

**Niagara County Community College  
John R. Oishei  
Child Development Center**

**Parent Handbook**



**Child Development Center  
Christine Duquin-Center Director**

**3111 Saunders Settlement Road  
Sanborn, NY 14132  
(716) 614-6245(46)**

# Table of Contents

Center Mission Statement .....	3
Goals for the Program, Children and Parents .....	4
Facts About the Center .....	5
What to Bring on the First Day of School .....	6
Clothing and Outdoor Play .....	7
Health Policy, Medication and Meals .....	8
Peanut Safe Zone .....	9
Dental Health and Diaper Policy .....	10
Rest Time and Toys from Home .....	11
Emergency Procedures .....	12
Safety Information and Fire Drills .....	14
Concerns/Problems and Dismissal Policy .....	16
Medical Emergencies, Allergies, Food from Home .....	17
Policy Statement.....	19
Tuition Payments, Fee Schedule .....	21
Child Abuse, Going Off Campus, Change of Schedules.....	23
Birthdays, Specials Days .....	24
Authorized Pick-up, Parking Permits, and Parent Teacher Conferences .....	25
Guidance Policy.....	26
Confidentiality Agreement and Special Developmental Needs.....	27
Incident Reports and Biting Reports.....	28
Communication.....	29
Observation and Assessment.....	30
Relationship Based Care and Continuity and Transitions.....	31
Fields Trip Rules and Bus Children.....	32
Road to Success .....	34
Parent Acknowledgment Form .....	36

## **Mission Statement**

*The Niagara County Community College Child Development Center, consistent with the educational mission of the institution, provides high quality early childhood education and care. The Center uses the best practices of child development to foster the growth and learning of each child as an individual and member of the community. The Center works with families to build positive relationships and support their parenting skills and educational or career pursuits.*

# NCCC Child Development Center Philosophy & Goals

***Philosophy:** Developmentally Appropriate Practice will nurture the growth and learning of each child as an individual and member of the community and working with families to build positive relationships and support parenting skills and educational or career pursuits.*

## Goals for the Program

- To offer and create a hand-in-hand partnership with each family.
- To remain up-to-date and cutting edge with early education and community knowledge, resources, and services
- To continuously strive for quality child care by evaluating our program on a regular and frequent basis.
- To attract, hire, and maintain a consistently qualified, well-trained staff and minimize turnover. It is our program goal to provide you with the same teaching staff throughout the 2 semester each school year.

## Goals for the Children

- To instill a positive self-image in each child.
- To provide a safe, secure, accepting and happy environment.
- To encourage children to become independent so that eventually they become prosocial, self-regulating and positive contributing members of society.
- To respect each child as an individual who has special needs, capabilities, and potential.
- To foster the best practices of social, emotional, physical, cognitive and language development of each child by:
  - Exposing the children to a variety of creative experiences Engaging the children in their surroundings
  - Exploring the ability to learn through all 5 senses
  - Fostering language development through literacy rich environments

## Goals for the Parents

- To encourage parents in their efforts to pursue an education or career.
- To empower families in their parenting skills by offering resources and support.
  - To communicate relevant information to parents regarding research, advocacy and ideas to use with children at home.
- To collaborate on each child's progress through teacher/parent dialog, planning and periodic conferences.

## Facts About the Center

The Center is open during the academic year (Fall and Spring semesters) only, from 7:45am to 5:00pm Monday through Thursday and until 4:00pm on Fridays. The children range in age from 18 months to 5 years old.

The Child Development Center is located on the first floor of the campus in "D" Building (Library Learning Center). There are three classrooms, three bathrooms with child-size toilets and sinks, a service kitchen, a reception area and the Directors office. We share a hallway with the main offices of the library.

The Center is a program of the Division of Student Services.

We are licensed by the New York State Office of Children & Family Services makes unannounced visits to the Center for observations. OCFS Regulations can be found in the center by sign-in/out computer. Also, at <https://www.ocfs.ny.gov/programs/childcare/regulations/418-1-DCC.pdf>

The Niagara County Department of Health monitors our food program and sanitation and makes unannounced visits.

The Child Development Center exterior doors remain locked at all times, parents will need to buzz into the center to have the door released to open. The parent or guardian dropping off or picking up need to then sign their child in or out throughout Procure system with their fingerprint. For first time pick up the Guardian needs to provide photo id to verify they have authorization from the parent based on their Emergency Information Form located at the front desk.

Surveillance equipment is installed throughout the center to record the classrooms and office every day.

We are accredited by the National Association for the Education of Young Children (NAEYC). Only 5% of all Centers in the nation have achieved this honor.

Our enrollment is composed of 90% student/children and 10% employee/children.

Our Director has a Bachelor's Degree in Elementary Education from Buffalo State and a Master's Degree in K-5 Mathematics from Walden University. She has been working in the Early Childhood field since 2011.

Our teachers have degrees in Early Childhood Education and/or equivalent experience. All staff participate in ongoing professional development.

The State University of New York (SUNY) subsidizes our Center with a grant every year. In addition, NCCC provides funding to help keep the cost of care to parents as low as possible.

The Center assists in the training and education of Human Service students who are interested in pursuing a career in Early Childhood Education.

## Getting Started—the First Day

It is natural and normal for your child to protest about being left in a different and new situation. We expect it! If your child is having difficulty during those first few weeks do not hesitate to stop at the desk. Our staff is trained to help the children feel secure and safe when Mom or Dad leaves.

You can make it easier on your child, yourself and our staff by kissing your child and leaving quickly and confidently. The crying usually stops two minutes after you leave.

Parents are always welcome to stop in at the Center to see our happy, busy rooms.

**We do ask, however that you not drop in during the first few weeks while the children are making this adjustment.**

It is difficult for them to understand why you are not taking them with you, resulting in more tears and stress.

## What to Bring the First Day of School

One box of tissues to be shared by all.

One **soft, noiseless** comfort toy for rest time.

**A COMPLETE change of clothing for your child**, including: pants, shirt, socks, underpants, sweater– to be left in the Center at all times. Please put these items in your child’s assigned cubby.

Parents of children not yet potty-trained must bring the following: one box of disposable diapers, disposable diaper wipes and any creams or powders needed for diaper changes. Please label these items with your child’s name! Replenish as needed.

Please bring a small blanket for rest time that will easily fit in his/her cubby. Mark his/her name clearly and boldly.

**Please write your child’s name on all personal items including sneakers, blankets, comfort toys, coat, boots, etc. Although every effort is made to keep track of the children’s items, the Center is not responsible for lost items.**

## What Should Your Child Wear? Clothing

### YES

Comfortable clothing that allows the child to be actively involved in play.

**SNEAKERS** are mandatory.

Washable clothing.

Pants with an elastic waist that allows the child to independently use the bathroom.

### NO

Dresses or restrictive clothing.

Sandals, fancy shoes, heavy boots of any kind.

Good clothing that you don't want to get dirty.

One-piece overalls, suspenders, belts, difficult snaps, buttons, etc. Remember we're trying to encourage independence.

Drawstrings on coats and jackets.

Check your child's shoelaces to make sure they will stay tied, (some round laces just won't stay tied) and are not too long or too short. Velcro sneakers are a teacher's dream come true! We get involved in messy activities and should not have to be overly concerned with staying clean. The Center will not be responsible for any damage done to children's clothing. We recommend that you keep this in mind when dressing them for school. In addition, there is a safety issue when little girls wear dresses on the playground. Little girls have been injured while trying to maneuver on the climbing equipment in dresses.

We know you want your child to derive the maximum benefit from our program so please, dress them accordingly.

## Outdoor play

We feel children are healthier when they get fresh air every day. We take the children outside quite often, even in the winter. Our licensing agency requires it. Please be sure to bring proper outdoor attire including; snow boots, snow pants, coat, hat, and water resistant (not knitted) mittens (not gloves). Children must wear clothing that is dry and layered for warmth in cold weather. Some parents find it helpful to keep an extra pair of mittens and snow pants at the center since they do get wet. On warm and sunny days, the children have an opportunity to play in the shade. They must also wear sun-protective clothing, applied skin protection or both. Applied skin protection will either be sunscreen or sun block with ***UVB and UVA protection off SPF 15*** or higher that is applied to exposed skin. **However, a signed parental permission form must already be on file.** Please do not request that we keep your child inside due to illness. If a child is ill, they should not be in the Center. When the weather is below 40 degrees and/or at 32 degrees (freezing level) wind chill OR above 85 degrees and/or at high allergen or UV alert, the children will remain indoors for gross motor play. ***When public health authorities recommend use of insect repellents due to a risk of insect-borne disease, only repellents containing DEET are used and applied to children more than 2 months old. Staff can apply insect repellent no more than once a day and only with written parental permission.***

## What If They're Sick????

Your child's health is a matter of major importance to all of us. Upon enrollment you must file a health form with us, signed by a physician, verifying that your child's immunizations are up to date and that he/she is healthy and able to enroll in our Center. No child will be allowed to enter the Center if they have symptoms of a communicable illness. Children will not be allowed to attend child care if, within the past 24 hours they have had any of the following symptoms:

Diarrhea	Unidentified skin rash
Vomiting	Parasitic infestation
A fever of 101 or more	Severe sore throat
Red, swollen and/or runny eyes	Listless behavior (child is not him/herself)
An excessively runny nose	Excessive coughing

If any of these symptoms become evident while a child is in the Center, they will be taken to the nurse's clinic immediately, and/or the parent will be located to take him/her home. We strongly recommend that you have a back-up babysitter for those days when your child is too sick to be in group care.

## What About Medication?

It is our policy NOT to administer medication of any kind to the children. Parents are welcome to stop by and give the child medication between classes. The following procedure must be observed:

The Center will make available appropriate, safe, locked and clean storage for the child's refrigerated or non-refrigerated prescribed or over-the-counter medications to be given by parent. This medication will be stored in the kitchen, classroom or main office.

Medications must be labeled with (a) the child's first and last name, name of clinician, expiration date and manufacturer's instructions or (b) the original prescription label that details the name and strength of the medication as well as directions on administering and storing.

The Center will accommodate the parent according to their class or work schedule so that the child is available at the Center when the medication is to be administered. Parent will be asked to document medication administered on an OCFS approved form.

The Center will provide at least 1 MAT trained and certified member at all times.

All MAT staff and child's teacher will be made aware of the possible need for emergency medication.

Please be sure you have checked the expiration date prior to bringing the medications in. The Director will check the expiration dates as well. Any expired medication, or which you have forgotten to take home at the end of the semester, will be immediately disposed of in the appropriate manner.

## Meal's

We serve breakfast in the morning from 8:00am to 8:45am. Each meal is prepared under the CACFP (Child and Adult Care Food Program) guidelines to assure nutritional value. In accordance with CACFP, it's best to serve children between the ages of 12-24 months whole milk and 1% milk to older children. A semester menu is posted throughout the center and sent home. Lunch is served at approximately 11:30 am and is prepared and delivered to the Center by NCCC Food Service. Staff members join your children for snacks and lunch to encourage good table manners and engage children in friendly discussions about the day's activities. Lunch is served family style and your child will be encouraged to try everything—but will not be forced to eat.

The children will be exposed to and encourage to try a variety of different foods and meal combinations. We understand that children go through "picky" stages...and that is normal. We will notify you if we notice a sudden decline in his/her appetite.



## **Peanut Safe Zone**

The Child Development Center is a *PEANUT SAFE ZONE*. We will not order or serve any foods that contain or are made with peanuts or peanut products. We also request that parents and staff do not bring in any foods that contain any peanut related products. Any food that is brought in to the Center must be store bought with the ingredients label on it.

Listed below are recommended peanut-free snacks that parents can provide for special occasions or will be served regularly on the menu:

### **Crackers**

Plain Crackers (Ritz, Town House, Club)  
 Original Saltine crackers (Premium, Wegman's, Rippin' Good)  
 Oyster Crackers (Premium, Wegman's)  
 Graham Crackers, Keebler Graham's (original or cinnamon crisp), Honey Maid (original or cinnamon)

### **Snacks**

Plain potato chips (Ruffles, Lays, Wise, Pringles, Wegman's)  
 Pretzels (Rold Gold, Wegmans (thins, tiny twists, rods or sticks)  
 Plain tortilla chips (Tostitos; Wegmans)  
 Fritos (original)  
 Wheat Thins (regular and reduced fat)  
 Triscuits (regular and reduced fat)  
 Veggie chips, sticks, rings (Good Health)

### **Cookies**

Assorted sugar wafers (Rippin' Good)  
 Sandwich cookies  
     Vanilla and Chocolate assortment (Rippin' Good Rippie)  
     Cremes Duplex Sandwich Cookies  
     Vanilla (Vienna Fingers)  
     Chocolate (Newman's Os and Wegman's Os)  
 Newman's fig newtons  
 Newman's cinnamon graham alphabet cookies  
 Keebler Iced Animal cookies  
 Animal crackers (Wegman's and Nabisco Barnum's)  
 Teddy Graham's (original or honey)

### **Fruit**

Fresh fruit  
 Fruit salad

## Dental Health Policy and Procedure

NCCC Child Development Center promotes the initiation of dental health practices with toddlers and pre- schoolers. The dental form can be used as an informal indicator of possible health concerns in language development or nutrition.

### Procedure

Parents of preschoolers must complete a dental form as a part of initial enrollment  
 The teachers will engage in at least a one-week lesson plan on tooth brushing, dental health, and healthy eating after **the first 30 days** of school. The NCCC Nursing Students or a neighborhood pediatric dentist or dental assistant can be invited to conduct a dental health presentation with the Director's approval  
 Each classroom must begin dental health education and daily tooth brushing **no more than 30 days after** the start of the semester  
 A new toothbrush and tube of toothpaste will be given to the teacher for each child at the beginning of the semester. The items must be sent home at the end of the semester. Each toothbrush and toothpaste must be labeled with the child's full name  
 The children must brush their teeth every day at school  
 Tooth brushing must be a logical part of the classroom's daily routine, ie: after meals versus just before.

## Diapering Policy

*Diapers and/or soiled underwear are changed when wet or soiled. All staff must check for signs that diapers or pull-ups are wet or contain a BM. The staff will check/change diapers at least every 2 hours when the children are awake and when the children are wakening. Staff must change children's diapers or soiled underwear in the designated changing areas and not anywhere else in the facility. All the necessary supplies are available in designated changing areas.*

Parents must provide **only commercially** available disposable diapers or pull-ups unless the child has a medical documentation on file that states the reason for any restrictions. In the changing area, the mandatory diaper changing procedures is posted.

## Rest Time

Many parents express concern about rest time because their child has “given up naps”. We find, however, that given their level of activity in the Center and on the playground, they’re usually tired enough to sleep in the afternoon.

We darken the rooms, but keep enough light on so the children are not frightened. We play soothing music and give back rubs to those children who enjoy a little help in falling asleep. The children rest on individual cots with their own blankets and their favorite comfort toy. (Soft and noiseless please!)

After a period of rest, if there are children still awake, the teacher may invite them to the table to enjoy a quiet activity.

*Parents are asked to please be considerate if they pick up their child at rest time by being as quite possible. It’s very difficult to get these little ones to sleep, yet so easy to wake them. Gather all your belongings and dress your child out in the reception area.*

Remember too that YOUR child may need a few minutes to awake and orient him/herself before leaving.

## Toys from Home

We ask that you leave your child’s toys at home or in your car. (Except for those comfort toys necessary for rest time).

It is natural and healthy for a child to defend his possessions. However, quarrels over toys are not conducive to the spirit of cooperation, sharing, and consideration for others which is one of the goals of our Center. In addition, we find that toys from home are often “lost in the shuffle” which leads to frantic searching at the end of the day.

The Center will not be responsible for lost toys which your child brings to school.

***Absolutely NO guns, war toys, or other toys of destruction are allowed!***

## **College Evacuation: Evacuation of Child Development Center**

**Purpose:** This action will provide a quick response and to ensure a safe evacuation of the Child Development Center children, employees and visitors in the event of a fire, explosion, bomb threat or evacuation.

**Procedures:** In all cases of evacuation, the Campus Security Department will receive the initial notification, and if necessary, can activate the building alarm system or the Public Address System. Upon hearing the alarm or when notified by Campus Security, employees of the Child Development Center will:

**1. Prepare all students for weather by dressing them in coats, hats, gloves and boots, unless conditions do not warrant the extra time needed.**

- a. Possess a roster containing all student's names and emergency contact numbers.
- b. Each Group shall be provided with a cell phone.

**Toddler 1: 716-345-2292**

**Toddler 2: 716-481-1340**

**Pre-K: 716-481-1295**

**2. Evacuate the children to a pre-determined area.**

- a. Main Evacuation Location – *Student Housing Village the East Side Dining Area*, (north side of campus) across from G building, Student Center
- b. Alternate Location – Front of D Building (south side) at the Gazebo.
- c. In climate Weather Site- If we must evacuate Bldg. D only, then go to Room A-172 (if accessible) or NCCC Café (if no access to Bldg. A) **OR** *If the entire college must be evacuated, then we must go to the East Side Dining Area in the Student Housing Village.*

**3. Report to the Campus Security Department (614-6400) by the Director of the Child Development Center or designee:**

- a. State to the officer that all children have been evacuated and conditions if warranted.
- b. If a College vehicle is needed to provide shelter, should one be available, one will be provided by a Groundskeeper at the Gazebo area, unless otherwise directed to Campus Security by the Director of the Child Development Center.
- c. Inquire whether the evacuation is a drill.
- d. Specify location of the Child Development Center during evacuation.
- e. If necessary, parents that have not picked up their child will be contacted at the emergency number that has been provided on the roster.

*The Child Development Center Director or designee may periodically call the Campus Security Department at 614-6400 for updates on duration of evacuation.*

## **Sex Offender Notification**

**In the occasion that there is a reported sex offender at the college or immediate local area, Niagara County Community College will inform the Center Director and provide respective procedures on how to proceed with informing the parents and maintaining the safety and security of the children at all times. For updated offender information any time, please see the following information listed below from the NYS Division of Criminal Justice Services:**

### **Offender Information**

Information about offenders of all risk levels, including those whose risk levels are pending, is available by calling:

518-457-5837 518-457-5837 or 1 -800-262-3257

- ⇒ Callers must have an individual's name and one of the following – an exact address, date of birth, driver's license number, or Social Security number – to learn if the individual is on the Registry.

Level 1 offenders are required to register for a minimum of 20 years and Level 2 and 3 offenders for life.

Local law enforcement agencies – as defined under the New York State Sex Offender Registration Act – in the communities where offenders live or go to school can release information to 'entities with vulnerable populations,' which could include a school, nursing home or day care center, for example.

Those law enforcement agencies can release the same information about offenders that is available via the toll-free number.

DCJS also offers an expedited service to the public, including to children's camps' operators, to improve response time to requests for checks of prospective employees against the Sex Offender Registry. DCJS is now accepting requests for searches in Excel spreadsheet format via compact disc (CD) or e-mail submission.

The agency also houses the Office of Sex Offender Management (OSOM), which oversees New York's Sex Offender Registry. OSOM is the one statewide office solely responsible for sex offender management. OSOM has a broad mission, but its main goal is to protect the public, ensure that the management and supervision of sex offenders is effective and based on best practices, reduce future sex offenses, and create a national model for sex offender management and prevention.

**For more information please go to: <http://criminaljustice.state.ny.us/nsor/>**

## Safety Information

Niagara County Community College Child Development Center will continue to take every effort to keep our children safe and secure in all areas throughout the entire day. We also have surveillance cameras installed to monitor and record all activity in the main office and classrooms at all times. The door is locked and all students and non-center staff must be buzzed in. The college has well scripted emergency fire, evacuation and lockdown plans that are practiced several times throughout the school year. The center's emergency plans are listed in your parent handbook and posted in the classrooms. Please view anytime. If you have any questions or concerns regarding the security of the center, please call the center at 716-614-6245 and we will try my best to address each issue.

It is natural to have fears about the safety of one's own children at times like this. We are all shaken and yet it is at such times that we think of how to help children and families cope with the incredibly complex world in which we all live. Even children as young as the ones we serve can become aware of these traumatic events and may need to process things in some way.

- ⇒ ***In order to protect children from unnecessary worry, avoid talking about the situation with other adults in front of them.*** We so often think that children will not be aware of what we are saying, but they are often keenly aware of emotions, if not the actual context of what adults are saying. They can so easily get the message that there is something unsafe and because they cannot grasp the context or only hear bits and pieces, they may feel especially ungrounded
- ⇒ ***Minimize exposure to media coverage***
- ⇒ ***If children become aware of the situation, and this will most likely be the case with the School Age children and could be a possibility for older pre-school children, they need opportunities to talk***
  - ⇒ Be sensitive as to whether your child is indicating that he/she knows something about the situation without asking directly, "Did you hear about the school in Connecticut?" If they bring the topic to you, ask what your child knows about and ask what they are wondering about. That way you can tailor your responses toward clarifying what the child wants to know or misunderstands without having to talk about the whole incredibly complex topic
  - ⇒ ***Keep your responses simple***
  - ⇒ ***Acknowledge, "Yes, I heard about that too. You're right. It is a terrible thing and the person who did this was very wrong."***
  - ⇒ ***While there is no way that you can guarantee your child's safety, simply saying "The grown-ups will always do everything we can to keep you safe" is what children most need to hear***

*The following is from an article titled, “Tips for Talking to Children and Youth After Traumatic Events: A Guide for Parents and Educators”*

### **Tips for Talking to Children After a Traumatic Event**

- Provide children with opportunities to talk about what they are seeing on television and to ask questions.
- Do not be afraid to admit that you cannot answer all of their questions.
- Answer questions at a level the child can understand.
- Provide ongoing opportunities for children to talk. They probably will have more questions as time goes on.
- Use this as an opportunity to establish a family emergency plan. Feeling that there is something you can do may be very comforting to both children and adults.
- Allow children to discuss other fears and concerns about unrelated issues. This is a good opportunity to explore these issues also.
- Monitor children’s television watching. Some parents may wish to limit their child’s exposure to graphic or troubling scenes. To the extent possible, be present when your child is watching news coverage of the event. It is at these times that questions might arise.

Help children understand that there are no bad emotions and that a wide range of reactions is normal. Encourage children to express their feelings to adults (including teachers and parents) who can help them understand their sometimes strong and troubling emotions. Be careful not to scapegoat or generalize about any particular cultural or ethnic group. Try not to focus on blame. In addition to the tragic things they see, help children identify good things, such as heroic actions, families who unite and share support, and the assistance offered by people throughout the community.

For more information, please go to the following websites:

[http://www.samhsa.gov/MentalHealth/Tips Talking to Children After Disaster.pdf](http://www.samhsa.gov/MentalHealth/Tips_Talking_to_Children_After_Disaster.pdf)

## **Safety**

The following items (hair beads, earrings, barrettes, small toys and money) are easily lost and could be swallowed if you child wears or carries them to school. We ask that you please consider this when sending you child to school. If you child comes to school with one or more of these items and we feel it may be potentially dangerous, we may remove the item form the child's possession and place it in his/her mailbox.

## **Fire Drills and Evacuation**

The Center practices evacuation every month so the children and staff are well versed on the proper way to quickly exit the building. In the event of an actual emergency, do NOT come to the Center to get your child. Get yourself outside to safety first! You may join us at the Student Housing Village across from front entrance of Building G, the Student Center. In case of an extended power outage, please come to the Center immediately to pick up your child. If you are approved to be off campus, your on-campus proxy must meet your child at the emergency evacuation site or pick your child up at the center.

## Concerns/Problems:

In all probability you will never need to concern yourself with this page. However, if you think you or your child have been treated unfairly or if you have any concerns regarding the care and education of your child, the following options are available to you:

- Step 1: Talk to your **child's teacher**. Often the teacher can provide additional information which might clarify the policy or practice, or perhaps you and the teacher will work out a way to resolve the situation. Both parties can share their specific ideas, goals and objectives regarding the child or situation, describe practices and possible solutions, and find commonalities that will build unity and consistency between home and school. Afterward, the teacher and parent can continue to monitor the situation and give further recommendations, if necessary. At NCCC, *we seek first to understand your position and validate your concerns and wishes*.
- Step 2: If the matter is not resolved to your satisfaction, you should consult with the **Director**. After listening to your concerns, the Director will consult with the teacher and may ask for another meeting with you. If appropriate, the Director may meet with you and the teacher together to work out a solution.
- Step 3: Only if the problem cannot be resolved within the Center should you go to the of **VP of Student Services**. A meeting with all parties involved may be requested to determine a final resolution.

*Do not skip any of the above steps because the individual will just ask of you have completed the previous steps—and will send you back if you have not.*

## Policy for Challenging Behaviors:

### Steps:

- 1- Teacher brings it to Directors attention
- 2- Documentation of behaviors
- 3- Director Observes child in different environments
- 4- Meet with the parent to come up with a plan
- 5- Follow up with parent 2 weeks later
- 6- Re-evaluate/come up with next step

## Dismissal Policy

A child **will** be dismissed from the Center for the following reasons based on the center director's discretion:

1. Non-payment of weekly fees.
2. Excessive absenteeism without notification to the Center. (After one week of unnotified absences without contacting the center or responding to the centers contacts a parent's enrollment will be released).
3. Non-compliance with center policies and State Regulations
4. Missing Forms (ex: Medical Records)
5. Behavioral problems such as
  - excessive biting
  - aggressive/uncontrollable behavior
  - uncontrollable behavior which results in the destruction of Center property and or harm to other children and staff
6. Aggressive/inappropriate and/or disruptive behavior by the parent
7. If in the Director and Teacher's opinion, the program is not beneficial for the child



## Medical Emergencies

There will be times when medical or dental attention may be necessary for your child. Every attempt will be made to contact you first— ***which is why it is vital for you to make sure we have a copy of your current schedule.*** In an obvious emergency, an ambulance will be called at the same time you are notified, while a staff member or the nurse administers emergency first aid. Once the ambulance arrives, you and your child will be transported to the primary hospital listed on your OCFS Day Care Regulated Card or Mount Saint Mary's (Lewiston, NY) in extreme emergencies only. If necessary, the staff member present at the time of the injury or sudden illness will accompany you to furnish any necessary details, and to help you in any way. *If you are off campus, then we will also call the individuals listed on your emergency contact list to report directly to the hospital to be with your child until you arrive.* The parent will be responsible for the ambulance costs. In the event that the injury is very minor (ex: splinter) either a staff member or the nurse (as available) will treat your child. You will be informed of the mishap when you pick up your child.

## Allergies

Please notify us immediately if your child has or suddenly acquires any allergies. This includes food, animal or plant allergies, because the teachers engage in a lively curriculum where the children interact with living things through observing, experimenting, caring or cooking. It is important for you to familiarize us with any specific symptoms of allergic reactions so we may be alert to administer any necessary treatment. Treatment should be detailed by your child's physician in writing so that the center can accurately comply with all recommendations involving the center's environment, menu, or especially, medication. ***There are members of the center staff who are state certified in Medication Administration Training, which officially qualifies them to administer medication in case of emergency only!***

## Food from Home

Please don't bring food from home to the Center. ***Our staff has been instructed to put all food and drink brought from home into the kitchen until the parent returns.*** The children are provided with breakfast, lunch and a snack each day. The children will be exposed to and encouraged to try a variety of different foods and meal combinations. Food from home is not necessary and creates issues of fairness (not enough to go around) for the other children. Please help us by observing this policy. If you have any meal recommendations, please let the office know, we welcome your ideas! We will try to include them into the next menu rotation.

## Obesity Prevention

### The Obesity Problem

Obesity has reached epidemic proportions in New York State and across the nation. While many epidemics can be defeated with a pill or a vaccine, preventing or reversing obesity requires changes in policies, systems, and environments to support healthy behavior including access to affordable, nutritious foods and opportunities for physical activity in the places where people live, learn, eat, shop, work and play. Creating communities that support healthy food

and beverage choices and safe and accessible physical activity opportunities, while also increasing efforts to reduce health disparities and inequities, is a major goal in the effort to prevent and reduce the burden of chronic diseases as part of the New York State Prevention Agenda 2019-2024. Maintaining healthy weight should **start in early childhood and continue throughout adulthood.**

**Obesity and overweight are currently the second leading preventable cause of death in the United States and may soon overtake tobacco as the leading cause of death.** Obesity is also associated with impaired immune function, decreased lung capacity, and increased risk of severe illness from COVID-19 potentially tripling the risk of hospitalization due to a COVID-19 infection, and as body mass index (BMI) increases, the risk of death from COVID-19 increases. Obesity also disproportionately impacts specific racial and ethnic minority groups, including Hispanic and Black non-Hispanic adults who have higher prevalence of obesity and are more likely to experience worse outcomes from COVID-19. Failing to win the battle against obesity will mean premature death and disability for an increasingly large segment of New York residents.

### *Obesity Prevalence*

- The percentage of New York State adults who have overweight or obesity increased from 42% in 1997 to 63.2% in 2019.
- The percentage of New York State adults who have obesity increased from 16% in 1997 to 27.1% in 2019.
- Obesity among children and adolescents has tripled over the past three decades. Currently, a third of New York's children are obese or overweight.

### *Overweight and obesity cause serious health problems, including*

- Type 2 diabetes
- Heart disease
- High cholesterol
- High blood pressure
- Stroke
- Several forms of cancer
- Asthma
- Osteoarthritis

Increasingly, many of these diseases, previously associated only with adulthood, are also being seen in overweight and obese children. Along with the risks for life-shortening chronic diseases, being overweight in a society that stigmatizes this condition contributes to poor mental health associated with serious shame, self-blame, low self-esteem and depression.

# NCCC CHILD DEVELOPMENT CENTER

## POLICY STATEMENT

### Fees

Fees are payable weekly or bi-weekly only. Delinquent payments will incur a \$5 per week fee for the next 2 weeks and then enrollment is released afterward and reported to the Business Office.

Lack of payment for 2 weeks without notifying the Director's for approval and/or payment arrangements will result in dismissal from the center.

The fee remains the same, regardless of the child's attendance. Consistent with the college billing and payment policy, we do not reimburse accounts on days that the college is closed due to unforeseen circumstances, like snow days or schedule adjustment days, etc. (See Academic Calendar). Holidays and observances deemed by the college have already been deducted from your overall child care bill for each semester.

Full time/full week parents still receive the reduced daily "spread out" rate on weeks with holidays or other closings.

Parents may elect to have their fees charged against their financial aid or social services. If for whatever reason the child care expenses are not covered by financial aid or social services, the parent is responsible for the balance. Written notification of approved financial coverage must be provided.

If there is an unpaid balance, the parent's grades and records will be impounded, and the parent will be ineligible for any further registration until their financial obligation has been paid. Further, NCCC will withhold all student services, including transcript requests.

NO child care refunds are given after The November (Thanksgiving) break or April 15.

### Parent's Responsibility

1. Parents **MUST** attend an orientation prior to their child's enrollment.
2. Parents **MUST** attend all parent/teacher conferences each semester.
3. Parents **MUST** provide a complete change of clothing for their child at the center at all times. For those children still in diapers, parents must bring disposable diapers and wipes also.
4. Parents **MUST** provide appropriate outdoor clothing (boots, mittens, snow pants, jacket) as we are required to take the children outside every day.
5. Parents **MUST** mark the child's name clearly on all outer clothing and on their blanket. The center reserves the right to mark those items not marked by the parent.
6. Parents **MUST** check their mailboxes daily for important notices.
7. Parents **MUST** keep the center informed of any situation that might affect their child's behavior at the Center.
8. Parents **MUST** complete and return all forms required for enrollment by any assigned due date. Failure to do so will result in immediate withdrawal of the child. (New York State regulations)
9. Parents **MUST** complete a course schedule each semester and keep it current at all times.

### Illness

1. Parents **MUST** consult the Parent Handbook to determine what conditions are unacceptable for attendance.
2. If a child becomes ill while at the center, s/he must be removed from the Center upon request, and in the event of a contagious illness, may return only with a note from his/her physician.
3. The Center administers emergency medications **ONLY**, however parents are welcome to stop by the Center during the day to administer necessary medication.
4. The Center reserves the right to refuse admittance to a child who, in the judgment of the staff or the nurse, appears to be ill.

### Attendance

1. Parents **MUST** call the center if your child will be absent or arriving later than usual so the teachers can plan accordingly.
2. No changes in schedules will be permitted after drop/add unless it is a modular class, internship, change in job schedule, or an extenuating circumstance only approved by the Director.
3. After two weeks of un-notified absences (no phone calls, office visit, letter, or email from parent; no response to email/letter/ phone call from the Center) a parent's enrollment will be released. The parent will be charged for two-week absence plus one additional week. Please see the long-term leave policy for more information and extended absences are approved by the Director.
4. In the event that the parent anticipates needing the Center for more time than the agreed upon hours, we **MUST be notified one day in advance via the extra time request form.**
5. Parents are expected to be on campus while their child is in the Center. Exceptions may be made in emergencies or if the parent must be off campus temporarily for college-related business or the "Pathways to Work Program". The Director must approve such exceptions.

### Arrival and Departure

1. Parents **MUST** bring their child INTO THE ROOM, wash his/her child's hands, and be sure the teacher knows the child has arrived.
2. Parents **MUST** sign in and out on the computer daily.
3. Children **MUST** be picked up promptly. Parents are expected to call the Center in the event of a late arrival or they will be charged a \$5 per 10 minutes late charge beyond their contracted time. Habitual lateness will result in termination of services.
4. A child will not be permitted to leave the center with anyone other than a parent or legal guardian, unless previous written notification is given to the center and they provide picture identification.
5. In the case of divorced parents, the child will be permitted to leave only with the parent who registered the child unless otherwise notified. If there is restricted access to the child, the center must be notified.

### Finals Week

The formal last day of the center's operation will be the last Thursday of Finals Week.

All enrolled parents must complete a separate Finals Week Schedule Form and submit by the due date, so that enrollment is accounted for and staffing and services are available.

**Although your child's Finals Week Schedule attendance dates have changed, payment arrangements made on or before the Thanksgiving Break or April 15 remain in effect.**

The last Friday of Finals Week can be made available to Parents as deemed necessary by the Center Director only under the following circumstances:

- Parent must check the separate box on the Finals Week Form to indicate their interest in attendance
- The Friday roster must have 10 or more children (not center staff's children) registered to attend.
- Center hours of operation are 7:45a.m.-3:00p.m.
- Parents must pay for child care with cash, check or money order upon arrival on Friday.
- Parent's child care rate will remain in accordance with his/her current payment arrangements.
- Children must arrive to center by 11a.m. No entry afterward.
- Parent must inform of absence at least one day in advance or he/she will be sent a bill, reported to the Business Office for non-payment and a hold placed on his/her college account.

**Termination of Enrollment- The Center reserves the right to terminate the enrollment under the following conditions:**

1. If the child's actions are deemed detrimental or disruptive to the program.
2. If the parent's actions are deemed detrimental or disruptive to the program. This would include threatening or abusive remarks to the staff and/or repeated disregard for the policies of the center.
3. If, in the staff's opinion, the program is not beneficial to the well-being of the child.
4. If the staff of the Center decide that such action is necessary after considering the goals and purposes of the Center.
5. The Center must be given a minimum of one week's notice when the child's enrollment is to be terminated by the parent. **If the parent withdraws the child without giving one week's notice, they will be responsible for payment for one week beyond the withdrawal date.**
6. Not following the Parent policies and procedures.

**If there is an unpaid balance at the end of the semester, the parent's account will be considered in a state of default. In that event, the parent's grades and records will be impounded, and the parent will be ineligible for any further registration until such time as their financial obligation has been repaid. Further, NCCC will withhold all student services, including transcript requests. It is further agreed that in the event of default, the parent will pay all costs and expenses incurred by the College in the enforcement or collection of this amount, including without limitation, attorneys' fees. (in accordance with college policy)**

## Billing and Payment Transaction Policy

***All billing and payment transactions can be handled: Monday-Friday during center hours. A drop box is available by the front door.***



***You can pay by cash, check or credit card. Checks should be made out to NCCC or Child Development Center.***

***Late payment will be charged an additional \$5.00 non-refundable fee for each additional week unpaid.***

***2 weeks of not paying is subject to disenrollment.***

***Late payment does not apply to parents awaiting financial aid in the beginning of the semester only. Next semester's financial aid CANNOT be used to pay your child care bill from the previous semester (this includes the summer).***

***All parents must observe the weekly payment obligations until financial aid has successfully been applied to your child care fee. The remainder of the balance will be distributed accordingly.***

***In case of overpayment, a refund will be processed and given as soon as possible.***

## Child Care Fee Schedule

### Toddler Classroom 2021-2022

Income Level	½ Day Rate	Full Day Rate	Weekly Rate
\$0-\$30,000	\$38.00	\$50.00	\$245.00
\$30,000 +	\$45.00	\$55.00	\$265.00

### Toddler Classroom 2022-2023

Income Level	½ Day Rate	Full Day Rate	Weekly Rate
\$0-\$30,000	\$45.00	\$55.00	\$265.00
\$30,000 +	\$50.00	\$60.00	\$285.00

### Pre-K Classroom 2021-2022

Income Level	½ Day Rate	Full Day Rate	Weekly Rate
\$0-\$30,000	\$35.00	\$45.00	\$225.00
\$30,000 +	\$40.00	\$55.00	\$260.00

### Pre-K Classroom 2022-2023

Income Level	½ Day Rate	Full Day Rate	Weekly Rate
\$0-\$30,000	\$40.00	\$55.00	\$255.00
\$30,000 +	\$45.00	\$60.00	\$285.00

\*Anything less than 4 hours or less is considered 1/2day. Four hours or more is a full day.

\*10% discount on each additional child.

\*Fee Schedule is subject to change upon written notice prior to the commencement of a new semester

\*\*You have the option of charging Tuition Fees to your Financial Aid.

\*\*\*We also offer a SUNY Block Grant awarded each Fall when available. We also accept Social Services, VESID, and Veteran's Child Care Assistance.

## Tuition Payment

Fees are due according to the tuition bill provided to you.

The fee is the same each week—whether or not you child attends.

The College Business Office charges a fee for all bounced checks. We will notify you if a check has bounced.

Parents may elect to have their child's tuition charged against their financial aid and/or loan. Just let the Director know if you wish to do this.

If there is an unpaid balance, the account will be considered in a state of default. In this case, the parent's grades and records will be impounded and the parent will be ineligible for any further registration until such time as their financial obligation has been repaid. Further, NCCC will withhold all student services, including transcript requests.

## **Child Abuse**

The staff and director of the Center are mandated reporters for suspected Child Abuse and Maltreatment/Neglect. That means that any time a child is suspected of being abused or maltreated, the staff and director are required by law to report such suspicions to the NYS Child Abuse Hot Line.

## **Leaving Campus**

Parents are expected to be on campus at all times unless prior arrangements have been made with the Director. Only college-related matters (field trips, clinical placements, "PATHways to Work Program," etc) are acceptable reasons to be off campus. You must give the name, cell phone number, and daily schedule of your selected on-campus proxy must be identified and filed at the center in case of emergency.

## **Schedule Changes**

It is vitally important that we know your location at all times. If your schedule changes permanently, you need to complete a green "Change of Schedule" request and submit it to the director. If you schedule changes only for a particular day, you may complete a form telling us where you will be. See the main office for these forms.

## Birthdays & Special Days

If, on your child's special day you would like to bring in a snack, it cannot be homemade, must be store bought with the ingredients listed. The Niagara County Health Department will not allow us to serve food that has not been prepared in an "approved" kitchen. Therefore, we ask that you bring packaged items such as boxes of raisins, pretzels, juice pops, cheese crackers, graham crackers, animal crackers, etc. (Try to make it nutritious!) Check with your child's teacher BEFORE hand please.

## Why We Celebrate Diversity Not Holidays

At NCCC Child Development Center we serve children from many cultures. We see culture as an ongoing way of life practiced daily in the lives of each individual child. There are ethnic, family, and even classroom cultures. *Due to these many diverse backgrounds, it is our policy to respect and celebrate the children's behaviors not holidays and icons, like Pilgrims, Santa Claus, rabbits laying eggs, etc.* Parents will see their children engage in learning activities about love, giving, farming and harvesting fruits and vegetables, families, winter, and many other themes. It is also exercised daily through dramatic play with authentic cultural outfits, play food, and role playing of family and cultural customs; encountering pictures of diverse families engaging in daily life experiences throughout the classroom and within books; and engaging in rich dialog with classroom friends and staff. As you see, what lays behind holiday iconography and commercialism are rich concepts that can connect children to authentic meaning of life and a communal connection to humanity.

**Don't get us wrong!** We definitely encourage all parents to have wonderful, love-filled, creative bright holiday events at home. These are valuable times to build on relationships, explore nature, light, science, math, nutrition, or even other cultures. The children will have fun, and, as always, love the closeness and attention from the family.

It is our belief that the Child Development Center should not add to this pre-holiday stress, but rather offer a refuge for your children. A place where they can count on business as usual.



## Authorization to Pick Up Child

Children will not be released to anyone not listed as a “person authorized to “pick up”. In addition, we will ask to see identification if we are not familiar with the individual. Please be sure the pin “Emergency Information Form” includes all those individuals who you allow to pick up your child.

## Special Parking Permit

We are sorry that there is no close drop-off point for your child. The Security Office has tried to accommodate us by offering a special parking permit for parents so you can temporarily park in the front visitor parking lot in the spaces provided to drop off your child. You may NOT drive up to the door on the sidewalks. We would prefer if you didn’t leave your care idling; except in extreme weather conditions. See the Child Development Center Secretary to sign for a permit. Caution– Abuse of the permit will lead to revocation.

## Parent Conferences

Conferences are scheduled at the end of each semester. Parents MUST sign up for a conference as this is an important means of maintaining continuity between home and school. Teachers gain valuable insight into your child’s behavior when you share your experiences with them. In addition, our teachers are most helpful in helping you to understand your child’s strengths—and assisting you in managing normal childhood struggles.

## Language Assistance

If you are an **ESL or TOEFL** student and need further assistance with interpreting the center’s policies, procedures, or language used during a parent-teacher meeting, please see the Director and you will be referred to the Office of Student Services (Bldg. A/Room 265)

# GUIDANCE POLICY

***Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.***

- Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, ears: requiring a child to remain inactive for a long period of time.
- Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.
- Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body parts); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up)

The Child Development Center to maintain a consistent teaching team and positive teaching practices to build a climate of trust, in which your child's development can flourish and his/her well-being is protected. Therefore, we view self-discipline as a developmental goal for the children. Guidance and discipline are achieved through thoughtful planning of daily activities and room arrangement, modeling pro-social behavior, explaining expectations, setting reasonable limits, identifying and verbalizing feelings. And redirection to a more appropriate activity. An emphasis on pro-social behavior and respect for each other is of the utmost importance.

The staff must use acceptable techniques and approaches to help children solve challenging behavior problems. These include but are not limit to the following:

- 1. Redirecting the child to an alternative activity**
- 2. Encouraging children to talk about their feelings**
- 3. Model acceptable behavior for children by speaking and interacting with children in a positive manner**
- 4. Tell children what they can do instead of what they can't do**
- 5. Promote that all children are lovable and capable**
- 6. Offer the children choices and abide by their decisions**
- 7. Work with children instead of against them**
- 8. Give children safe limits they can understand**
- 9. As a last resort, children may be removed briefly from the group when the children behavior results in, or is likely to result in, serious harm to self, others, and/or property or group disruption. The child will be supervised by a staff member during the separation and will be counseled on appropriate behavior in the classroom.**

It is the role and responsibility of the teaching staff to identify and address all behavior problems in the classroom. If the unacceptable behavior does not improve after all guidance techniques have been tried, parents will be notified, a conference will be scheduled to assist classroom staff in solving the challenging behavior. In the event of an extreme behavior that threatens the health and safety of the other children in the classroom, the parents will be contacted to pick up their child immediately.

The Child Development Center reserves the right to require a child to be withdrawn from the program if the child's behavior is determined to be detrimental to the program or if the health and safety of other children or staff is compromised or jeopardized. A result in dis-enrollment will result only after it is determined that all appropriate and acceptable guidance techniques and approaches have been exhausted. In this case the center will assist in finding alternate placement.

## Confidentiality Agreement

The success of NCCC Child Development Center depends, to a substantial extent, upon the degree of confidentiality. It is essential that every employee have a commitment to confidentiality. This involves respecting each child and family's right to privacy and creating a level of trust. The policy of confidentiality is:

- Do NOT disclose to anyone the name or identity of the child or family, unless it is necessary for the purpose of providing services.
- Do NOT discuss a child's or family's situation with a "non-staff" person. This includes telephone calls or messages for customers; be especially careful about discuss the situation openly in front of others.
- Do NOT leave telephone messages or notes regarding a child or family in an open area.
- Do handle questions/inquiries from outsiders regarding a child, family, or co-worker in the appropriate manner. This includes verification of employment of past and current co-workers/employees, as well as verification of services for a child or family.
- As per NYDSSS Regulations, "Information relating to an individual child is confidential and cannot be disclosed to anyone other than the department, its designees, or a social service district unless a parent of the child has granted written permission for such disclosure."
- "Redisclosure of confidential HIV-related information, as defined in section 360.8.1 of the Title, concerning a child receiving child day care is not permitted except in a manner consistent with article 27-F of the Public Health Law."

## Special Developmental Needs

*"Our program accepts children with special health care needs and will comply with the provisions of the Americans with Disabilities Act. If any child enrolled in the program now or in the future is identified as having a disability covered under the Americans with Disabilities Act, our program will assess the ability of the program to meet the needs of the child. If the program can meet the needs of the child without making fundamental alteration to the program and the child will need regular or emergency medication, the program will follow the steps required to have the program approved to administer medication. If a child with special needs applies to our program, we will seek any additional training within reason to be able to meet this child's needs. We will work with the child's parent and healthcare provider in completing a special health care plan stating the child's needs and how they will be met."*

If your child is identified or in the process of being identified with special needs, please inform us right away. We request a copy of the IEP or IFSP at enrollment to create an education plan to implement in the classroom to reinforce the learning goals set by each therapist. The teacher works closely with the parent and therapist to discuss and note your child's progress on the observation form. If there are any concerns to report, the teacher will meet with the parent and therapist immediately to discuss further measures that can be taken at school and home. If a child is not identified as special needs, but is showing cause for concern, the teacher and Director will note observations to confirm, meet with the parent, and a referral form will be completed. The parent will be encouraged to contact his/her local school district for screening and evaluation. Accommodations for special needs are classified in the area of: Medical, dental, speech, hearing, occupational therapy, social-behavioral health, nutrition, family counseling, or other.

## **Incident Reports**

Whenever a child is involved in an incident, whether it involves obvious injury or not, the teacher will complete an “incident report.” In some cases, parents may be contacted immediately following an injury. In most cases, parents will be contacted regarding minor incidents by the Center upon departure. In all cases, parents are asked to review and sign the “incident report” when picking up their child. Once the form is signed by the teacher, director and parent, a photocopy will be placed in your mailbox and the original is placed within the children’s blue folder in the main office.

## **Biting Policy**

NCCC Child Development Center recognizes that biting is an unfortunate incident that occurs when children are in group care. Biting is never the right thing for children to do. However, children bite for a variety of reasons, like teething, lack of speech, or imitating behaviors. As early childhood education professionals, we must expect it, and be prepared to respond immediately with care and positive guidance. When biting occurs, we have 3 main responses:

1. Care for the child who was bitten
2. Help the child who bit learn other behaviors
3. Create a behavior plan for child who bit
4. Assess the classroom routine to find areas that trigger biting to prevent further opportunities

We give immediate attention and first aid (if necessary) to children who are bitten. The bruise or laceration will be cleaned with soap and water and compressed with an ice pack. An incident report is filled out and the parent is informed via telephone immediately afterward.

Our overall goal is to keep the children safe and teach different, more appropriate, and alternative behaviors to biting. When a child exhibits ongoing biting, it will be addressed through a parent-teacher meeting to troubleshoot possible reasons and create a behavior plan of specific strategies and techniques that can be done consistently at home and school. We keep the name of the child who bit confidential to avoid labeling and stress among parents. This way the focus remains on care, guidance and nurturing.

## Communication

Communication between parents and all center staff is essential in making the children feel comfortable and secure. You are welcome to communicate any needs and desires regarding your child's development openly and honestly with the classroom teacher or administrative staff. You must sign your child in immediately upon drop-off and pick-up. Make sure the teacher knows your child is here and communicate any occurrences from the night before that will help with your child's day. There are a variety of ways the Center promote on-going communication:

- The Parent Handbook

- The Parent Board in the lobby

- Daily written and verbal communication given by the classroom

- Phone calls

- “Parent-teacher” Conferences (once per semester)

- Notices and memos in the children's mailboxes and cubbies

- Procure messages

- Tadpoles daily reports

**PLEASE MAKE SURE YOU READ ALL PAPERS BEFORE THROWING THEM AWAY...YOU MAY MISS IMPORTANT INFORMATION!!!**

Parents are welcome to participate in the classroom. You are welcome to join your child for lunch, snack, family activity days and field trips. We encourage you to share a hobby or cultural interest, or even read a book during circle time. Please remember that our center has an “open door policy,” which means you are welcome to visit anytime during the day.

\*\*\*Sometimes it is necessary to contact you or another person who is listed on your child's current emergency blue card. Your schedule form must be filled out with the correct building and room numbers and filed in the office. For your child's safety and the Center's liability, an updated re-enrollment application must be submitted every semester in order to maintain your child's attendance.

## Observation and Assessment

Observation and assessment are the process of planning and recording the progress in 4 areas of child development: *social-emotional, physical, cognitive and language*. It also gives the teachers a chance to improve the curriculum, adapt their teaching practices and the classroom environment, and make advancements on the overall program. It also is a comprehensive way to communicate the children's development and progress with families. We use the Creative Curriculum Developmental Continuum for Toddlers and Preschoolers for official documentation.

The observation and assessment process include:

The *Classroom Lesson Plan* documents the experiences that the teacher creates within the classroom to encourage each child to learn using socials/emotional, physical, cognitive and language skills.

*Monthly observations* of each child are an assessment folder which the teachers fill out monthly based on what they observe the child during that month.

Each child is given an assessment folder that shows their progress through each semester. At the end of the spring semester the folders will be sent home with the parent.

The *Child Progress Report* which provides an overall view and results of the child's developmental progress and learning. The teacher and parent will have an opportunity to have a parent teacher conference at the end of each semester to go over the progress of the child.

Observation and assessment help the teachers plan the curriculum and environment to meet the children's needs. All education staff are trained in the Take C.A.R.E. method of observation and assessment (**C**ollect facts; **A**nalyze Data; **R**eport; and **E**valuate). Children learn through play and are eager to learn when they are interested in their surroundings. It's a collaborative effort between the parents and teachers to assist and enrich the children's journey of learning so that they can meet developmental milestones as they advance into the next stages of childhood.

\*\*\*NOTE: All information is highly confidential and stored in an area only accessible to the child's current teacher and the administrative staff. If you would like to view the Curriculum or your child's education files, please see your classroom's teacher or the Director at any time.

## Relationship Based Care

*The procedures listed below allow relationships to develop and deepen over time between the teachers, children and families. They also enable staff to form strong work partnerships. The benefits of the close relationships will be evident in the day-to-day interactions between the teachers and children.*

I. Once a family is enrolled in the program, they are given an opportunity to meet their teachers and become familiar with the center and learning environment at the parent and child orientation, which happens before the beginning of each semester. During orientation:

1. The families are welcomed to the center and given a tour of the office area.
2. The parent(s) and Director meet to discuss the center's policies, procedures and education philosophy.
3. The parent(s) meet the classroom team, tour the classroom and share information on the child's routines, home language, temperament and other pertinent family information with the teacher.
4. The child is given a chance to meet the classroom team, explore the new learning environment and play with other children.

II. Afterward, the toddler classroom team forecasts the best primary care teacher to match each child based on family needs, home language(s), family culture(s), the child's temperament and staff schedules. Each primary care teacher is matched with a small group of children with whom they will create a special relationship. The child is the focus of the care; therefore, this plan I subject to change according to the child's needs.

III. Although toddler classrooms assign primary care teachers. All classrooms are working with the children in smaller groups to increase the ability to execute full care, gather observations, and facilitate rich, constructive opportunities for play. All classroom staff must:

1. Be responsible for the care of all of the children
2. Work with the children in small groups **throughout the day** to carrying out daily routine and create an environment of trust, easement and engaging play
3. Document each child's progress in the classroom
4. Communicate with the parents

## Continuity and Transitions

*Transitions come in many forms. Children are progress throughout their early childhood development. At NCCC Child Development Center, we assist children as they transition into the center, move on to another classroom, withdraw to the home environment or another center, acquire special needs services, or complete the full program and move on to Kindergarten.*

The children and teachers stay together for the duration of the school year. We only move children once per year, unless the child has aged-out of the classroom and it is determined that the new learning environment will be beneficial overall. The previous and new classroom teachers and the parent will discuss the child's progress in the classroom, in order to best prepare the next environment for the child.

If it is determined by the parent and/teacher that a child should be evaluated for special services, the center will provide the parent with the number to the his/her local school district to coordinate a developmental screening. OR If a child already receives services, the new teacher will receive a copy of the child's IEP and meet the parent and assigned therapist to adjust the classroom to meet his/her needs.

If at the anytime the teacher or Director is told that a child is withdrawing to go to another center or home care, then the parent will be informed that, if requested, he/she or the new school can receive a copy of the child's education records and/or referred to the Child Care Resource Network to receive a list of child care centers.

As the oldest children in the Pre-K transition out of the center, the classroom becomes available children who are ready to move from the Toddler 2 room or are at least 33 months old. If for any reason a child leaves the toddler program, the space is filled with a child of a similar age. This practice maintains the age groupings in each room and allows for continuity of care.

The Director will finalize and approve all changes.

## Field Trip Rules

Off campus field trips can happen at least 2 times per year, during the week or on Saturdays. A permission slip must be signed and returned by the due date to the Center by each parent in order to participate.

All children, parents and staff must stay close together at all times during the field trip.

All staff must supervise all children by *sight, sound and physical contact* in all areas and at all times.

There will be no smoking or hot drinks consumed by staff or other adults during the trip.

If a child needs to use the bathroom and his/her parent is not attending the trip, the child needs to go to the bathroom with a staff person only.

If an emergency occurs, please inform another staff person.

Each lead teacher will have a center cell phone to call for help whenever necessary.

Each lead teacher carries an emergency back pack which contains first aid supplies, the center cell phone, an attendance list, and a copy of the classroom's emergency numbers.

No food is allowed on field trips other than children's prepared lunches. All adults that are attending the field trip must ride the bus.

The bus will leave NCCC at 9:30 a.m. It will not wait for latecomers.

All children are able to go with their assigned classroom regardless of the regularly scheduled days of attendance. *(For example, if your child attends school on Monday, Wednesday and Friday but the classroom's trip is on Thursday, he or she can attend the trip. It is NOT just for children who attend school on Thursday.)*

If your child is not regularly scheduled to attend school on the field trip day, then your child must be picked up by no later than 2:00 p.m.

Due to insurance liability and bus regulations, outside and/or toddler aged siblings are not permitted to attend the field trip.

If a problem arises with the bus during the trip, alternate transportation arrangements will be made immediately. The center and parents will be notified if there is a time delay in returning.



## Bus Children

**All** children who arrive to school on the bus will undergo the following procedure:

1. A parent must meet with the Center Director no more than one week in advance of the first day of school or start day at the co-programmed agency, to inform us about your child's transportation needs and possible schedule.
2. The child's bus stop and arrival and/or departure schedule must be arranged and confirmed between the co-programmed school, the bus company, the parent, and the Center Director.

3. Once a bussing schedule has been solidified the Center Director will inform the classroom teacher, so that the child is added to the classroom's list of bus children and the classroom team can designate who will handle arrival or departure of the child at the bus stop per day or week.

4. Before a child departs from school or arrives to the classroom, the teacher must sign the bus log, which includes listed the child's initials, the teacher's initials and the time of arrival/departure.



⇒ **Arrival:** The guiding teacher/teacher assistant must greet the child upon arrival and walk him/her into the center, sign the daily bus log and then enter the classroom together and immediately complete daily attendance and wellness check. All classroom staff must assist the child with being welcomed and invited to participate in current activities happening in the classroom.

⇒ **Departure:** The guiding teacher/teacher assistant will assist the child with transitioning away from the classroom (5-minute warning, cleaning-up, toileting/hand-washing, putting on coat/bag, saying good-bye/goodbye song and leaving). The guiding teacher will sign the child out in the classroom attendance sheet and the bus log, proceed to the bus stop with the child, wait for the arrival of the bus in a safe, dry, warm area and assist the child with boarding.

5. If a bus child does arrive at the center at the designated time, the teacher or office staff will call the co-programming school, bus station and/or parent to **verify** the safety and location of the child.

\*If you have a child who is physically disabled who requires additional individualized travel arrangements, please see the Center Director to devise a plan.

## “Road to Success”

This program is designed to assist part-time or full-time students and staff to meet their off-campus educational and/or professional responsibilities. It provides a consistent environment, trustworthy relationships, and reliable, high quality care and early childhood education. It also aims to improve the center’s utilization rates and increase the usage of full-time slots, which of course, increases overall revenue.

The eligibility requirements are:

1. Must be a currently registered student or hired employee of NCCC.
2. Must have completed and returned all CDC registration and enrollment paperwork.
3. Must provide a letter of employment from employer, intern leader, or related agency, which must include work schedule, location and contact name and number.
4. Must provide accurate and up-to-date name and numbers of person to emergency contact persons who are aware that they must be available in case of an emergency. This person cannot be a center employee and must consent to act in role of the caregiver consistent with the center’s policies (ie: emergency evacuation pick-up or riding along with the ambulance in the hospital and remaining with the child until the parent arrives).
5. Must have an updated MAT form on files with current medications to be stored at school.
6. Must comply with the center’s pick-up and drop-off policy. \*\*\*A late charge for \$5 for every ten minutes will be incurred.
7. Must immediately inform Center Director of:
  - ⇒ Any changes in employment/intern hours, location, or status. Withdrawal
  - ⇒ from PTW and/or overall center. If not, Director can dismiss a participant from PTW and/or overall center for abuse for policies and procedures.

**If you are interested, please notify the Director right away so that your new child care schedule and payments are coordinated. Thank you!**



## **Summer Enrichment in Education and Development** **S.E.E.D. Program**

The **Summer Enrichment in Education and Development (SEED) Program** is a continuation of high-quality care and early childhood education services provided by the Child Development Center during the school year. The additional aim is to intensify our focus on continuity and transition for children and families who are:

- ⇒ **Experiencing college and a child care setting for the first time**
- ⇒ **Transferring from another college and/or child care**
- ⇒ **Preparing the child to move on to the classroom level**
- ⇒ **Moving on to kindergarten**
- ⇒ **Beginning special developmental services**

The SEED Program seeks to provide enriched early childhood experiences in language development, physical development, cognitive development and social/emotional development, so that the children are able to better cope with the daily challenges offered during the school year. It also provides the teachers and families an opportunity to foster relationships that will carry throughout their tenure at NCCC, and contribute to each child's overall success. It has been proven that strong partnerships form when relationships are allowed to develop and deepen over time between the teachers, children and families. The benefits of the close relationships and continuity will be evident in the day-to-day interactions between the teachers and children.

# NCCC Child Development Center

## Parent Acknowledgement Form

“I have read and will actively adhere to and comply with all policies, procedures and ethical guidelines as a parent at NCCC Child Development Center.”

Parent Name: \_\_\_\_\_

Childs Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# NCCC Child Development Center

## Parent Acknowledgement Form

“I have read and will actively adhere to and comply with all policies, procedures and ethical guidelines as a parent at NCCC Child Development Center.”

Parent Name: \_\_\_\_\_

Childs Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_