file.

In the event of a serious medical emergency, your child will be taken to the hospital immediately by ambulance, while we will try to contact you or one of your child's emergency contacts. We are about one mile from the nearest Metro Nashville EMS/Fire station, and less than three miles from Vanderbilt Children's Medical Center.

Biting

Biting is a normal stage of development that is common among infants and toddlers – and sometimes even among preschoolers. It is something that most young children will try at least once.

When biting happens, our response will be to care for and help the child who was bitten and to help the biter learn a more appropriate behavior. Our focus will not be on punishment for biting, but on effective behaviors that address the specific reason for biting.

Notes will be written to the family of each child without disclosing the name of the other child involved. To the extent needed, we will work with the families of both children to keep them informed and discuss appropriate steps and strategies.

Parental Support of Classroom Management

The basic classroom management rules your child's teachers have established have a number of purposes. Behind a given rule's most obvious purpose is an underlying need to instill self-discipline and responsiveness to teachers' expectations, which are critical foundations in an emergency. While parents' ideas and preferences about any aspect of our services are always welcome, on a day to day basis in your child's presence it is important that you model support and respect his teachers and their class rules. By thus acknowledging the teacher's authority here, children's potential confusion about when the rules apply is reduced – helping keep all the children safe and the learning environment well manageable.

Safety, Security and Emergency Management

Our teachers and administrators are trained to be mindful of security and emergency management concerns, and to respond effectively to such situations any time children are on the property. Please guard the confidentiality of the building access "classroom code" you are given with the same care you use to protect your own confidential information.

The School has a guidebook for security awareness and responding in emergencies like an earthquake, fire, gas leak, or threatening weather. A copy is available for your review in the Director's office. For added security, we have security cameras that allow managers to monitor many areas of the property.

If you have a concern, please promptly call or email the Director - for example, when you decide to remove an authorized pick-up person from your family's list of "Responsible Persons". Additionally, please always observe the *five mile per hour* parking lot speed limit; hold hands when going to & from your car; and make sure doors are closed firmly behind you each time you enter and exit the building. Likewise, please take note of and abide by any cautionary or regulatory signs and notices, whether published by the School in an email, newsletter, these *Parent Policies*, or other classroom or common area postings on School property.

Right to Refuse Child Release

No child will be released to anyone whose behavior appears to place the child's safety at risk, even if that person is a parent, guardian or someone authorized on the child's Pick-up List. If we have reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol, or is physically or emotionally impaired in any way that may endanger a child, we may request that another adult listed as an authorized pick-up person come get the child. If the person in question refuses to cooperate, custody of the child will be retained and police will be called at once to prevent potential harm to the child and other people on school property. Such instances may result in the administrative disenrollment of the child from the program. See section entitled *Criteria for Administrative Disenrollment > Impaired Condition*, above.

Child Custody

Without a court document, both parents/guardians have equal rights to custody. We are legally bound to respect the wishes of the parent/guardian with legal custody based on a certified copy

of the most recent court order, active restraining order, or court-ordered visitation schedule. Where there is no documented court order deciding which parent/guardian has legal custody of a child, we will not provide a decision. Please see section above entitled *Grounds for Disenrollment > Divorce or Child Custody Disputes* for additional information.

Weapons

A weapon is a gun, knife, razor, club or any other object, which by the manner it is used or intended to be used, is capable of inflicting bodily harm. The possession of a weapon on school property without lawful authority is a crime in Tennessee punishable by fine, imprisonment or both.

Any incident of unlawful weapon possession on this property will result in an immediate police response and prosecution of violator(s) to the fullest extent allowed by law.

Smoking

The use of tobacco in any form is generally prohibited on school property while children are present. A parent or contractor who requests permission to smoke may be provided a designated and monitored outdoor smoking area where second-hand smoke will not affect any children, families or school employees. The location of a designated smoking area may vary, depending on wind direction, which is why permission must be granted in advance.

Prohibited Substances

The use of alcohol or illegal narcotics is prohibited on school property. Possession of illegal substances or unauthorized potentially toxic substances is prohibited. Any adult who appears to be under the influence of an intoxicating substance may be subject to arrest for disorderly conduct and trespassing.

Suspected Child Abuse

Tennessee law requires child care workers and educators to immediately report to civil authorities if we have reasonable cause to suspect a child is suffering from abuse or neglect or is in danger of such mistreatment, no matter in whose custody the mistreatment might have occurred or might potentially occur. After receiving the initial report, the state's child protective services agency will determine appropriate action and may conduct an investigation. It then becomes the role of that agency to determine if the report is substantiated and to work with the family to ensure the child's needs are met. Our school will cooperate fully with any investigation and will maintain confidentiality concerning any report of suspected child abuse or neglect. Please see section entitled *Guidance & Discipline > Corporal Punishment Prohibited*, above.

Health

Nutrition: Meals, Snacks and Food Safety

Due to different families' varied dietary preferences, we do not provide a prepared menu of meals and snacks. Rather, parents send nutritious snacks and meals prepared at home in containers that keep hot food hot and cold food cold. Please see your classroom Welcome Letter for additional information.

In selecting foods, parents should be mindful of the choking hazard some foods can present to young children. From the Tennessee Department of Education:

To avoid choking, foods shall be appropriately sized for the eating and chewing abilities of children. Special attention should be given when serving raw fruits and vegetables and prepackaged meats and cheeses, such as hotdogs, pepperonis, and cheese cubes.

Please avoid sending foods such as whole (uncut) grapes and thick amounts of peanut butter, which are additional examples of foods that can present a choking hazard.

Should an enrolled child be diagnosed with a food or environmental allergy, any need for support from other families will be communicated in writing. For more information, please see section entitled *Health > Allergy Management*, below.

Exclusion from Care Due to Illness

Children with certain symptoms of illness must be excluded from group care until they are examined and effectively treated by their pediatrician. By law, any licensed program will have this policy.

If your child is symptomatic in any way, his teacher will message or call you to discuss it. That way, you can weigh that information against your knowledge of your child's health, and also determine how you or someone on your child's pick-up list can come get your child if a low-grade fever becomes a high fever, or if other symptoms occur or worsen, or if your child's teacher can no longer give due attention to the other children in her care.

Parents must acknowledge we are not structured to care for sick children, a specialized kind of child care our license does not include. As a part of our enrollment agreement and these *Policies*, therefore, parents acknowledge and agree to avoid the risks to the health of all the other children, parents and teachers here at school that increase when a sick child is knowingly brought to school or is not picked up from school in a timely manner when asked to do so. To properly support the health of our school community, it is very important that you follow any written health instructions communicated by the school and promptly report back with any illness your child's pediatrician diagnoses. **Disregard of these concerns is grounds for Administrative Disenrollment.**

Our school's exclusion and return to school standards were developed in light of our long experience with these matters and conforms to Tennessee Department of Education healthcare requirements. The policy additionally includes valuable input from parents who are themselves medical professionals (nurses, nurse practitioners and pediatricians), and relies on guidance

Health > Exclusion from Care Due to Illness (Continued)

published by the American Academy of Pediatrics and a model health policy for child care developed by the Community Foundation of Middle Tennessee.

As a general rule, for an illness not more specifically addressed below, children may return once they have been symptom free and fever free without the aid of medication for 24 hours. At the discretion of the Director, this recovery timeline will be extended to 48 hours if doing so is advisable to avoid the spread of highly contagious illnesses like influenza, a stomach virus, Hand Foot Mouth disease, or Strep Throat.

Exclusion Standards:

Parents of children who exhibit any of the following symptoms while at school will be called to retrieve their child. This is not an all-inclusive list. We will try to keep your child comfortable but he/she will be excluded from all activities until you or your authorized pick-up person arrives, which should occur as soon as possible but within one hour of being called.

- Illness that prevents your child from participating in activities.
- Illness that results in greater need for care than we can provide.
- Fever (above 100.5°F under the arm) when accompanied by one or more other symptoms.
- Diarrhea – stools with blood or mucus, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet.
- Vomiting – green or bloody, and/or 2 or more times during the previous 24 hours.
- Mouth sores accompanied by persistent drooling.
- Rash with fever, unless a pediatrician's note states it is not a communicable disease.
- Pink or red conjunctiva with white or yellow eye discharge, until on antibiotics for 24 hours.
- Impetigo, until 24 hours after treatment.
- Strep throat, until 24 hours after treatment.
- Head lice, until treatment and all nits are removed.
- Scabies, until 24 hours after treatment.
- Chickenpox, until all lesions have dried and crusted.
- Pertussis (Whooping Cough), until 5 days of antibiotics.
- Hepatitis A virus, until one week after immune globulin has been administered.

Return Standards:

In light of the sub-section above, children who have been ill may return to school when:

- They are no longer symptomatic or otherwise in need of fever-reducing medicine
- A physician's note stating that the child is no longer contagious and may return to group care if the child had a communicable disease.
- They are able to participate comfortably in all usual activities.
- They are free of fever, vomiting and diarrhea for 24 hours (48 hours in some cases).
- They have been treated with an antibiotic for 24 hours (5 days for Pertussis).

- They are free of open, oozing skin conditions and drooling (not related to teething) unless:
 - The child's physician signs a note stating that the child's condition is not contagious, and;
 - The involved areas can be covered by a bandage without seepage or drainage through the bandage.

Reportable Communicable Diseases

When an enrolled child or an employee of the school has a diagnosed or suspected reportable disease, it is our legal responsibility to notify the local Department of Public Health. We will take care to notify families about exposure so children can receive preventive treatments. Included among the reportable illnesses are the following:

- Bacterial Meningitis
- Botulism
- Chicken Pox
- Diphtheria
- Hemophilus Influenza (invasive)
- Measles (including suspect)
- Meningococcal Infection (invasive)
- Poliomyelitis (including suspect)
- Rabies (human only)
- Rubella Congenital and Non-congenital (including suspect)
- Tetanus (including suspect)
- H1N1 Virus
- Any cluster/outbreak of illness

Allergy Management

Families must notify in writing the Director and Enrollment Coordinator regarding children's food and environmental allergies so we can apply the school's *Allergy Management Policy*.

This policy, explained here briefly but addressed fully in a separate document, requires families of children with diagnosed allergies to provide us a letter detailing the child's symptoms, reactions, treatments and care, and, at the discretion of the Director, may also require additional direct training of staff.

An allergy notice will be displayed on a class bulletin board, if applicable to a given class, and on the classroom door, if appropriate.

All families whose children are enrolled in proximity to a child with a diagnosed allergy will be asked to support the health of that child by excluding items or foods that could cause a dangerous reaction. This written request for support will be made by the diagnosed child's parents, in light of the specific protections and training their pediatrician indicates are required for the child to be safe at school.

Medications

Medications must never be left in the child's cubby or with the child to administer on their own. Unless you give your permission on the *Medical Acknowledgment / Emergency Authorization* form for the school to assist you, you will be responsible to come and personally administer any over-the-counter or prescription medicine(s) your child needs. With your written permission and instructions, our staff will ensure the medication is dispensed as directed and properly documented. Times and dosages given will be recorded on the log that is part of our form, which you may review at the end of the day if you wish. Your child's teacher will also make notes as needed on your child's daily report (non-verbal children only).

Topical Applications. To enroll your child, the school requires your permission for your child's teacher to apply the frequently needed topical ointments, sprays & creams your child will need (brought from home and labeled with your child's name), such as sunscreen, insect repellent, and diaper cream. Because you provide the products, you'll know the brand is right for your child, and it will be administered as needed by your child's teacher in keeping with your instructions.

Ordinary over-the-counter children's medicines. Well-experienced school employees serve as Designated Persons assigned to dose/administer these medicines. Families indicate their general permission on the *Medical Acknowledgment / Emergency Authorization* form, but, in any given case when treatment will be needed, parents must:

1. Come administer the medicine personally if they have not given this permission; if they have given permission, then:
2. Email advance notice of the need for assistance to Parents@GreenHillsChild.com as soon as possible;
3. Hand the medicine and written instructions directly to a member of management; and,
4. Provide a written physician's order if doses are to continue more than a three (3) days.

Prescription medicines. The same Designated Persons are responsible for dosing prescription medicines. However, a more document-intensive process is used to track the receipt and timely administration of prescription drugs:

1. Email advance notice of the need for assistance to Admin@GreenHillsChild.com as soon as possible;
2. Ask the pharmacist to fill your child's prescription in separate containers so it will not be necessary to transfer custody of school-located medicine each day (minimizes risk of extra trips if it is forgotten);
3. Ensure your child's prescription is in the container dispensed by the pharmacy, labeled with your child's name, accurate dosage, current date, frequency, and the name and phone number of the physician;
4. Give the medicine and written instructions directly to a member of management, and ensure the dosage, method (path), and time(s) to be administered are clearly understood;
5. Take time together with the Designated Person to ensure our documentation is complete; and
6. Sign the attached permission form.

TUITION, FEES AND ADMINISTRATION

Your child's effective tuition rate and associated school fees are detailed in the schedule of *Tuition & Fees* posted at GreenHillsChild.com/Apply. We will work together with you to determine when it is appropriate for your child to promote to the next developmental group, which may or may not coincide with semester or academic year calendar changes. Upon promotion to the next age group, any reduction in tuition rate will begin with the first full month in the new group.

Length of Enrollment and 30 Days' Paid Notice Requirement

Our desire is to build long-term relationships with our enrolled families and support their child(ren)'s early childhood education from infancy through Kindergarten.

To minimize the effects of student turnover on the learning environment and on the school budget, we ask families who may be unsure of their plans to nonetheless commit to remain enrolled for the upcoming school year.

With thirty (30) days' paid notice, however, a family that needs to withdraw may do so. The financial and policy obligations of enrollment continue through the last day of this notice period, which Parents communicate in writing (may be by email) to either the Director or Executive Director. Tuition is due during this notice period for each enrolled child, regardless of the circumstances.

Payment

Payment is due by check according to the *Enrollment Agreement* between us.

Payment is due on the 25th of the month prior to the first calendar day of the month or semester for which it is due.

Your child's tuition rate and related fees are not reduced due to vacations, holidays, breaks, inclement weather, individual or school-wide illness, In-Service, Conferences or other planned or unplanned closures or absences. For additional information, please review our *Calendar*.

Prepayment Discount

The schedule of *Tuition & Fees* posted at GreenHillsChild.com/Apply may provide a discount for advance payment for the next semester.

Families who pre-paid their child's tuition but need to withdraw early will receive a refund of the balance of tuition after the 30 day notice period. The amount originally discounted for prepayment through the end of the notice period, plus a \$40 processing fee, will be withheld from the refunded amount to help offset the administrative costs of the enrollment change.

Invoices, and Tuition Receipts for Tax Purposes

Invoices will be emailed on or about the 20th day of each month for the month that follows. Please examine your statement each month to ensure accurate and timely payment, which is required,

whether or not prompted by invoice. Families who wish to receive a receipt for tax purposes should email their request to the Executive Director.

Payment Processing

Green Hills Child does not offer an Automatic Bank Draft service. However, most banks offer an online bill pay service that lets you send an automatic, pre-scheduled paper check or electronic deposit to payees you designate. It is your responsibility to ensure your bank processes such payments in time to avoid a late payment fee (see below).

Credit cards are accepted for certain school fees (but not tuition) at www.GreenHillsChild.com.

Late Payment Fee

A late fee of up to 5% is incurred if full payment is not received by the last business day of the month preceding the semester or month to which it applies.

Post-dated checks (dated, for example, "VOID before 12/31/2016") or a bank cashier's check may be requested or required in order to avoid repeated late payments.

Confidentiality

All family and educational records concerning children at our school are confidential.

Unless we receive your written consent, personally identifiable information about your child and family will not be released by us to third parties, unless required by law.

Regarding your written consent, in three respects it is specifically included by your agreement to these *Policies* as referenced in your child's enrollment agreement:

(1) Some of our school's systems are electronic (for example, for recording attendance, billing, and processing your child's enrollment documents and the included information we are required to have on file). As such, we may rely on electronic means and contract with one or more data hosting firms that employ security standards accepted in the education industry. By executing our enrollment agreement and thereby agreeing to these *Policies*, you consent to our use of such electronic and outsourced means for us to manage your family's files / information.

(2) Likewise, your permission is granted for the school to produce and share within our private school community of enrolled families some customary, child-specific information and photos or recordings of playground and classroom activities.

(3) We endeavor to monitor our premises to prohibit photography or recordings by non-parents and others unknown to us to be a trusted friend or family member of an enrolled family. As a parent, you agree to take reasonable efforts to avoid taking and publishing photos or recordings of children whose families' social media preferences are unknown to you (when in doubt, ask your child's teacher) or with whom you are not connected over the same social media platform. You likewise acknowledge that, when other families take classroom or playground photos or recordings, the school cannot control whether or how they are disseminated. For more information, see *Social Media Policy* section, below.

Staff Qualifications and Employee Benefits

Green Hills Child strives to recruit and retain the best-qualified teachers and caregivers available. Each person, whether full- or part-time employee, volunteer, or substitute, is hired in compliance with the requirements and qualifications outlined by the Tennessee Department of Education, including fingerprint/criminal background checks against FBI and TBI databases.

Our hiring process strongly prefers candidates whose education and experience demonstrate we've found someone with a joyful, career-minded commitment to the field of early childhood education, and whose views of this work are readily aligned with our values and blended educational philosophy. Likewise, we always favor candidates whose references and interviews with us reveal a reliable worker with a heart-level motivation for serving children and families.

To enhance our attractiveness as a long-term employer where teachers can thrive with the children and families we serve, we offer our full-time teachers as generous a package of benefits as we can afford, to including employer-sponsored health insurance, a 401k retirement savings plan, paid time off accruals and paid holidays, among others. Part-time teachers are eligible for some of these benefits, as well.

Publicity

Unless you indicate in a separate written agreement that your family wants your child to be included, we will not use your child's image or name in a paid publicity or marketing campaign, such as paid radio, television, Internet or print advertisements. Publicity and marketing efforts are distinct from our social media program, which is optional and provides no compensation.

Nannies

State law requires that certain communications between School and Parents occur directly. If you employ a Nanny or Au Pair, we will welcome them as a trusted employee of your family, and will gladly copy them on routine communications with you, if you wish.

However, their input to us on certain issues and their legal standing to receive certain information from us is necessarily limited. Please advise them as such and remain personally available to the School should your child's teacher or a member of our management team need to communicate with you directly.

Employee Retention

Privately arranged, off-hours babysitting work excepted (see next section), Parent agrees to not offer employment or hire school staff in any capacity before the later of one (1) year after their child(ren)'s enrollment ends, or one (1) year after that teacher's or caregiver's employment ends.

Aside from avoiding the obvious drain associated with increased recruitment, onboarding and training costs, this provision (and its mirrored language in our employee policies) guards the stability and strong connections we encourage our teachers to develop with all the families in their classroom, so as to avoid the disruption to relationships, learning and morale that can occur when a talented teacher leaves sooner than organizationally needed and expected.

Private Babysitting Arrangements

The School does not participate in private babysitting arrangements, and any such off-hours, off-site services that a school employee may agree to provide are beyond their scope of employment but subject to limitations.

Because such services can unfavorably affect customer relationships, sitter work by a Green Hills Child employee for any of our customers is a privilege which may be revoked at the discretion of the Director.

To make this policy healthy and sustainable for everyone concerned, it is subject to certain boundaries:

- Teachers may not be on any child's authorized pickup list, nor may they sign out / leave in the custody of any enrolled child.
- Because Green Hills Child does not participate in private babysitting arrangements, such discussions, calls, texts and related expectations are to be handled outside a teacher's scheduled work hours.
- A former employee in good standing may be added to a family's authorized pick-up list, but not until three (3) months after the date they were last regularly scheduled to work.

We have wonderful teachers and families, so extra time away from school together can strengthen those positive relationships. As teachers decide whether and for whom to be available for babysitting, we encourage them to bear in mind that working for a family of a child enrolled in their own group may require special energy and might create unforeseen complications in their relationship as that child's teacher. For those reasons, they may choose to limit their babysitting work to the families they know the best – the ones whose children have already promoted from their group.

Social Media

Your child will sometimes be photographed or otherwise electronically recorded by School employees or systems in the ordinary course of playground or classroom activities. Such photos or recordings may be published within the school community (such as a newsletter or a display in a classroom or common area), but they will not be published to the school website or social media profiles without your permission.

There is no compensation for material used in our social media program. However, in no case will a child's image or name be used in a paid publicity or marketing campaign without an agreed financial consideration and advance written permission.

Please avoid publishing photos or recordings of children whose families' social media preferences are unknown to you (when in doubt, ask your child's teacher). Other families may take such photos or recordings during parties or other events, but the School cannot control whether or how they are disseminated.

On their own initiative, in addition to following our Facebook, Twitter or Instagram profiles, some parents and teachers may choose to connect with each other using social media. As part of our employee policies, Teachers are expected to not post personally identifiable information to their

own social media accounts about anyone from school (children, families or other teachers) with whom they are not mutually connected over the same social media platform. Please avoid posting photos or other personally identifiable information about families or teachers with whom you're not connected over the same social media platform.

As part of our policies where social media and security concerns overlap: Everyone is asked to adjust their social media privacy settings so a stranger cannot readily learn the identities of anyone at Green Hills Child.

In publishing to the school website and social media accounts, we will abide by each family's preference as to their child's participation, as indicated during registration (or updated by a parent thereafter). You acknowledge and accept the practical limitations on the school's ability to restrict what others do with their personal social media accounts. Should you ever find that a social media post about your child or family by another GHC family or teacher is inconsistent with your wishes, we will gladly join you in asking for its removal in the unlikely event your initial request is not honored.

Criteria for Administrative Disenrollment (Expulsion Policy)

As a privately-owned organization, Green Hills Child reserves (and the Department of Education permits) our right to remove a child/family from enrollment in certain cases. This option is used only when necessary to sustain our quality commitments, including those to our other enrolled families, our employees, regulatory authorities and to our own mission. Before asking a family to make other arrangements, the Director would take into consideration all circumstances so that alternative remedies can first be exhausted – while providing the affected family with as many days' notice as possible. Tuition is due during any such school-initiated notice period, regardless of the circumstances.

Below are the criteria and grounds for administrative disenrollment:

Impaired Condition: A parent or someone on their child's authorized pick-up list is in an impaired condition while on School property presenting a disruption or potential safety risk.

Late Pick-Up: A child is repeatedly picked up late, or a parent refuses to pay late pick-up fees.

Illness Mismanagement: A parent risks the health of their child or others by, for example, failing to arrange timely pick-up of their sick child, bringing their sick child to school or using medicine to mask the symptoms of an illness, or failing to comply with immunization requirements.

Non-Payment of Tuition: Failure to pay tuition five (5) calendar days after the beginning of the period for which tuition is due invokes automatic suspension of attendance, unless written arrangements are made in advance with the Executive Director, or failure to communicate and meet agreed payment arrangements.

Failure to Timely Register: A currently enrolled family who does not timely confirm their future enrollment plans and complete the School's registration / re-enrollment process is subject to having their space committed to another family on the wait list.

Non-Assimilation: Rarely, a child's sense of incompatibility with their new group will lead to administrative disenrollment, if persistent inconsolability or misbehavior hinders our established approach to classroom management and group dynamics conducive to early learning.

Abusive Speech: Abusive speech toward others will not be tolerated by any person, and any individual engaging in hostile speech will be removed from the environment.

Harmful Behavior: The school is experienced but not specialized in work with children who have various developmental challenges, including behavioral challenges. Cooperative efforts by the administration, parents, and teachers often produce a good result for everyone. However, aggressive or violent behavior by a child towards classmates, teachers, or others, which is not modified through conventional behavior management techniques, cannot be tolerated. If circumstances warrant a referral to Tennessee's Regional Intervention Program or other specialist(s), the employment by parents of these services, and evidence of progress as determined by the School, may be required in order to maintain enrollment. Very rarely, a child's actions toward others could be of such an extreme nature that immediate disenrollment is required.

Divorce or Child Custody Disputes. Some of the most important service we render is to a child going through a divorce or custody dispute along with his parents.

It is our policy that each family speak with one voice as pertains the care and education of their child, including circumstances when custody is shared or not yet adjudicated. Our educational environment is not the right venue for bickering or arguments, and we will not mediate between potentially differing preferences about our services between parents, whether expressed to us by phone, email or in person.

A parent claiming sole custody may be required by the school to provide supporting documentation, such as a court order. Any documentation requested by one party to the dispute will be shared by the school with the other party, if requested; the school will not take the side of anyone in the case but the child.

As with persistent disagreements between parents about a child's care and education here, requests for documentation or other support of a lawsuit are a distraction from our work, are an undue burden on the school, and are grounds for administrative disenrollment. Please see section entitled *Safety > Child Custody* for additional information.

Unforeseen Circumstances. The school further reserves the right to disenroll a child/family for extreme reasons or circumstances not contemplated above.

ACKNOWLEDGMENT

Your signature below acknowledges your receipt of the policies and procedures we have established for the safety, welfare and education of all children in our care. Our organizational structure and daily operations depend on each enrolled family understanding and abiding by this information, in support of our mutual goals.

Green Hills Child reserves the right to alter or amend its policies as its owners and management deem necessary, and will inform parents with advance notice whenever possible.

We encourage feedback any time you have policy suggestions. Please contact us if you have any questions about the policies and procedures outlined in this manual.

Thank you again for choosing us. We look forward to getting to know your child and you as we provide your child with a nurturing and enriching educational experience.

I have received the Green Hills Child *Parent Policies* and have had an opportunity to discuss them with a member of the Green Hills Child management team; it is my responsibility to understand and familiarize myself with the *Parent Policies* and seek clarification of any policy, procedure or information contained within them that I do not understand:

[Acknowledgment / signature included via Enrollment Agreement]

A full copy of Tennessee Department of Education Standards (Chapter 0520-12-01) is available for your review in the Administrative Office (2nd floor), and a summary is appended at the end of this document and available at our website: www.GreenHillsChild.com/Apply.



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